
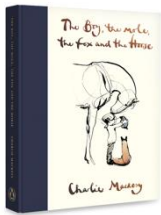





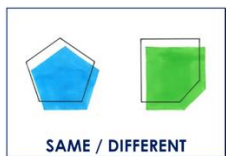
Medium Term Planning



Year 6 Autumn Term


Inspire Curriculum	Core Text Hook	Diversity, Community and Global Project Outcome for the Term
	 <p>'The Boy, the mole, the fox and the Horse' by Charlie Mackesy</p>	<p><u>Museum of Hope Exhibition</u></p> <p>A collection of art, writing, photography and dance videos.</p> <p>A collective sculpture creating a school "Beacon of Hope" as the centerpiece of the museum stand. Surrounding the sculpture are paintings by children exploring the 2 extremes of feelings (hope and no hope) using Charlie Mackesy as inspiration. This will be supported by an anthology of advice letters of hope and stories about challenging worries (return to school). There will also be videos / photos / live performance of interpretive dance and freeze frames to support the learning.</p>
	<p>Art Outcomes Display Ideas</p> <div>  <p>Collective piece - Andy Scott 'Beacon of Hope'</p> </div> <div>  <p>Individual pieces inspired by Charlie Mackesy</p> </div>	<p>Trips/Visitors</p> <p>Limited due to COVID-19</p>
Knowledge and Understanding	Skills	Attitudes

Identity and Diversity <ul style="list-style-type: none"> Importance of language, beliefs and values in cultural identities 	Empathy <ul style="list-style-type: none"> Discern how people are feeling through their Words, body language, gestures and tone Recognise how different backgrounds, beliefs and personalities affect behaviour and world views Self-Awareness and Reflection <ul style="list-style-type: none"> Recognise personal strengths and weaknesses Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally Adapt to new situations and explore new ways of seeing local and global issues 	Sense of Identity and Self-Esteem <ul style="list-style-type: none"> Valuing of own and others' individuality Openness to new ideas and perspectives which challenge own
---	---	---

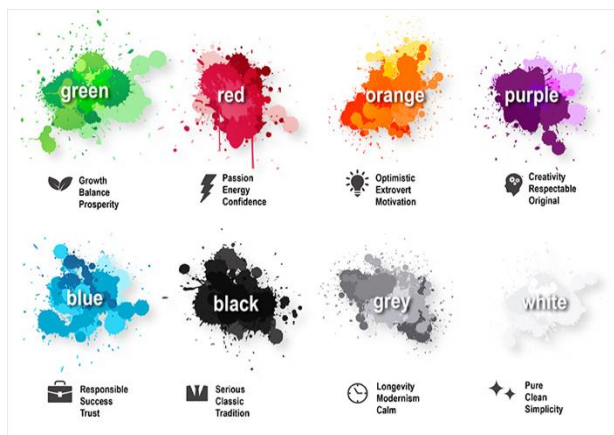


	Diversity, Community and Global Project Learning Journey	
Week 1 7th September	Indoor PE Interpretive Dance L.I. to create an effective warm up. What is the purpose of warming up? What does an effective warm up include? Chn to work in pairs to create a warm up. Include some cardiovascular work. Include work for different body parts. Include some stretching.	
Week 2 14th September	Indoor PE Interpretive Dance L.I. To explore different shapes, levels and pathways. Chn to work in groups to create a bank of movements according to 5 emotions chn have decided on. Think about moving on different levels. Think about the different pathways. Think about how to show the shapes of different emotions. How can we physically represent different emotions? How would different emotions move? Would they have big or small movements?	
		How is the dance viewed differently by altering ??? or keeping ??? the same

	<p>Drama L.I. To create a freeze frame. Chn to work in groups to create freeze frames of the emotions of despair and hope. Each group should assign children to take on the character of despair and hope (more than one child can play each part). Children then work together to create an image including these emotions.</p> <p>Pay attention to body language and positioning to experiment with different shapes that can be created.</p> 
Week 3 21 st September	<p>Indoor PE Interpretive Dance L.I. To explore different shapes, levels and pathways. Discuss how we could change between movements fluently. Go over the fact that in a dance, everything should be fluid – one movement flowing into the next, even if those movements are staccato. There should be no stopping and starting. Chn to work in groups to come up with a dance incorporating the five emotions in any order they wish. How can you move between one movement and another? Using the work the children did last week they create a dance representing different emotions.</p> <p>Drama L.I. To express the thoughts of a character. Based on the freeze frames from the last lesson the children get back into character based on either despair or hope. The children then work as a group to decide what each character would be thinking based on the image they created. Each group then presents their freeze frame to the class and when each character is tapped they share their thoughts (thought-tracking). Peer-Assessment.</p> 
Week 4 28 th September	<p>Indoor PE Interpretive Dance L.I. To explore different shapes, levels and pathways. Each group to say what they need to do to improve their performance – maximum of 2 things. Chn to work to finish and improve their dances according to what they have decided their improvements need to be. If they finish, to pair up with another group to show dance and peer evaluate.</p> <p>Music L.I. To listen and interpret a piece of music.</p>

	<p>Which pieces of music make you feel good? Hopeful? Cheer you up? What is it about a piece of music that makes you feel good? What would you expect to hear? Children to listen to Balmorhea - Truth https://www.youtube.com/watch?v=Ij59zbvuH2M What is happening in this piece of music? What can you hear? How does it make you feel? Chn to discuss.</p> 
Week 5 5 th October	<p>Indoor PE Interpretive Dance L.I. To use a motif within a dance What is a motif? How are motifs used in dance? They tie a dance together, a little bit like a chorus of a song. Does the motif always have to be used in the same way? No, it can be done on different levels, in different directions and in different group shapes e.g. by group in a line, in a circle, in canon etc... Chn to come up with how to translate the journey from despair to hope into dance moves individually/in pairs and then show the rest of the class to give everyone lots of ideas. Music L.I. To listen and interpret a piece of music. Chn to relisten to Truth. What do they think is happening throughout the piece? Children to be given the axis of any emotions graph. While listening to the piece of music, children interpret the change in emotion throughout the piece.</p>
Week 6 12 th October	<p>Indoor PE Interpretive Dance L.I. To use a motif within a dance Chn to work in pairs/individually as they wish to create a dance using the order AABCCD and then repeat as necessary. They will need to think of three motifs and use linking movements between each motif.</p> <p>REHEARSALS FOR MUSEUM OF HOPE</p>
Week 7 19 th October	<p>Indoor PE Interpretive Dance L.I. To perform and evaluate. Chn to perform their dances in groups and identify good parts of each other's dances and areas for improvement.</p>  <p>MUSEUM OF HOPE EXHIBITION</p>

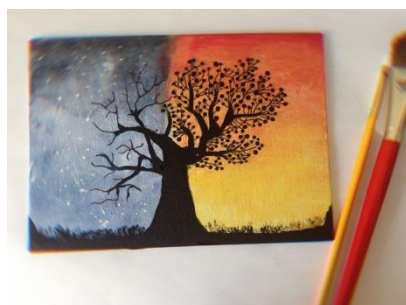
Art	
<p>Week 1 7th September</p>	<p>L.I. To create a mood board linked to emotions.</p> <p>Chn to consider different emotions and how they are represented in art. Which colours would represent which emotions? How would different emotions be presented on a page? Which images would they expect to see?</p> <p>CTs to provide range of images that could be used to represent a range of emotions and chn to use these, alongside other materials (pencils, paints, coloured paper) to create their own emotions mood board.</p> <p>To encourage annotations to explain their mood board choices e.g 'I have included _____ to represent _____ because _____.'</p> <div data-bbox="369 509 857 879" data-label="Image"> </div> <div data-bbox="857 582 1240 879" data-label="Image"> </div> <div data-bbox="1279 695 1458 874" data-label="Image"> </div> <div data-bbox="1500 633 1823 879" data-label="Image"> </div>
<p>Week 2 14th September</p>	<p>L.I. To experiment with colour to represent mood.</p> <p>Children use paints and colour wheels to think about which colours represent which emotions. They experiment with mixing paints to find colours to show different emotions. They should also experiment with the colours' vibrancy - how light or dark it is. Just as each colour has its own properties, so does each shade of the same colour.</p> <p>What are the effects on you? Which colours/shades feel more energetic/ relaxing etc?</p> <p>Chn to experiment with different tones/colour variation by creating blocks/circles of colours and annotating the mood they were trying to convey through their colour choices.</p>



Week 3
21st September

L.I. To create a background for a final outcome.

Show the children the image that we are using an inspiration for the final outcome.



What do we mean by background? Middle ground? Foreground?

The foreground, middle ground, and background divide the landscape into different planes that the artist uses to create a sense of depth.

- The foreground of a landscape is generally closer to the bottom of the composition, although that isn't always the case. Because this part of the scene is closest to the viewer the objects appear to be larger.
- The middle ground is the space naturally occurring between the foreground and the background
- The background of a scene is the furthest away. It gives some context to the scene, where it might be taking place. Because items in the background are meant to appear farther away they are much smaller in size, duller in color, and contain less detail than objects that are close to the viewer.

Have chn consider foreground, middle ground, and background in a real-world setting.

Ask them to stand up and point out what is closest to them and how large it is. Then do the same thing with middle ground and background. What do we notice about the size of objects in each section?

Discuss the size of the whatever is across the street from their classroom (car/van/tree) and have them measure it from where they are standing. They quickly realize that background objects are small, while foreground objects are large. Considering the colour mixes they created in the last lesson the children need to think about which colours they would like to use for each side of their outcome. The children will then mix their paint and create a colour wash background for each side - one that represents despair and one that represents hope.

Collaborative Piece

Children to be taken out in groups each week to recreate the Beacon of Hope Sculpture using metal coat hangers.

Week 4
28th September

L.I. To create a foreground for a final outcome.

Chn to use black card to recreate the tree image for their final outcome. The trunk and main branches to be cut from black card and the more intricate leaves and branches to be added in with black acrylic paint. Remind the children to use small brushes and light brush strokes.

What do you notice about the branches leaves on the side that represents despair? What do you notice about the branches/leaves on the side that represents hope? How can we use paint to show this?



VectorStock®

VectorStock.com/22445018



Download from
Dreamstime.com

This watermark image is for previewing purposes only.

66102896

Malveen | Dreamstime.com



Collaborative Piece cont.

Children to be taken out in groups each week to recreate the Beacon of Hope Sculpture using metal coat hangers.

Week 5
5th October

L.I. To recreate a sketch based on an illustration.

Explain to the children that they are going to add sketches in the style of Charlie Mackesy. In this session they can practice sketching in pencil and then practice using ink/paint. Children need to be reminded that these sketches do not need to be perfect and that the original sketches are not perfect even in the book. **What techniques does Charlie Mackesy use to create the shapes? How much shading does he use?**

https://www.youtube.com/watch?v=AJ47BQQUh_I In this clip children can watch him actually sketching using pen and ink.

"What do you want to be when you grow up?"



"Kind," said the boy

Charlie Mackery

"So you know all of me?" asked the boy

"Yes" said the horse.
"And you still love me?"
"We love you all the more"



Charlie Mackery

"What is your best discovery?" asked the mole



"That I'm enough as I am" said the boy

"We have a long way to go" sighed the boy.
"Yes but look how far we have come" said the horse.



"Always remember you matter, you're important, and you're loved. Your presence on this earth makes a difference whether you see it or not"



Charlie Mackery

"What is a true sign of strength?" asked the boy

"Gentleness" said the horse



Charlie Mackery

Collaborative Piece cont.

Children to be taken out in groups each week to recreate the Beacon of Hope Sculpture using metal coat hangers.













Week 6
12th October





L.I. To add sketches to the final outcome.






	<p>Photocopy two copies of the work the children have created so far to add their sketches to. Children add their sketches to the final outcomes. On one side they will add a sketch of the animal looking down and on the other side the animal looking hopeful using black paint/ink.</p> <p>At end of week, chn to evaluate their final outcomes: Open a classroom art gallery. Children to reflect upon their art learning and self/peer-assess. What has been successful and what could they develop?</p>
Week 7 19 th October	MUSEUM OF HOPE EXHIBITION

English Learning Journey

Week 1 7 th September	Week 2 14 th September	Week 3 21 st September	Week 4 28 th September	Week 5 5 th October	Week 6 12 th October	Week 7 19 th October
Phonics/Spelling: Grammar:		<p>*Ensure spelling focus is included during weekly modelled writes Spelling focus:</p>	<p>*Ensure spelling focus is included during weekly modelled writes Spelling focus:</p>	<p>*Ensure spelling focus is included during weekly modelled writes Spelling focus:</p>	<p>*Ensure spelling focus is included during weekly modelled writes Spelling focus:</p>	<p>*Ensure spelling focus is included during weekly modelled writes Spelling focus:</p>
<p>Expectations - presentation, rules</p> <p>Immerse: Lesson 1: Philosophy style lesson providing chn with discussion statements/questions in which they can begin to debate. Use of Oracy</p>	<p>Analyse Lesson 1: To analyse features of a text: letter of advice in role of Charlie Mackesy (KPI: Formality, passive, pronouns) - SEE APPENDIX FOR MODEL. Begin by</p>	<p>Lesson 1: To use parenthesis to vary sentence structure Chn look at the structure of sentences and how to use parentheses to enhance a sentence using appropriate punctuation. (double commas for relative</p>	<p>Analyse Lesson 1: To analyse features of a text: first person narrative 'Returning to the new normal' - SEE APPENDIX FOR MODEL</p> <ul style="list-style-type: none"> show not tell repetition for effect 	<p>Lesson 1: To vary sentence openers to aid fluidity Using modelled text to identify range of openers that have been used. What can we identify? Fronted adverbials, Verb openers, Determiner</p>	<p>Independent application: Lesson 1-4 To consider my audience when writing (narrative writing over course of the week)</p>	<p>Lesson 1: To apply changes to a piece of writing - chn choose a section to re-draft including their edits from previous week. Chn to reflect upon the parts they kept the same and those that they changed and why?</p>

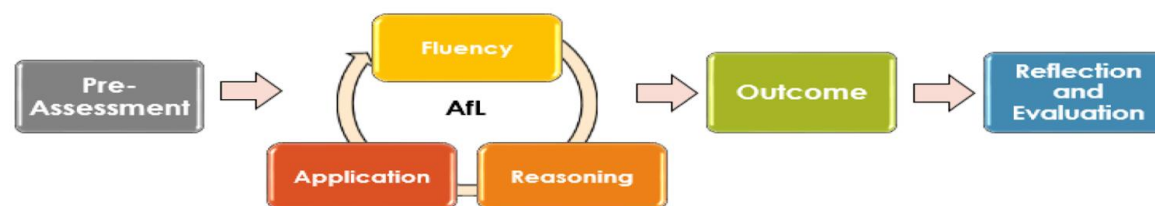
<p>Discussion Roles. Some chn become instigators, challengers, probers etc.</p> <p>Agree/Disagree: <i>You can face <u>any</u> problem as long as you have a friend with you. Do acts of kindness have a motive?</i></p> <p><i>There is no such thing as an unselfish act.</i></p> <p><i>What is true friendship?</i></p> <p><i>The most important purpose in life is to find happiness</i></p> <p><i>If you hope for something strongly enough, you can achieve whatever you like.</i></p> <p>Use these as discussion points linking to the text and begin to explore key themes of text: hope, friendship, sadness</p>  <p>Lesson 2:</p> <p>Read text to chn. Notice author's style throughout and use of positive proverbs/thoughtful quotes to offer advice/support to boy. These have been used as a way of wisdom.</p>	<p>reading letter to Charlie Mackesy to gain context of piece but analyse feature of response as this is what they are working towards for their outcome.</p> <ul style="list-style-type: none"> modal verbs formal tone non-contracted verb forms subjective mood conditionals 'If...then) personal pronouns (one would suggest...) parenthesis Short sentences proverbs passive constructions sentence opener variety (fronted adverbials of time to suggest order of responses) <p>Chn to use modelled text to analyse these language and structural features and begin to</p>	<p>clause/subordinate clause/double dashes for interruption/single dash for emphasis at the end of a sentence)</p> <p>BAR chn to focus on relative clauses.</p> <p>Independent application:</p> <p>Lesson 2-4: To consider my audience when writing (letter from Charlie Mackesy providing advice to 'Despair')</p>  <p>Lesson 5: To reflect upon a piece of writing - Depth prompts used to reflect upon their choices as authors.</p>  <p>WHAT HAS INFLUENCED YOUR WRITING?</p>  <p>HOW DO YOU WANT THE READER TO FEEL WHEN THEY READ YOUR WRITING? WHY?</p>  <p>HOW DOES THE LANGUAGE YOU HAVE USED IMPACT THE READER?</p>	<ul style="list-style-type: none"> short sentences for suspense verb openers fronted adverbials dashes for emphasis parenthesis to vary sentence structure (double dashes, commas, brackets) semi colons dialogue to advance plot figurative language <p>Chn to use modelled text to analyse these language and structural features and begin to explain their impact on the reader. Establish as class the purpose, audience, tone, viewpoint</p>  <p>Generate</p> <p>Lesson 2: To generate appropriate vocabulary</p> <p>Chn to use modelled write and a range of visual stimuli (images, sounds, clips) that link to plot of text in order to generate their own bank of vocabulary</p>	<p>Pronoun</p> <p>Reversed Simile</p> <p>Chn to create sentences/paragraphs in context of narrative, using a range of openers</p> <p>GD: What is the impact of overusing similar sentence openers?</p>  <p>HOW DOES THE LANGUAGE YOU HAVE USED IMPACT THE READER?</p> <p>Lesson 2: To use punctuation for effect</p> <p>Explore how dashes have been used for parenthesis but also to place emphasis on an idea (clause). Establish use of semi colon to separate two closely related independent clauses</p> <p>GD:How have you included punctuation for effect? What impact has the punctuation you've selected had on the reader?</p> 	<p>Focus on paragraph each day - model/write choose features as focus for model each day. Dialogue will need to be modelled early on so children aware of punctuation to use for it.</p> <p>Reflect</p> <p>Lesson 5</p> <p>To self-assess and edit a piece of writing</p> <p>Chn to use features list from analysing session to assess own writing against criteria. What have they included? What could be improved? Changed? Why?</p> <p>Use these reflections to begin to make careful edits to their writing. CT to set up 'editing stations' based on marking writing and having foci for individual classes.</p>   <p>CHOOSE A WORD OR PHRASE FROM YOUR WRITING THAT YOU THINK IS EFFECTIVE. EXPLAIN WHY YOU HAVE CHOSEN IT.</p>  <p>HOW SUCCESSFUL WAS YOUR WRITING TODAY? JUSTIFY THIS</p>	 <p>Rest of week: Publishing narratives/letters</p>
--	--	--	---	---	--	--



<p>https://www.goodreads.com/author/quotes/3242801.Charlie_Mackesy</p> <p>Chn to sort a range of proverbs/quotes into a pile they can explain/understand and ones that they don't.</p> <p>Use this as a class and begin to demystify the deeper meaning of the ones they do not understand through providing examples and experiences. Children to make connections to these by sharing their own experiences of when they've felt a similar way to the boy.</p> <p>Once this has been done, chn to rank them in order of importance for a person to remember and begin to justify why they have placed them in the way they have.</p> <p>Lesson 3: To infer meaning from a text Explore characters through comparisons.</p> <p>Show collection of adjectives and chn to start by matching these to the</p>	<p>explain their impact on the reader.</p> <p>Establish as class the purpose, audience, tone, viewpoint</p>  <p>GD: comparison to alternative text type. what features do they share/how do they differ?</p> <p>Generate</p> <p>Lesson 2: To develop empathy (S&L) - social and emotional strand of oracy Chn given scenarios taken from the letter written as child expressing concerns/worries/fears. Role play activity giving advice on what they could do. Have Charlie Mackesy quotes visible so chn can begin to use them in context for offering advice.</p> 		<ul style="list-style-type: none"> verbs, noun phrases, adverbs, figurative language <p>Lesson 3: To structure a narrative Re-read the model text. Basic planning of plot to gain awareness of content within paragraphs.</p> <p>(see appendix and green sections to be filled in this lesson)</p>  <p>What experiences of 'returning to school' have you had that have influenced your own writing?</p> <p>Lesson 4: To use show not tell to convey emotions Consider the emotions that the writer (you) feel on throughout the narrative. Create a whole-class emotions graph to gather specific emotion (resource emotions wheel to get specific vocabulary)</p>	<p>Lesson 3: To use repetition for effect Focus on repeating: -Emotive phrases - Forms of repetition to include are: last word, first word; same opening phrase; long to short sentences, repeating words/phrases</p>  <p>Lesson 4: To structure ideas for a narrative Revisit the initial plan and add dates of the learning journey that they wish to include within each paragraph. (see appendix and blue sections to be filled in this lesson)</p>		
--	---	--	--	--	--	--








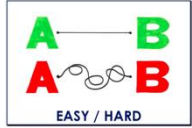




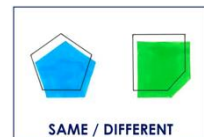

<p>characters they know from the text. e.g. wise, insightful, confident, kind, worried, anxious, curious, sensitive, wary This can be added to by chn during task</p> <p>Chn to use evidence from the text to justify their reasoning behind their choices. <i>I know that the fox is _____ because in the text it _____.</i></p> <p>Chn then to establish similarities and difference between characters (perhaps choose two to compare, GD all four), again using text as evidence (illustrations and language) - venn diagram?</p>  	<p>Lesson 3: To use a range of sentence openers to aid fluidity Using modelled text to identify range of openers that have been used. What can we identify? Fronted adverbials, Verb openers, Determiner Pronoun</p> <p>Chn to create sentences/paragraphs in context of narrative, using a range of openers</p> <p>Lesson 4: To use a range of formal devices Chn to re-analyse modelled write and establish the devices that have been used to suggest formality. Chn develop sentences/paragraphs in context of letter including examples of subjunctive, certainty modals, personal pronoun 'one'</p> 		 <p>Identify how the character's feelings/emotions change throughout and collate the key ones e.g. fear, anxiety, nerves, confusion, excitement, relief</p> <p>From this, chn to generate show not tell examples to use in their narrative.</p> 			
--	---	--	---	--	--	--



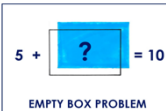
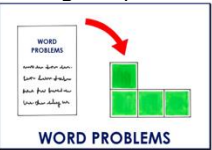

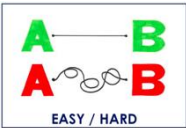




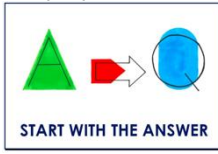

	<p>GD: Why does most of this letter need to be written with a formal tone?</p>  <p>HOW DO YOU WANT THE READER TO FEEL WHEN THEY READ YOUR WRITING? WHY?</p>					
--	--	--	--	--	--	--

Maths Learning Journey



	Week 1 7 th September	Week 2 14 th September	Week 3 21 st September	Week 4 28 th September	Week 5 5 th October	Week 6 12 th October	Week 7 19 th October
	<p>2-week Baseline Assessment using Y5 RS Summer 2020 tests</p> <p>(10-20-minute independent sessions – test broken down into non-testing style sessions e.g. quizzes, bingo, jeopardy, carousel etc.)</p>  						
Stages: Pre-assessment	Focus for the Week: Place Value	Focus for the Week: Place Value 4 Operations	Focus for the Week: 4 Operations	Focus for the Week: 4 Operations	Focus for the Week: 4 Operations	Focus for the Week: 4 Operations Fractions	Focus for the Week: Fractions
	Arithmetic Focus:	Arithmetic Focus:	Arithmetic Focus:	Arithmetic Focus: Factors & Multiples	Arithmetic Focus:	Arithmetic Focus: Long division	Arithmetic Focus: 4 operations

<p>Fluency</p> <p>Reasoning</p> <p>Application</p>	<p>Partitioning numbers e.g. $28.13 = 20 + ? + 0.1 + ?$</p>  <p>EMPTY BOX PROBLEM</p>	<p>Multiply and divide by 10, 100 and 1,000</p>	<p>Multiply and divide by 10, 100 and 1,000</p> <p>Column addition and subtraction and long multiplication</p>	<p>Long multiplication and division (short)</p> <p>Long division (short)</p>	<p>Long multiplication and division (short)</p> <p>Long division</p>	<p>Prime</p> <p>Cube / Squared</p>	<p>NEXT TERM - TAKE ESTIMATION AND MENTAL CALCULATIONS KPI AS ARITHMETIC FOCUS</p>
<p>Outcome</p> <p>Reflection & Evaluation</p>	<p>Day 1: Fluency Read and write numbers up to 10,000,000 and up to 3dp</p> <p>Day 2: Fluency Reasoning Read and write numbers up to 10,000,000 and up to 3dp</p>  <p>EXPLAIN IT!</p> <p>- how you know 25.3 is larger than 25.03</p>  <p>ALWAYS SOMETIMES NEVER</p> <p>- if a number has 3 decimal places, it will always be smaller than a number which has 2 decimal places</p>	<p>Day 1 and 2: Fluency Reasoning Application Negative numbers (2)</p> <p>Day 3: Fluency Add and subtract whole numbers</p> <p>Day 4: Fluency Add and subtract whole numbers with up to 3 decimal places</p> <p>Day 5: Reasoning Application</p>  <p>Add and subtract whole numbers with up to 3 decimal places solving multi-step including measurements e.g. buy 3 items, change</p>	<p>Day 1: Reasoning Application</p>  <p>Add and subtract whole numbers with up to 3 decimal places solving multi-step including measurements e.g. buy 3 items, change from £20, 6m and cut 1.5m and 2.8m what's left? SATS style</p>  <p>APPLICATION OF SKILLS</p> <p>Day 2 and 3: Fluency Reasoning Multiply up a 4-digit number by multi-digit numbers, including single digit</p>	<p>Day 1: Fluency Reasoning Application Multiply with decimals</p>  <p>EMPTY BOX PROBLEM</p> <p>missing box problems</p> <p>Day 2: Fluency Short division (up to 12x)</p> <p>Day 3 and 4: Fluency Short division (using factors for past 12x)</p> <p>Day 5: Fluency Reasoning Short division</p>  <p>EASY / HARD</p> <p>- which method do you prefer (using factors or working out the times table?)</p>	<p>Day 1: Fluency Divide decimals by integers</p> <p>Day 2 - 3: Fluency Long division (when introducing remainders, introduce decimal remainders straight away, not just r6 e.g.)</p>  <p>STEP BY STEP</p> <p>Day 4 - 5: Fluency Reasoning Application</p>  <p>Long division (when introducing remainders, introduce decimal remainders straight</p>	<p>Day 1: Fluency Order of operations</p> <p>Day 2: Reasoning Application Order of operations (including squared and cubed) - from this point forwards, any calculations in any area of maths must follow order of operations</p>  <p>ERROR SPOTTER</p> <p>- calculation answered not with order of operations. Fix it.</p>  <p>- I wonder what would happen if I did not follow order of operations? Does my answer change?</p>	<p>Day 1: Fluency Reasoning Converting fractions to the same denominator</p>  <p>SAME / DIFFERENT</p> <p>what is the same and different between $\frac{2}{3}$ and $\frac{6}{9}$?</p> <p>Day 2: Fluency Reasoning Compare and order fractions by finding equivalent denominator</p>  <p>EXPLAIN IT!</p> <p>Day 3: Fluency Reasoning Converting mixed numbers to improper fractions</p>





	<p>Day 3: Reasoning Application Compare and order numbers up to 10,000,000 and up to 3dp</p>  <p><i>incorrect order given - fix it</i></p> <p>Day 4 and 5: Fluency Reasoning Application Round any number to a given degree of accuracy</p>  <p><i>incorrect reasoning example given - what is the mistake?</i></p>	<p>from £20, 6m and cut 1.5m and 2.8m what's left?</p>  <p><i>missing box problems</i></p> 	<p>Day 4: Fluency Multiply decimals by integers</p> <p>Day 5: Fluency Multiply decimals by decimals</p>		<p>away, not just r6 e.g.)</p>  <p><i>which method do you prefer (chunking or working out the times table?)</i></p> 	<p>Day 3: Application Consolidation of 4 operations (SATs style questions)</p>    <p>Day 4: Fluency Reasoning Simplify fractions</p>  <p><i>- if $\frac{2}{5}$ is the simplified fraction, what could the original fraction be?</i></p> <p>Day 5: Fluency Reasoning Fractions on a number line</p>	<p>and vice versa (including understanding proper fractions vocabulary)</p> <p>Day 4: Fluency Reasoning Compare and order fractions including those greater than one (improper fractions and mixed numbers)</p>  <p>Day 5: Fluency Reasoning Add and subtract fractions within a whole by converting denominators to the same value</p>
--	---	---	---	---	--	---	--

Wider Curriculum

	Week 1 7 th September	Week 2 14 th September	Week 3 21 st September	Week 4 28 th September	Week 5 5 th October	Week 6 12 th October	Week 7 19 th October
Whole Class Reading Goodnight Mr Tom (links to hope - evacuation/ a national effort linking to what is happening now. How can you achieve hope during difficult, different times?)	Chapter 1 Lesson 1: prediction - use the front cover and the blurb to make predictions about the text. use the prediction stems to form sentences. Lesson 2: fact retrieval - recap on strategies for finding information in a text. answer the fact retrieval questions. (true or false questions) Lesson 3: clarification- recap strategies for clarifying unknown words. complete the word meaning activities. Lesson 4: making connections. Discuss similarities between the situation in the story and the recent lockdown situations. Discuss	Chapter 2 Lesson 1: deconstructing a text and fact retrieval questions (qsts 4, 5, 10, 11) Lesson 2: Inference questions (6, 8, 9, 18, 20, 23, 25) Lesson 3: Summary. Children to order the events from the chapter, Write a summary paragraph of the characters Willie and Tom. Lesson 4: Clarifying questions 7 and 15. children to use the clarifying strategies and stems to clarify any other words in the chapter 2 and look ahead to chapter 3 to clarify	Chapter 3 Lesson 1: deconstructing a text and fact retrieval questions (1, 3, 5) Lesson 2: Prediction from details implied (2, 6, 7, 8, 9, 13) Lesson 3: Inference (10, 11, 12, 14, 16, 17) Lesson 4: Summary: true or false questions. Write a summary of how the relationship between Tom and Willie has developed over the 3 chapters. Lesson 5: Evaluation: use the sentence stems to write evaluations about chapter 3.	Chapter 4 Lesson 1: mixed strategy questions (fact retrieval, inference, prediction, summary) qsts 1-7 Lesson 2: mixed strategy questions (fact retrieval, inference, prediction, summary) qsts 8-14 Lesson 3: mixed strategy questions (fact retrieval, inference, prediction, summary) qsts 15-22 Lesson 4: Use examples from the text to recap SPaG learning:: Nouns, verbs, conjunctions, determiners. Recap on main clause and subordinate clause. Lesson 5: Clarifying.	Chapter 5 Lesson 1: mixed strategy questions (fact retrieval, inference, prediction, summary) qsts 1-5 Lesson 2: mixed strategy questions (fact retrieval, inference, prediction, summary) qsts 6-10 Lesson 3: making connections. Reflect on the connections they can make between Chamberlain's war announcement speech and the recent Boris Johnson speeches. Lesson 4: Fact retrieval: use details from chapter 5 to draw and label the Anderson shelter and then write step by step instructions on how to make one.	Chapter 6 Lesson 1: mixed strategy questions (fact retrieval, inference, prediction, summary) qsts 1-6 Lesson 2: mixed strategy questions (fact retrieval, inference, prediction, summary) qsts 7-13 Lesson 3: mixed strategy questions (fact retrieval, inference, prediction, summary) qsts 14-19 Lesson 4: Word meaning questions. Use different strategies to clarify words. Lesson 5: Summarise and predict from given events. Summarise the whole text so far and predict what they think will happen next.	LI: Activity:

	<p>connections children can make with the story and characters. Use strategy stems to form sentences.</p> <p>Lesson 5: summary. recap the strategy and use the sentence stems to summarise chapter 1.</p>	<p>any vocabulary before reading it.</p> <p>Lesson 5: Evaluation. Recap this strategy and the sentences stems. children answer qsts (27, 29 21) making comparisons: How is this chapter similar or different to chapter 1?</p>		<p>Use examples from the text to select which is an appropriate word to use in the context. Words as nouns or verbs in a sentence.</p>	<p>Lesson 5: SPaG recap: main clauses and subordinating clauses.</p>		
Well-being	<p>Session 1 - Week 1 Feelings Developing an awareness of different thoughts and feelings Class discussion - what different emotions do we feel? How might that particular emotion make you feel inside? relate this to how they feel today.</p> <p>Session 2 - Week 1 Relationships developing relationships through musical activities Resources: A box containing a range of different musical instruments, e.g. maracas, triangles, tambourines. Adults perform a pulse or rhythm and the children copy.</p>	<p>Session 1 Week 2 - Mindful listening Awareness of sounds and stillness Children to close their eyes. Use a bell or an instrument and play it once. Tell the children to raise their hand when they no longer hear that sound. then tell them to remain silent for one minute. what sounds do they notice during that time? Emphasise on the idea of 'being in the present'.</p> <p>Session 2 What is worry? Powerpoint to be played explaining what worry is and how it makes us feel.</p>	<p>Session 1 Week 3 Bereavement My special people Children to choose a special object from a box. What does it represent? Ask the children to think about someone else who is special to them. Ask them to choose another object from the box to represent their special person. Repeat this a few more times. When the children have placed their stones / shells / pebbles on the paper, ask them to draw around them and then to write in the names of the people they represent in the relevant space.</p>	<p>Session 1 Week 4 Art of touch Give each child an object to touch, such as a ball, a feather, a soft toy, a stone, etc. Ask them to close their eyes and describe what the object feels like to a partner. Then, have the partners trade places. This exercise is a simple, but compelling, way to teach children the practice of isolating their senses from one another, and tuning into distinct experiences. Teachers could develop this further by asking children questions around how they experienced that activity, if they were surprised at the detail they could come up</p>	<p>Session 1 Week 5 Prayer Flags 'Is there anything you wish you had said to the person you are missing? If you could say anything to them, what would it be? Help the child to write each one on one of the flags. Allow the child to colour in each flag with the specific colours. Punch holes in the base of each flag and thread each one onto the string with the messages all facing one way.</p> <p>Session 2 The Anger Iceberg Explain that anger is like an iceberg, only part of it is visible. Use the first activity sheet and get children to explore what</p>	<p>Session 1 Week 6 Memory Gardens - using Nature to regulate Identify a space outdoors, or a container for indoors, in which to build a memory garden. Support the child to think of 5 things they remember about the person they are missing. These could be things the person liked, specific memories of events, places they visited together or things they remember about them as a person. Ask the child to choose natural objects to represent each one. Have a range of items available including grass, mud, sticks, stones, pine cones,</p>	<p>Session 1 Week 7 My emotions toolkit This week is all about recapping what you have learnt and reminding the children they are now more able and more confident to talk about their feelings. They have learnt coping skills in the form of breathing techniques as well as the other emotional/relaxation/mindfulness/relationship work they have been doing the past 6 weeks. The children can create their own emotional tool box. They need to cut out a feeling and stick it down. Then cut out two coping strategies that helps them when they are feeling this way.</p>

	short discussion about how the activity made them feel.	Introduction to the fight, flight, freeze response. Activity is making a worry box/worry monster.	<p>The children can draw in lines to show their connection to the key people in their relationship web.</p> <p>Session 2 What is the fight, flight and freeze response? Last week we saw the introduction to the fight, flight, freeze response. This week's activity is thinking about how this affects our body and how our body reacts to different emotions.</p>	<p>with (or not), if they noticed anything about the object that they hadn't paid attention to before etc.</p> <p>Session 2 Guess the picture Ask the children to work in pairs. Label the children A and B. Ask A's to describe something to their partner to draw on a piece of paper. This can then be shown to their partner after to see if they were correct. Swap turns</p>	<p>could be underneath their anger. The 'my triggers' activity asks the children to think of specific triggers to them. Get them to write in the box what their triggers are then they cut out and stick the relating emoji to their trigger chart. This is an ideal way for children to understand that anger is always caused by something else and that sometimes if we are aware of our triggers we may be able to avoid them.</p>	<p>acorns, flowers and pebbles etc. Spread out the chosen items and invite the child to arrange in a garden.</p> <p>Session 2 Mindful Movement. Each child selects a small area where they can walk in a line for about 5 or 6 steps and back then back to where they started without getting into another person's way. While walking, encourage children to bring their awareness to their breath and their body. What does the ground feel like under your feet? Which part of your foot touches the ground first when you take a step? Does your body feel heavy or light today? Are you slouching when you walk? Or, is your back up quite straight?</p>	<p>Session 2 coping strategies for anxiety and anger Get the children to sit calmly and quietly. Play some calming meditative background music. Dim the lights and practice the new breathing technique. Remember to SNIFF THE FLOWER, BLOW OUT THE CANDLE Ask the children afterwards how it made them feel. Another really effective technique when dealing with anxiety/panic attacks is the grounding exercise. Firstly, talk about worry/anxiety. Ask the children if they can remember what anxiety does to our body and how it makes our bodies react? Now practice the grounding exercise.</p>
<p>Science</p> <p>Key working scientifically skill:</p> <p>Reporting and presenting findings from enquiries, including conclusions,</p>	<p>LI: to describe how living things are classified according to their observable characteristics.</p> <p>Activity: Why do we need to classify things? E.g. in supermarkets, food</p>	<p>LI: to justify the classification of animals based on specific characteristics.</p> <p>Context: classifying hominidae family.</p> <p>Activity:</p>	<p>LI: to develop a hypothesis using a scientific theory. Context: bacterial growth.</p> <p>Activity: Children are introduced to different bacterial</p>	<p>LI: to create classification keys to group animals in a family.</p> <p>Activity: Using resources from Woodlands Trust and pictures of invertebrates and</p>	<p>LI: to observe and record</p> <p>Context: results bacterial growth. Continuous activity throughout the week.</p> <p>Activity:</p>	<p>LI: to observe and group different species in an ecosystem.</p> <p>Activity: Investigate a pond environment to use their classification grids from last lesson</p>	<p>LI: to evaluate an investigation.</p> <p>Activity: Children reflect and evaluate their findings against their hypothesis and scientific theories and suggest areas for</p>

<p>causal relationships (taken from NC)</p> <p>Key scientist: Carl Linnaeus who is famous for taxonomy he science of identifying, naming and classifying organisms (plants, animals, bacteria, fungi, etc.).</p>	<p>items are classified depending on the type of food. Children sort different plant and animal species based on observable characteristics. Why do scientists need to classify? Reinforce the need to classify living things so scientists can group and compare.</p> <p>Key knowledge: Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals?</p> <p>Greater depth Can they explain why classification is important?</p>	<p>Explain to children the different classification systems e.g. kingdom, class, family and genus. Why are these classification systems important to scientists? Children to group and categorise the hominidae family (great apes) based on their characteristics. What observable characteristics do orangutans and humans share?</p>  <p>Key knowledge: Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Greater depth Can they readily group animals (great apes) into families using a set of characteristics?</p>	<p>growth and the conditions that sustain bacterial life. They then predict where most bacterial growth can be found and justify their hypothesis. Each group will have three petri dishes and a dish which will be the class control to compare against.</p>  <p>(Critical thinking)</p> <p>Key knowledge: Can they use information to make a prediction about the growth of bacteria and give reasons for it?</p> <p>Greater depth Can they make a prediction about bacterial growth which links with other scientific knowledge?</p>	<p>amphibians, children classify and group species and create an identification key.</p> <p>Key knowledge: Can they give reasons for classifying plants and animals based on specific characteristics?</p> <p>Greater depth Can they sub divide their original groupings and explain their divisions?</p> <p>Plenary: What species would a duck billed platypus be part of? Why? Chn debate and justify their reasoning.</p>	<p>Groups observe their petri dishes and compare and contrast the bacteria. Which environment hosted the most bacteria? Has your hypothesis been proven correct or disproven by the evidence? Children then choose how to record their results using photographs, pictures, vlogs, QR codes and identification keys etc. What was a positive, negative and interesting fact that you have learned?</p>  <p>Key knowledge: Can they present a report of their findings through writing, display and presentation?</p> <p>Greater depth</p>	<p>to identify different pond species and justify their choice.</p>  <p>(Curiosity and researching)</p> <p>Key knowledge: Can they give reasons for classifying plants and animals based on specific characteristics?</p> <p>Greater depth Can they sub divide their original groupings and explain their divisions?</p>	<p>future research and investigation.</p> <p>Key knowledge: Can they link what they have found out to other science e.g. previous learning? Can they suggest how to improve their work and say why they think this?</p> <p>Greater depth Can they identify scientific evidence that has been used to support or to refute ideas or arguments and link their conclusions to it? Can they explain how they could improve their way of working?</p>
--	---	--	---	--	---	--	--

					Can they explain qualitative and quantitative data?		
PE (outdoor – Rugby)	LI: to keep control of the ball when running and passing. Activity: Children spilt into pairs and learn to run in a straight line and pass the ball while maintaining control. Then children join into a group of 3 with two passing. Ensure both hands are on the rugby ball with fingers and thumbs spread out to gain maximum control	LI: to pass accurately. Activity: Children get into pairs again and recap last lesson. Model how to hold the ball accurately and pass it without bouncing. Children practise and focus on accuracy rather than speed. Play Hot potato game, the aim of the game is not to drop the ball, the group that finishes first wins.	LI: to learn to attack and tag. Activity: Children learn to keep in a line and spread out while passing backwards. Show children how to attack and defend in game rabbits and hares. In the game children work in pairs. One partner runs towards their side of the hall and the other must chase them trying to steal their tags before they cross the safe line.	LI: to successfully defend when under attack. Activity: Children practice how to remove a tag and swap. They then continue learning the skill of defending in groups of 3 or 4. Ensure the positions are changed to allow each child to defend.	LI: to develop the skills and tactics needed in tag rugby. Activity: Play a game of 'tag' with tag belts. All children should wear a tag belt with two tags on, or tuck a bib down either side of their shorts. Select one or two children to be the chasers and their job is to try to get everyone out of the game by taking their tags from them. When your tag is removed, you must stand at the side and wait for the game to end.	LI: to play a full game of tag rugby. Activity: Tag Rugby Allow the children plenty of time to finish with some games. Try to make 4 teams so there can be two games at once using Kagan groups. Encourage pupils who are sat out to help referee the game. All of the rules should be applied and the children should be encouraged to think about how best to win the games.	LI: to keep control of the ball when running and passing. Activity: Children spilt into pairs and learn to run in a straight line and pass the ball while maintaining control. Then children join into a group of 3 with two passing. Ensure both hands are on the rugby ball with fingers and thumbs spread out to gain maximum control.

Appendix

English letter to Charlie Mackesy

Dear Charlie Mackesy,

I have read your book for many hours, engrossed by the complexity and simplicity of your characters. I have grappled with my own problems and they are not ones I wish to share with others. From the advice you have provided your characters in your book 'The boy, the mole, the fox and the horse', I feel you are the ideal person to help me with my predicament.

Allow me to introduce myself: I am a ten-year-old from Croydon and my name is Despair – also known as George to my parents. I am writing to you because I seem to have lost touch with my friends and sometimes I feel lost; immensely disconnected from everyone in my world. It is a well-known saying that 'a problem shared is a problem halved', therefore would you be able to assist me?

I feel the need to elaborate further as you can't help me if you don't know the details of my problem, right? If I had to delve deep and be honest, I guess the crux of the problem boils down to my personal relationships. When we were first faced with the concept of lockdown, my initial response was one of acceptance. However, as time has moved on, my mentality has changed. Soon I felt scared and alone - being secluded in your bedroom can do this to a person. I'm not even a crier but some days that is all I felt like doing. Everything feels overwhelming at the moment. The un-normality of it all is too much. When I look outside or on social media, everyone else looks together and perfect. Dancing on TikTok or posting selfies in the sun, living their best lives. How do others do it? I feel just so "ordinary" – boring. Maybe this is why I've acted up at home, creating problems for my siblings. I feel guilty about the way I have behaved and treated them: being rude, abrupt and dismissive. I know this is wrong and I know I need to change but I am finding it hard. I just don't feel motivated to change my thinking. I feel like giving up as I don't know what to say or do. I know I need to be brave and face this head on but I am unsure how to.

In summary, I feel as if I am in a deep hole, with no-one to help me out. In the past, I could always rely upon my friends at school. However, this has been difficult over the past few months and now returning to school, the relationships feel different. I don't want to burden my friends when I haven't seen them in such a long time. I am not looking for the world to be fixed, but any help or advice you could offer would be hugely appreciated.

Yours Sincerely,
Despair

English Model - Pupil letter response

Dear George,

First and foremost, I would like to thank you for your letter. But before I can continue, I refuse to call you Despair. You are anything but as it takes a lot of courage to open up for the world to see. One must remember that the bravest thing a person can do is ask for help.

Relationships are an important element of life; they can be your rock in difficult times. Building and maintaining positive relationships requires time and effort from both parties. This is not something one can hope will just continue as normal during turbulent times. Instead, we must invest and harvest the seeds that grow into long-lasting relationships. These times have been difficult for everyone, not just for you. Harboured away in your room is not healthy for your mindset. This will only exasperate your down-trodden feelings. No wonder you feel like crying. Any person would. But you must remember one thing: this current experience has left the whole world feeling empty and unsure. Becoming a recluse is not the answer to these problems. You must realise that just because some people seem to be “perfect” on the outside, it does not mean they are on the inside. There is a lot of frantic paddling going on beneath the surface. Comparing yourself to others is not productive or conducive to your personal growth. So remember this: you are not boring; you are not ordinary; you are fun; you are unique; you are loved!

You are loved by your family despite your current shortcomings. Always remember you matter, you are important and you bring things to this world no one else can. Your close ones know and recognise this – but this does not excuse your petulance. The fact you state you feel guilty suggests you already know this. If I were to suggest one thing, it would be stop and think before you react. You will be forgiven by your family, but you must do so first. Often the hardest person to forgive is yourself.

Remember, you have the power within yourself. You may crash down and stumble. But you will not crumble. You can go through all the pain if you only know your own strength. Learn to trust your friends and share your concerns. Asking for help is not giving up – it is refusing to give up!

Yours Sincerely

Charlie Mackesy – also known as Hope

English Model - Narrative

"Come on, get up!" I haven't heard this for 6 months – an unwelcome return. It's 7am yet I've been awake for hours. My brain has been ticking and swirling, all because it's the first day back. "Come on, you'll be late". That's my mum bellowing at me, forcing me to return to school. Not exactly what I want to happen but something I know must occur. According to my mum anyway. Reluctantly, I droop my legs over my bed, forcing myself to get up and ready.

How am I going back to school already? I know I've been off for 6 months but this is far too soon! I'm not ready. The school's not ready. The country's not ready. It's not safe out there. Still, my mum is forcing me to go, insisting it is vital to return. I thought mums were here to look after us and keep us safe, not feed us to the dangers outside!

The only familiar thing about this morning, compared to the rest, is the smell of toast burning downstairs. Getting changed and ready, I feel heavy inside. Like a statue not wanting to leave, not wanting to go outside and be 'free' as my mum says. But I know I have no choice. Dragging my heavy limbs towards the front door, I ignore my mum as she wishes me luck. I need more than luck! The moment my freshly polished shoe touches the pavement outside, sweat trickles down my face. It's like my mind is telling me to move but my body remains paralysed. Paralysed to the ground, not wanting to face the real world. For what feels like a lifetime, I stand there not wanting to leave. I know I'll be late but what can I do if my body doesn't listen to me?

"You still here?" Without warning, my back is jolted by the force of mum. "Go on, go...you'll be late on your first day." My mum watches me as I trudge up the road. I have no choice in this. I'm going either way.

Walking down the road, my suspicions are proven correct; the shops are closed, the buses are half-empty and anyone I do see is wearing a mask, intimidating me. My mum calls this the 'new-normal' but what is normal about this? It's like I can feel the toxicity around me, waiting for me to show vulnerability and attack.

Passing the field and gradually getting closer to school, I notice its (now) unnerving, empty existence; this area would normally be jammed-pack with children playing or people running. Today nothing. An eerie atmosphere. The tension I feel walking past just intensifies with every step. Every step I take, my nerves creep higher. Creep stronger up my spine. Further along, I notice someone else approaching me. It's a stand-off. Only one can fit on the pavement without us touching elbows. I slow down to let him pass, squirming out the way. The black mask approaches me and I feel frozen to the ground, ready to be confronted by this strange illusion. I grimace as the man strolls past. Darkness encompassing me. Next thing I know, he looks at me. This is it. The time my journey comes to an end. All my apprehensions and worries are about to come true. This is the time I verify my thoughts: the world has gone mad and I am next. I look up to the man's face as he towers over me, anticipating the worst. But the worst is a nod from the giant and a cheery, "Thanks" as he leaves me. The tension in my body, which originally froze me to the spot, suddenly leaves me. It's like I am collapsing whilst still standing up – my body's signal of relief.

The surprising cheeriness - lack of fear - of the man leaves me unsure of what to do next. But it's the song of the birds that captures my attention; something I haven't heard for half a year. A gentle reminder of normality. Mesmerised by the sound, I find myself stepping into a golden spot; it's the rays on my face that feel abnormal compared to the staleness of my bedroom. I'm so used to the dry air and the same 4 walls. But this feels different. Opposite. It feels fresh and uplifting. Maybe the real world - the 'new normal' - isn't as bad as I thought. Maybe Mum was right after all (it's very rare)! Accompanying the glimmers of heat, I feel the fresh breeze caressing me. It makes me bounce a little as I skip through the air. As my pace picks up, nearing the end of my journey, I notice a familiar sight: a purple jumper. It's like I am instinctively drawn towards it, leaving the worries behind. The shouting of children and laughter behind the metal walls bring a sense of familiarity. As I walk nearer and nearer to the gates, I cannot help but slowly smile, knowing I am going to see faces I haven't seen in months. Faces I've missed. Including the teachers! Entering the playground for the first time in months, I feel...sane. Excited almost. Joining the line to go in, I realise I've made it just in time. Just in time for my teacher to meet me.

"Right, let's go in everyone!" She says this like nothing has happened at all over the past few months. Maybe she's right. Maybe there is a sense of normality after the atypical year of 2020.

There is always hope.