

Caldew Lea Primary School

Autumn Term 2023

Year 3/4 Medium Term Planning

Teachers: S Lee, L Dickson, B Tinkler & R Franks

Computing – Autumn Term 1
Computing Systems and Networks – The Internet

	Prior Knowledge	Learning Question	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task / Adaptations/Tweaks/Challenges
Week 1	Knowledge of computer networks is required for this lesson. In year 3 children were introduced to concepts in 'Computing systems and networks' unit, in particular, the definition of a network.	L.Q. How do networks physically connect to other networks?	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.	<ul style="list-style-type: none"> A computer network is formed when two or more computers are connected together. When computers are connected together, they can share information allowing them to do more than if they were not connected. 	<p>To recognise the need for security on the internet.</p> <p>To explain that the global interconnection of networks is the internet.</p>	Internet, network, router, network security	<p>Task:</p> <p>Activity 1: Children will describe the key parts of a network and enact a message being passed around a network in groups of six.</p> <p>Activity 2: Children will explain the role of routers in creating the internet — a connected network of networks.</p> <p>Activity 3: Children will explain the need for network security using A3 'Network security' learner activity sheet.</p> <p>Adaptations:</p> <p>Login sheets printed to help login.</p> <p>Chn to be placed into mixed ability groups.</p> <p>SEN- Scaffold. Teacher to work in guided group when completing activity sheet – teacher to scribe.</p> <p>E- Children will share their ideas with the rest of the class.</p>
Week 2	This lesson builds on the Year 3 – 'Computing systems and networks' unit, which covered the parts of a network.	L.Q. What is the internet made of?	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.	<ul style="list-style-type: none"> World Wide Web is part of the internet which contains websites and web pages. Network switch is a device that enables multiple devices on a network to be connected with each other. A server is a computer that manages the network and stores files. Wireless access point (WAP) is a device, connected to a wired network, that sends and receives wireless signals for/from devices with WiFi connectivity. A router is a device that passes information between two computer networks. 	<p>To outline how information can be shared via the World Wide Web.</p> <p>To recognise that the World Wide Web is part of the internet.</p> <p>To explain that the internet enables us to view the World Wide Web.</p>	Network switch, server, wireless access point (WAP), router	<p>Task:</p> <p>Activity 1: This task will explain the concept of routing and enable learners to visualise how information is routed around the internet. Chn will use the activity sheet to answer the questions.</p> <p>Activity 2: Chn will use the sheet containing a variety of websites. They will explore these on the internet and then list three things you could find on this website.</p> <p>Adaptations:</p> <p>Provide learners with additional prompts for content, e.g. Can you find an example of a video, picture, text, etc.</p> <p>E- How does accessing these organisations and places online change the way we interact with them?</p>
Week 3		L.Q. What can be shared on the internet?	Understand computer networks including the internet; how they can provide multiple services, such as the	<ul style="list-style-type: none"> 'www' is an abbreviation of 'World Wide Web', the middle part is usually associated with the theme or organisation behind the website, and the end part indicates where a website originates from or the type of organisation, such as .com, .edu, or .co.uk. A computer program that makes it possible for you to read information on the internet. For example: Chrome. 	<p>To describe how to access the World Wide Web.</p> <p>To describe the types of content/media that can be added, created, and</p>	Website, web page, web address, router, routing, web browser	<p>Task</p> <p>Chn will create a mind map of devices that can be used to access the World Wide Web. For example, computers, tablets, phones, game consoles, smart speakers, smart TVs, etc. Show an example of a web browser. Slide 18 includes a screenshot of Google Chrome, with tabs for</p>

			<p>world wide web; and the opportunities they offer for communication and collaboration.</p> <p>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.</p>	<ul style="list-style-type: none"> • A device needs to have a web browser for you to be able to access the World Wide Web. 	<p>shared on the World Wide Web.</p>		<p>the CBBC website and Google. You can explain parts of this image or show a live web browser. Highlight and discuss the following features:</p> <ol style="list-style-type: none"> 1. Address bar 2. Forward/back buttons 3. Refresh button 4. Tabs 5. Main view <p>Ask chn to update their mind maps to include what is needed on each device to enable it to access the World Wide Web. You should look for learners to name browsers, the most common being Chrome, Safari, Internet Explorer/Edge, Opera, and Firefox.</p> <p>Adaptations: Visual prompts to support SEN. Scaffolded adult group to scribe the mind-map, brainstorm ideas as a group. E- Learners to draw pictures of devices that can be used to access the WWW. Share and discuss with class.</p>
<p>Week 4</p>		<p>L.Q. What is a website?</p>	<p>world wide web; and the opportunities they offer for communication and collaboration.</p> <p>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.</p>	<ul style="list-style-type: none"> • 'Web' is a shortened version of World Wide Web. • A collection of files and related resources on the Web is known as a Web site. A Web site typically consists of several Web pages, or individual files and associated media. 	<p>To explain that the World Wide Web comprises of websites and web pages. To describe the current limitations of World Wide Web media. To explain the benefits of the World Wide Web.</p>	<p>World Wide Web, internet, content, website, web page, links, files</p>	<p>Task:</p> <p>Activity 1: Display slide 6. Using the A1 activity sheet, learners should look for features common to different types of websites, including:</p> <ol style="list-style-type: none"> 1. Logo or title 2. Links to other websites/pages 3. A video 4. A picture 5. Text <p>Activity 2: Chn will draw on their previous experience to identify websites which allow content to be added. This activity can be based on the school's website — the content on it has been added by someone, this could be by teachers, administrators or in some cases learners. Discuss the advantages and disadvantages of adding such content. Chn will think about what they need to consider when adding content to the web. In pairs they will discuss and write down their ideas.</p> <p>Adaptations: Supportive partners when completing sheets. Scaffolded adult group with SEN – Complete as a group, teacher to scribe and discuss ideas. C- Can you think of any additional features of websites you use?</p>

Week 5		L.Q. Who owns the web?	<p>communication and collaboration.</p> <p>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.</p>	<ul style="list-style-type: none"> • Copyright protects your work and stops others from using it without your permission. • Individuals, organisations and collective groups such as the Scratch community, can be responsible for creating content on websites. 	To explain how the content of the World Wide Web is created, owned, and shared by people.	Website, use, content, download, sharing, ownership, permission	<p>Task:</p> <p>Activity 1: Chn will circle either yes or no to questions on worksheet regarding their rights to content on different websites. They will write down who they think owns the content on these websites.</p> <p>Activity 2: In groups of 2-4 chn will apply concepts of sharing and ownership to real-world concepts regarding four things children are familiar with. They will consider who these things belong to, who can use them, and how they should be shared. Each group should record their thoughts on one of the above sharing scenarios.</p> <p>Adaptations: SEN- Chn to verbally discuss in group and respond with yes or no to answer questions on worksheets. Discuss and prompt who they think owns content on these websites. Supportive groups – mixed ability for task 2.</p>
Week 6		L.Q. Can I always believe what I read on the internet?		<ul style="list-style-type: none"> • There is a high volume of inaccurate, misleading, or false content on the internet. • Search results are influenced by adverts and sponsored content. • Information spreads quickly around the web. 	To evaluate the reliability of content and the consequences of unreliable content.	Information, sharing, accurate, honest, content, adverts	<p>Task:</p> <p>Starter: Chn will use the internet to google.co.uk and then to search for ‘best mobile phone 2021’ in pairs. Discuss what this search has told them is the best mobile phone in 2021- On a large whiteboard or flip chart, collectively agree why this search might lead you to websites or information which is not accurate.</p> <p>Activity: Split the class in half. Half of the class will be writing an accurate fact or piece of information in each box (the same one, repeated) and half will be writing an inaccurate fact or piece of information. An example is included in the A3 Handout ‘How does information spread’ learner activity sheet with an inaccurate piece of information. To make it clear which pieces of information are accurate and inaccurate, different coloured pens or pencils could be used.</p> <p>Adaptations: SEN- Guided group for researching with support. E- Learners suggest three things they should consider before sharing information online.</p>

Year 3 Autumn 1

	Learning Objective	NC Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task/Adaptations/ Tweaks/Challenges
Week One	To greet someone and introduce yourself in French.	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>Bonjour/Au revoir are formal French Greetings Salut/À bientôt are informal French greetings</p> <p>Je m'appelle is used to introduce yourself to a new person.</p>	<ul style="list-style-type: none"> •Write some familiar simple words accurately using a model (copy) •Use the correct pronunciation in spoken work 	<p>Bonjour, Salut Je m'appelle... Comment tu t'appelles? Au revoir</p>	<p>Lesson 1: French greetings- Kapow Primary</p> <p>Step 1 – Practise some greetings such as <i>Salut</i> and <i>Bonjour</i> with actions.</p> <p>Step 2 – greet children with '<i>je m'appelle Monsieur/Madame ___</i>'. Children to introduce themselves with their own names to a range of peers.</p> <p>Task – in books, chn to write a French sentence introduce themselves and write a reply below, checking French vocabulary is spelled correctly.</p> <p>Challenge: Confident children switch to saying, <i>Comment tu t'appelles?</i> (what is your name?) instead of <i>Et toi?</i></p> <p>Support: Focus on only introducing themselves without asking any questions to others.</p>
Week Two	To use the correct French greeting for the time of day.		<p>A different word for hello is used dependent on the time of day Bonjour- Day/Afternoon Bonsoir- Evening Bonne Nuit – before going to bed.</p>	<p>Write some familiar simple words accurately using a model (copy)</p> <ul style="list-style-type: none"> •Use the correct pronunciation in spoken work 	<p>bonjour bonsoir bonne nuit</p>	<p>Lesson 2: French greetings- day and night- Kapow Primary</p> <p>Step 1 – review previous lessons greeting vocabulary by introducing themselves to their partner.</p> <p>Step 2 – introduce new vocabulary using toolkit (bonjour, bonsoir, bonne nuit) notice that Bon or Bonne appears in each and means 'Good'.</p> <p>Step 3 – show day and night images – chn to identify the time of day</p>

						<p>using speech bubble handout and repeat aloud.</p> <p>Step 4 - in books, children draw their own picture to illustrate the different times of the day and add captions for the most appropriate greeting for each.</p> <p>Challenge: pupils may be able to extend their spoken phrase by adding a previously learnt phrase such as 'je m'appelle'</p> <p>Support: pupils can work with the teacher in small groups to develop confidence in pronouncing the new vocabulary and the meaning.</p>
<p>Week Three</p>	<p>To ask and answer a question about feelings in French.</p>		<p>Verb and adjective order in a French sentence is different to English.</p>	<ul style="list-style-type: none"> •Link sounds to meanings •Recognise question forms and Negatives •Recognise question forms and negatives 	<p>ça va? comment ça va? ça va bien ça va très bien ça va mal ça va très mal comme ci comme ça c'est... oui</p>	<p>Lesson 3: How are you feeling- in French?- Kapow Primary</p> <p>Step 1 Recap - match the greeting to the image to show the time of day.</p> <p>Step 2 - Present new vocabulary using flashcards and refer to toolkit. Exaggerate expression and children repeat.</p> <p>Step 3 – Play thumbs up in pairs, see link for instructions (video example) One thumb up – Ça va bien Two thumbs up – Ça va très bien One thumb down – Ça va mal Two thumbs down – Ça va très mal 'So-so' hand flat gesture – Comme ci comme ça</p> <p>Step 4 – display how are you feeling? And ask chn to show correct action for each.</p> <p>Step 5 – In books chn stick in faces strip on the left, next to each face</p>

					<p>children to write the emotion in French (adding cedilla)</p> <p>Challenge: children to answer without support of toolkit or flashcards, try adding full sentences</p> <p>Support: work in teacher supported group to identify and write feeling.</p>
Week Four	To perform a finger rhyme in French.		S at the end of a word in French is not pronounced.	Make links between some phoneme, rhymes and spellings and read aloud familiar words	<p>je m'appelle... bonjour, au revoir</p> <p>Lesson 4: French finger rhymes- Kapow Primary</p> <p>Step 1 – sing (or play) finger rhyme from the Teacher Video – 0:54 seconds.</p> <p>Invite the chn to explain what they understand by Paris and establish with them that it is the capital of France, looking at the map.</p> <p>Repeat rhyme several times and encourage chn to join in. draw attention to silent 's' in Paris so paris rhymes with Marie.</p> <p>Step 2 – give chn puppet template and demonstrate how to make using French terms:</p> <ol style="list-style-type: none"> 1. Écrivez le nom (writing action) – Write the name François, un garçon (point to boys)- François for the boy kitten Marie une fille (point to girls) – Marie for the girl kitten 2. Coloriez (colouring action) – colour 3. Découpez (scissor action) – Cut out 4. Collez (sticking action) – stick <p>Step 3- in pairs, practise and perform rhyme</p>

						<p>Challenge: recite rhyme independently with accurate pronunciation</p> <p>Support: support with puppet making if needed, encourage rhyme by saying key words in rhyme to prompt.</p>
Week Five	Assessment: French greetings with puppets.					<p>Assessment French Y3: French Greetings with Puppets- Kapow Primary</p>

Year 4 Drawing – power prints
Suggested Artist: Ed Ruscha, Alberto Giacometti, Fernando Botero

	Prior Knowledge	Learning Question	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task / Key Questions Adaptations/Tweaks/Challenges
Week One	<p>In year 3, children have explored how art can be used to explain or teach and explore big ideas, like death or nature.</p> <p>They have been taught that:</p> <p>Tone refers to the light and dark areas of an object or artwork.</p>	How does tone create a 3D image?	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using line, shape, form and space.</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Different tones are created using shading</p> <p>Contrasting tones make a drawing look three dimensional.</p> <p>Pencil can be held in different ways to create different effects.</p>	<p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Contrast</p> <p>Gradient</p> <p>Observational drawing</p> <p>Shading</p> <p>Shadow</p> <p>Three-dimensional (3D)</p> <p>Tone</p>	<p>Task 1: Chn practice tones and shading using different graded pencils to make lines of different widths and heights.</p> <p>Task 2: Chn will shape pieces of ribbon and draw them using shading and tone to create a 3D representation.</p> <p>Questions:</p> <ul style="list-style-type: none"> • How are the marks you make affected by how you hold the pencil? • What grade of pencil makes the darkest marks? • What grade of pencil creates the lightest shading? <p>Adaptations:</p> <p>Visual representations and printed step-by-step instructions for EAL children, grip aids for SEN children, group modelling of pencil holding to create lighter and darker shades. Chn can also</p>

	Blending is shading from light to dark or dark to light						create simple shapes, or use different, more durable materials to create shapes. Challenges: Chn can change their shapes to create more complex drawings which include both tone and colour.
Week Two	<p>creating smooth tones.</p> <p>Texture can be created using a rubbing technique called Frottage Artists use simple shapes to draw objects: organic and geometric.</p> <p>Scale refers to the size of one whole object in relation to another whole object.</p> <p>Composition is all the elements an artist chooses to combine to make their artwork.</p>	<p>Why do artists use proportion and tone?</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas. To improve mastery of art and design techniques, including drawing.</p>	<p>Different tones are created using shading Contrasting tones make a drawing look three dimensional. Artists look for areas of light and dark and recreate these using tone. Proportion is how artists show size- one object is compared to another.</p>	<p>Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning, and taking the next steps in a making process.</p>	<p>Blend Charcoal Mark-making Proportion Shading Shadow Tone</p>	<p>Task 1: 'Take a pencil for a walk' chn will listen to a story and make a range of different marks in their art books simultaneously based on what they are imagining during the story. They should be encouraged to try and use their pencil in different ways during this (pressing down hard/soft, using only the edge etc.)</p> <p>Task 2: Chn will draw objects set up around the classroom using charcoal and rubbers. They can choose to draw a section of what they can see or the whole item. They need to create a base using charcoal before using a rubber to draw their item and its lighter tones and charcoal to add darker tones and smudging these together to blend the areas. They should also consider on its size in proportion to other items.</p> <p>Questions:</p> <ul style="list-style-type: none"> • How can you show tone using an eraser and charcoal? • What is proportion in art? • How can artists use proportion? • How is drawing with a rubber different to using more familiar tools? • What helped you to draw objects in proportion to each other? <p>Adaptations: Chn can use a 4B pencil if they struggle to use charcoal. Scrap paper can be used to help avoid smudging.</p> <p>Challenges: Chn can experiment with using the rubber to create a range of marks in the background; could try following the direction of lines and surfaces when blending to increase the 3D effect of using tone.</p>
Week Three		To plan a composition for a mixed-media drawing.	To develop their techniques, including their control and their use of materials, with creativity, experimentation, and an	I can use scissors with precision. I can make decisions about how to place drawn elements in my composition.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of	Collage Composition Contrast Highlight	Task 1: Chn will draw their understanding of what proportion means, using this to explain their understanding to a partner or small group. (This can be done in sketchbooks or on scrap paper).

		<p>increasing awareness of different kinds of art, craft, and design. To create sketch books to record their observations and use them to review and revisit ideas. About great artists, architects, and designers in history.</p>	<p>I can create contrast by combining different shapes, sizes and textures.</p>	<p>proportion and being able to create 3D effects.</p>	<p>Mixed media Precision Symmetrical Wax-resist</p>	<p>Task 2: Using the 'collage images' sheet, chn will cut out images they want to use and arrange their cut pieces in different ways to explore what makes an interesting composition. When they are happy with the composition, they should stick it into their art books.</p> <p>Task 3: In preparation for lesson 4, chn will create their own wax-resistant backgrounds. they must cover a piece of card with wax crayon in the colours they want their drawn lines to appear in. They need to think about where they want colours to appear. They will then paint it over the top in black and leave it to dry.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What does proportion mean in art? • What is a collage? • Could the images interlock on the page? • Will any pieces overlap? • Could you create any patterns? • Is your composition figurative (looks like something from real life) or abstract? <p>Adaptations: Support can be given to chn who struggle to use scissors (loosely cut around the photos and let them finish, provide suitable scissors. Enlarged collage photos.</p> <p>Challenges: Chn could be challenged to create a composition that contains contrast between the sizes and shapes of images and the way they are positioned. Can they discuss their decisions over the placement of elements in their compositions?</p>
<p>Week Four</p>	<p>To use shading techniques to create pattern and contrast.</p>	<p>To develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design. To create sketch books to record their observations and use them to review and revisit ideas. About great artists, architects, and designers in history.</p>	<p>I can draw tone by 'hatching' parallel pencil lines. I can choose an interesting part of my composition to recreate. I can use a range of scratched marks to add contrast and patterns.</p>		<p>Contrast Cross-hatching Hatching Parallel Pattern Shading Symmetry Three-dimensional Tone Viewfinder</p>	<p>Task 1: In their sketchbooks, chn will draw a curved shape, like a circle or oval. They then add tone, working from dark to light, using hatching and cross-hatching.</p> <p>Task 2: Chn will choose a part of their compositions from their collages from lesson 3 to draw onto their prepared wax backgrounds. They will use multiple tools to scratch in lines, patterns, and texture, revealing the wax crayon beneath. They could use viewfinders to identify a section of</p>

						<p>their collage or draw the whole thing. They should focus on creating contrasting areas using hatching in different ways and adding areas of pattern using different marks.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What is a lithograph/how are lithographs made? • How can you use lines to create tone? • What is hatching? <p>Adaptations: Chn can focus on recreating smaller areas of their collage to simplify the work. Support grips for different tools.</p> <p>Challenges: Use hatching in various ways to highlight curved shapes or create contrast. Use several different scratching tools in different ways to create patterned areas.</p>
Week Five	To work collaboratively to develop drawings into prints.	To develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design. To create sketch books to record their observations and use them to review and revisit ideas. About great artists, architects, and designers in history.	I can work co-operatively with my group. I can experiment with printing techniques. I can include contrast and pattern in a print.	Use subject vocabulary confidently to describe and compare creative works. Use more complex vocabulary when discussing their own and others' art.	Abstract Block print Collaborate Collaboratively Composition Contrast Engraving Figurative Hatching Monoprint Tone	<p>Task 1: In groups, chn will make a large, collaborative print using ideas taken from their drawing work throughout the unit. Each child will create one section of the overall piece. They should include areas of contrast (light and dark/pattern and plain etc) and hatching and should explore different line and mark-making techniques. Each piece should complement the others in the group.</p> <p>Task 2: Chn should evaluate their pieces of work against the success criteria by writing or discussing the questions. They could also evaluate and offer feedback to other groups.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What does abstract/figurative mean? • Can you name the printing techniques we have used? • What does tone/contrast/pattern mean in art? <p>Adaptations: Small group supported/guided work with an adult. Vocabulary sheets with pictures/paired or supported evaluations.</p>

				<ul style="list-style-type: none"> – They used hieroglyphics (symbols) to communicate. 			<p>Task 1- Children to design their own cartouche with their name on.</p> <p>Challenge – Can children write a sentence or a question using hieroglyphics on the pastimes of Ancient Egyptian children.</p> <p>Adaptation- Cut out hieroglyphic symbols can be used.</p>
Week Three		Why was the River Nile so important to Ancient Egyptians?		<ul style="list-style-type: none"> – The River Nile was the water source of the Ancient Egyptians as the rest of Egypt is majority desert. – The Ancient Egyptians depended on the River Nile to survive because farming relied on it. – The River Nile was used for transport and trade and for the production of different items like papyrus. 	<p>Knowledge and Interpretation</p> <p>Historical Enquiry</p>	River Nile Desert Survival	<p>Present Powerpoint on why the River Nile was so important to the Ancient Egyptians.</p> <p>Task 1- Children in small groups to complete chart on reasons why the River Nile was so important.</p> <p>Task 2- Children write a short report on the importance of the River Nile to the Ancient Egyptians.</p> <p>Adaptations- Scaffolded report sheet for children to complete.</p> <p>Challenge – Draw a map of where the River Nile flows.</p>
Week Five		Why did the Ancient Egyptians build the pyramids?		<ul style="list-style-type: none"> – The Ancient Egyptians believed in an afterlife. – The Egyptian pyramids are stone structures, mostly built as tombs for Egyptian kings as they believed that it would help them to access the afterlife. – The Pyramid of Khufu is the largest and one of the Seven Wonders of the Ancient World. 	<p>Knowledge and Interpretation</p>	Tomb Pharaoh Pyramid Afterlife	<p>Check the children's understanding of what pyramids are.. Describe why the Egyptians built the pyramids. Explain that the largest Pyramid- the pyramid of Khufu is one of the seven wonders of the world.</p> <p>Share Powerpoint on Inside the Great Pyramid.</p> <p>Task 1- Complete a diagram showing the inside of the Great Pyramid.</p> <p>Task 2- Writing task – What do the children believe would be found within the Great Pyramid and why.</p> <p>Adaptations –Pyramid diagram with label available. Word bank available for writing task.</p> <p>Challenges – Children try to make a pyramid structure using materials available in the classroom.</p>
Week Six		Why did the Egyptians use mummification?		<ul style="list-style-type: none"> – Mummification is the process used to preserve dead bodies to keep them in good condition. – The Egyptians used this so they could make it to the afterlife. – Mummification was expensive. 	<p>Historical Enquiry</p>	Mummification Afterlife Preserve	<p>Share PowerPoint of mummification with the children.</p> <p>Task 1 – Children to write instructions on how to mummify a body.</p> <p>Task 2 – Children 'mummify' a child in their group using toilet roll or individually make split pin mummies (sheet available in resources).</p> <p>Adaptations- Instruction sheet on how to mummify a body available to put in order.</p>

Year 3&4 Family and Relationships

Learning objective	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task / Adaptations/Tweaks/Challenges
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<p>Week One</p>	<p>Y3 To understand that friendships have ups and downs and that problems can be resolved Y4 To begin to understand the impact of bullying</p>	<p>Should we use different manners and be courteous in different situations?</p>	<p>PoS Refs: R32, R33 PSHEA</p>	<p>Year 3</p> <ul style="list-style-type: none"> Understand that you may experience problems with my friends and this is normal Explain some steps you can take to resolve problems with your friends Understand that violence is never the right way to solve a problem <p>Year 4</p> <ul style="list-style-type: none"> Understand what bullying is Explain some of the possible effects of bullying Know what help is available in school if someone is being bullied 	<ul style="list-style-type: none"> Y3 Understand that friendships have ups and downs and falling out is normal. Y4 Understand that bullying comes in different forms including cyber, physical, emotional but know how to report it and who to report it to. 	<ul style="list-style-type: none"> friend problem talking listening calm forgive apologise bullying (Y4) repeated (Y4) report (Y4) 	<p>Year 3 This lesson will focus on problems within friendships, and will include minor problems and more complex ones.</p> <ol style="list-style-type: none"> Ask the children to get into pairs and give each pair a copy of the <i>Activity: Friendship problems</i>. Ask the children to decide, in their pairs: <ul style="list-style-type: none"> Which would be the best things to do in each situation – they can tick a maximum of three things for each problem. Which things they should not do, and to mark these things with a cross. When everyone has finished, discuss the answers, stressing that shouting or hitting is never the answer. Give each child a copy of the <i>Activity: Problem page letters</i>. Use the <i>Activity: Problem page letters support version</i> instead for any pupils needing help to structure their responses. Explain that the children are going to help to solve the problems they have been sent by writing a response to each of them. Give the children 15 minutes to complete this activity. <p>Year 4</p> <ol style="list-style-type: none"> While the Year 3 children are working, explain to the Year 4 children that they are going to focus on bullying. Take some quick feedback from their thought shower. Read out the statements from the <i>Activity: Bullying or not?</i> and ask the children if they think there is bullying going on, or not. This can be done by moving to areas of the room or standing/sitting to show responses. With the statements that are ‘not bullying’, reinforce that some of them are not kind behaviour, but they are not bullying. <p>Answers:</p> <ul style="list-style-type: none"> Two children fall out at lunchtime but by home time they are friends again. Not bullying. One friend decides to play with someone else during playtime. Not bullying. One child asks another to give them money every day. Bullying. A child says they don’t like someone’s haircut. Not bullying. A small group of children call a child nasty names online and it happens every day. Bullying. Someone laughs when someone gets a question wrong in class. Not bullying. Someone always ignores a child in the class and persuades other children to do the same. Bullying.
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	<p>To understand the impact of bullying and the responsibility of bystanders to help</p>						<p>Key questions What problems might occur in friendships? (Y3)</p> <ul style="list-style-type: none"> • How can we sort out problems in friendships? (Y3) • How does bullying affect people? (Y4) • What can we do if we are being bullied? (Y4) <p>Show all children the rest of the video on link: 'CBBC - Lara's bullying story'.</p> <p>Adaptations: Year 3 Pupils needing extra support: Can use the <i>Activity: Problem page letters support version</i>, which offers a writing structure to support them with their responses.</p> <p>Pupils working at greater depth: Give a more in-depth response to the letters including getting the problem setter to think about how their friend might be feeling.</p> <p>Year 4 Pupils needing extra support: Could be grouped together and have you or another adult work with them to discuss possible solutions and outcomes.</p> <p>Pupils working at greater depth: Should be challenged to also show what happens to the bully as well as to Lara in their role play.</p> <p>Wrapping up:</p> <ol style="list-style-type: none"> 1. Reflect on the lesson and discuss some of the key things that have come out when dealing with friendship problems and bullying. 2. Ask: <ul style="list-style-type: none"> • The Year 3 children to suggest three tips for solving a friendship problems – these might include discussing things calmly, listening to each other and forgiving. • The Year 4 children to suggest three tips for solve bullying problems – make sure children know that physical violence is never a way to sort out problems. 3. Remind the children that it is always better to speak out and that adults will always try to help them. If they are ever worried about themselves or one of their friends, they should talk to an adult in school. 4. Explain your school's anti-bullying policy to the class. Check that the children understand the policy and aware of the support available to them should they need it. <p>Key questions</p> <ul style="list-style-type: none"> • What are our top tips for solving friendship problems? (Y3)

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Week Two	How does bullying make people feel and why might someone become a bully?	<p>PSHE Association's Programme of Study for PSHE Education:</p> <p>British values: Mutual respect</p>	<ul style="list-style-type: none"> • Understand what the impact bullying can have on individuals • Understand the role bystanders can play in stopping bullying • Understand the reasons some children may bully others 	Pupils should know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	<ul style="list-style-type: none"> • Bullying • Witness • Bystander • Involved 	<ol style="list-style-type: none"> 1. Explain to the children that they are going to look at bullying in more detail. Put the children into small groups (making sure there is a good reader in each group) and explain that they are going to be given a story in parts. Note: Each of the stories in <i>Activity: Bullying story 1</i> and <i>Activity: Bullying story 2</i> are in four parts. You will give one of these stories (in parts) to each group. You could give the same story to all the groups or use a mix of stories 1 and 2. Note that <i>Activity: Bullying story 2</i> features a child whose father is going away from home for work, so parents may have separated, at least for a while. Be mindful of any children in the class who this may affect and either discuss it with them first or use <i>Activity: Bullying story 1</i>. There is also a simplified version of story 1 with different questions for any children who need additional support: <i>Activity: Bullying story 1 – support version</i>. 3. Hand out part 1 of the selected stories to each group and ask the children to read it as a group and then answer the questions. Monitor what the groups are saying during the activity and if necessary share some feedback with the whole class. 4. Hand out the subsequent parts of the stories and ask the children to answer the questions each time. 5. When the children have completed the stories, ask them to think about something that surprised them during the story and something they have learned. For example, people's behaviour can change because of something else that is happening in their lives; there are groups that can help people who have been bullied or who bully others. 6. Invite the children to feedback to the class. <p>Key questions</p> <ul style="list-style-type: none"> • How does bullying make people feel? • Why might someone become a bully? • <p>Adaptations: Pupils needing extra support: Use the simplified version of story 1 from <i>Activity: Bullying story 1 – support version</i>, which also includes different questions. It may also be beneficial for an adult to work with this group to remind them what is happening in the story.</p>	

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Week Three	To recognise that stereotypes are present in everyday life	<p>What is a stereotype?</p> <p>How do books, toys and clothing reinforce stereotyping?</p> <p>What does gender mean?</p> <p>How can we overcome stereotypes?</p>		<ul style="list-style-type: none"> • Understand how there are established stereotypes for both genders (All) <p>Year 3</p> <ul style="list-style-type: none"> • Understand that toys can reinforce gender stereotypes • Explain how these stereotypes can be challenged • Begin to understand why stereotypes are negative <p>Year 4</p> <ul style="list-style-type: none"> • Identify fictional characters who reinforce gender stereotypes • Understand that stereotyped characters might influence children • Explain the negative impact of stereotypes 	Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.	<ul style="list-style-type: none"> • Gender • Female • Male • Stereotype 	<p>Children need to work in year groups for the main event. It is helpful if there is a mix of girls and boys in each group.</p> <p>Year 3</p> <p>Year 3 children need access to your selection of toy catalogues or printouts of toys from internet sites, which ideally will include some toys that are designed for babies and small children.</p> <p>Ask the Year 3 children to look at the toy-related resources for a couple of minutes.</p> <p>Year 4</p> <p>Year 4 children may need access to the books to prompt their thinking. Ask the Year 4 groups to write down as many characters as they can think of from books, films and TV programmes. They need to write the name of each character on a separate piece of paper or a sticky note. Write these headings on the board as prompts: 'characters from traditional tales', 'nursery rhymes', 'children's television and cartoons'.</p> <p>Year 3</p> <p>Give each pupil a copy of the <i>Activity: Toy sheet</i>. Explain to the Year 3 children that they are going to select a picture of a particular toy from the toy-related resources that they have been looking at, and complete the questions on the <i>Activity: Toy sheet</i> for that toy. Before they start work, show the <i>Presentation: Toy example</i> and work through the example together as a class,</p>

							<p>before the children then work on their own with their chosen picture.</p> <p>Presentation: Toy example Display the presentation on your interactive whiteboard.</p> <p>Year 4 Ask the groups to share some of their characters. Other groups can add any they have forgotten. Explain to the children that they are going to look at these characters during the lesson and will sort them in different ways. Start by asking the children to sort the characters into:</p> <ul style="list-style-type: none">• Male.• Female.• Neither or unknown. <p>Explain that during the rest of the lesson, they will focus on gender stereotypes. Check that the children remember what a stereotype is: making an assumption about a group of people based on a shared characteristic. Make sure the children know what the word 'gender' means: the roles, behaviours, activities and attributes that society considers appropriate for men and women. For example, males like adventure, are brave and get into trouble and females look after others and are kind. Ask the groups to consider these stereotypes and then look at their characters again. Ask the children to sort the characters into those that reinforce stereotypes for each gender and those who do not. They can also create a group if necessary where they are not sure. When the children have sorted all or most of their characters, stop them and discuss some of their findings as a class. As part of this discussion ask them to justify some of their decisions, allowing them to challenge each other if necessary and have time to discuss any of which they were unsure. Following the discussion, ask the children to count up how many characters they had in each category and collate this on the board. Ask the children how they think this might influence children, particularly if the majority of characters they have discussed do reinforce stereotypes. Some ideas might include:</p> <ul style="list-style-type: none">• Limiting what someone thinks they can do because of their gender.• Causing worry to those who feel they do not fit in with their gender.• Some people might get picked on if they do not fit the stereotype.
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Week Four	<p>To recognise that stereotypes exist based on a number of factors</p>	<p>Year 3 What stereotypes exist about older people? Are these stereotypes true?</p> <p>Year 4 What do we understand about the term 'disability'? How do stereotypes affect people with disabilities?</p>	<p>PSHE Association's Programme of Study for PSHE Education</p> <p>British Values: Mutual respect</p>	<p>Year 3</p> <ul style="list-style-type: none"> • Understand that stereotypes can be based on different factors • Explain some stereotypes that exist about older people • Explain why stereotypes are unfair <p>Year 4</p> <ul style="list-style-type: none"> • Understand that stereotypes can affect how people are seen • Explain how stereotypes might have a negative effect on people • Talk about people who do not conform to stereotypes 	<p>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p>	<ul style="list-style-type: none"> • Stereotype • Discrimination • Equality Act • Disability (Y4) 	<ol style="list-style-type: none"> 1. Remind children what stereotypes are: making assumptions about someone based on certain characteristics. 2. Explain that so far the children have looked at stereotypes around gender, but that today they are going to think about age (Year 3) and disability (Year 4). 3. Ask the children, in their groups, to look again at their ideas about the people in the photo montage with Year 3 focusing on the older people, and Year 4 focusing on the people with disabilities. Ask the children to decide which of their ideas might be stereotypes. They can underline or highlight these. You could also ask the children to swap papers so that they are looking at another group's ideas. Ask how many stereotypes each group had and then discuss how they decided that these were stereotypes. You could discuss whether gender was also a factor in their ideas. 4. Ask why these stereotypes might be unfair. For example, people might think older people or those with disabilities cannot do certain things, or older people might be stopped from going to certain places. In some cases, this might lead to discrimination – not treating someone fairly because of their age. 5. Explain that not treating someone fairly because of their age is actually illegal and that there is a legal framework called the Equality Act 2010, that protects people from being treated unfairly and promotes a more equal society. For example, it is illegal to say that someone cannot have a job because of their age. <p>Year 3</p> <ol style="list-style-type: none"> 6. Ask the Year 3 children to think about older people they know either in their family, the local community or famous people. Ask them to write down how this person shows that stereotypes about older people are not right. They might, for example, look at use of technology, work, physical activity and engagement in the community. They can then use this information to produce a poster celebrating how older people frequently defy stereotypes. They could focus on one individual

							<p>or a particular theme such as work, technology or community.</p> <p>Year 4</p> <p>7. Ask the children what they think disability is. Write down their ideas on the class whiteboard or interactive whiteboard without making any comments. Then, share this definition of disability: A physical or mental impairment that has a substantial and long term negative effect on your ability to do normal daily activities (Equality Act 2010).</p> <p>8. Display the <i>Presentation: Stereotyping</i> (the children will have seen some of these photos already).</p> <p>Presentation: Stereotyping Show on your interactive whiteboard</p> <p>9. Discuss with the children that disabilities are not always visible, that they can happen for different reasons and some things might be short-term. Slide 2: Child using crutches – this could be short-term or long-term. They may have had an accident or problems walking due to a medical condition. Slide 3: Child in a wheelchair – again this could be short or long term and due to an accident or a medical condition. The chair might be needed all the time or for certain circumstances. Slide 4: Hearing impaired – the hearing aid is visible here, but they are not always. Some people with impaired hearing will have no hearing at all, others will have some. People can use alternative communication, such as sign language. Slide 5: Visually impaired – the glasses in this picture give a clue but this might not always be the case. Slide 6: Child without hands – this could be something the girl was born with but sometimes people lose limbs for other reasons. If someone has lost a leg, this might not be obvious, because the prosthetic leg could be covered by their clothing. Slide 7: This child has learning difficulties but this is not obvious from the picture.</p> <p>10. Explain to the Year 4 children that people’s disabilities will have different impacts on them and we should not make assumptions about what someone can or cannot do based on their disability.</p> <p>11. Look again at what definitions the children provided for ‘disability’ and correct any comments or ideas that are incorrect or could be considered discriminatory. You could also highlight any that are stereotypes, for example, all people with a disability use a wheelchair or all disabilities can be seen.</p>
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						<p>Explain that, like other groups, people with disabilities can experience negative stereotypes. What do the children think these might be? Possible answers include:</p> <ul style="list-style-type: none">• People making assumptions that they cannot do things.• People thinking they have a mental impairment because of their physical impairment.• People treating them unfairly. <p>12. Explain to the Year 4 children that stereotypes can lead to discrimination: not treating someone fairly because they have a disability, and that this is illegal under the Equality Act 2010. Unfortunately, however, people with disabilities can still suffer discrimination. Sometimes this is intentional, but sometimes people do not realise they are doing it.</p> <p>13. To help avoid stereotyping behaviour, explain to the children that they are going to learn more about people with disabilities. Ask the children if there is anyone they are aware of who has a disability (these could be personally known to them, children or famous people).</p> <p>14. The children are going to write a biography of someone with a disability in pairs. Tell the class that each pair can decide how to display their findings themselves or they can use the <i>Activity: Biography template</i> provided. Children could access the internet to undertake their own research using these links:</p> <ul style="list-style-type: none">• Link: 'The disability power 100 - 2019 influencers'• Link: 'UK Parliament Learning - Disability History Month illustrated book'• Link: 'Shawtrust.org.uk' <p>Alternatively, if the children do not have access to the internet, they will need a print-out of the biographies from link: 'The disability power 100 - 2019 influencers', which celebrates the 100 most influential disabled people in the UK each year.</p> <p>Give the class approximately 15 minutes to work on their biographies and then ask each pair to share their favourite fact from their research with the rest of the class.</p> <p>Key questions</p> <p>Year 3</p> <ul style="list-style-type: none">• What stereotypes exist about older people?• Are these stereotypes true? <p>Year 4</p> <ul style="list-style-type: none">• What do we understand about the term 'disability'?• How do stereotypes affect people with disabilities?
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Week Five	<p>What boundaries are there in friendships?</p> <p>What boundaries are there for online friendships?</p> <p>How can we communicate our boundaries?</p>	British values: Mutual respect	<ul style="list-style-type: none"> • Understand physical boundaries are different for different people • Explain some boundaries in friendships • Understand that everyone has the right to decide what happens to their body 	<p>Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>	<ul style="list-style-type: none"> • Respect • Permission • Boundary • Expectations • Consent 	<p>Look at starter activity on Kapow website.</p> <p>Explain that the activity they have just done is about exploring boundaries. The activity focussed on a physical boundary i.e. how much space we like to have around us. This changes depending on who the person is, where we are and even how we are feeling that day. Ask the children to think about some people they would allow to come closer to them than they did with their partner? This might be relations, a closer friend, a doctor or nurse. Remind children that they all have the right to decide what happens to their body and they can say no, or not give consent, if they don't want someone to come close or touch them. Move on to talk about other boundaries; these are things we cannot see but still exist in our relationships with people. We could also say that boundaries are our expectations of</p>	

	<p>To begin to understand the physical and emotional boundaries in friendships</p>					<p>friendship, for example we might expect that our friends will speak kindly to us because that's important to us.</p> <p>Ask the children for a couple of other ideas to check they understand what you are asking. These can be things friends will do or won't do e.g. friends don't hit each other or friends tell each other the truth.</p> <p>Put the children into pairs or small groups and ask them to come up with 10 expectations for friends. If there are any they disagree on they can add them to their list but mark them in some way to show they couldn't agree.</p> <p>Take feedback from the groups and focus in particular on anywhere the children disagreed. For example the one about telling the truth, children might have discussed what you do if your friend has a new outfit you don't like, do you tell them or do you tell a bit of a lie to spare their feelings?</p> <p>Discuss that people do have different ideas and some things you will decide based on your friendships but some things are never OK.</p> <p>Ask the children if they have any online friends? Are there any different boundaries or expectations for online friendships? Discuss the children's ideas and make sure they understand that one of the important differences is you cannot be certain who you are talking to online and therefore you shouldn't share personal information. Explain to children that the same standard of behaviour and honesty applies on and offline, including the importance of respect for others.</p> <p>Key question</p> <ul style="list-style-type: none"> • What boundaries are there in friendships? • What boundaries are there for online friendships? <p>Adaptations:</p> <p>Pupils needing extra support: Could be grouped together for the activity, and have any available adults work with them. You may also want to provide them with the <i>Activity: How do we expect our friends to behave?</i> so they can sort the expectations and then add any extras that they can think of.</p> <p>Pupils working at greater depth: Should be challenged to phrase all their expectations as positive statements.</p> <p>Wrapping up:</p> <p>Remind children how we can communicate our boundaries with others. Explain that when doing so it is best to be assertive: firm but respectful.</p> <p>It is important to be confident, clear, honest and stick to the message you want to give. It is useful to use 'I' statements to explain how you feel so that the other person doesn't feel they are being attacked. (e.g., 'I don't want to play</p>
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							<p>football today because I hate that I always have to go in goal' is better than 'You always make me go in goal, so I hate playing football with you.')</p> <p>Remind the children that some people find it hard to be assertive and so we should always listen when someone says 'no,' 'stop,' or shows discomfort because that is a sign that we have crossed their personal boundaries.</p> <p>Key question:</p> <ul style="list-style-type: none"> • How can we communicate our boundaries?
<p>Week Six</p> <p>To begin to understand the differences between</p>	<p>Year 3 What similarities are there between people? What differences are there between people?</p> <p>Year 4 What is family life like in other countries?</p>			<p>Year 3</p> <ul style="list-style-type: none"> • Identify similarities and differences between people • Understand how you should treat people who are different to yourself <p>Year 4</p> <ul style="list-style-type: none"> • Understand that families are all different and you should respect these differences • Identify differences and similarities in families in other countries • Know that no country will have only one type of family 	<p>Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<ul style="list-style-type: none"> • Same • Different • Similar • Respect 	<p>Year 4</p> <p>1. Explain that the Year 4 children will be thinking about different families but will start by focusing on their own family. Hand out the <i>Activity: Family quiz</i> to each Year 4 pupil and ask the children to answer the questions about their own family.</p> <p>When they have finished, they need to work with a partner and mark their answers with an 'S' if they are the same or a 'D' if they are different. If they have time, they could do this with more than one person.</p> <p>Year 3</p> <p>2. While the Year 4 children complete their quiz, explain to the Year 3 children that they will think about things that are the same and things that are different about people.</p> <p>3. Display the <i>Presentation: Picture montage</i> and hand out a copy of the <i>Activity: Picture montage</i> to each pair of Year 3 children. The <i>Presentation: Picture montage</i> shows images of many different children. The <i>Activity: Picture montage</i> is identical to the <i>Presentation: Picture montage</i> but it will be easier for the children to look closely at the individual images.</p> <p>Presentation: Picture montage</p> <p>Show on your interactive whiteboard</p> <p>4. Ask the Year 3 children to find a picture, either on the whiteboard or using the <i>Activity: Picture montage</i>, of a person who has something that is the same as them. For example, 'Picture 1 has the same colour hair as me'. Take some ideas from the children.</p> <p>5. Explain that the children are now going to find someone who has a characteristic that is different from them. Explain that we often notice differences but we don't always say them out loud. For this lesson, the children do need to say the differences out loud but must be respectful about how they describe the pictures. Usually, this means giving an accurate description and not making any judgements. Give pupils an example, such as, 'The boy in the picture has a walking frame to help him walk, I don't have one'.</p> <p>Year 4</p>

	<p>people and why it is important to respect these differences (Y3)</p> <p>To begin to understand that families are very varied, in this country and across the world (Y4)</p>						<p>6. Take some very quick feedback on the differences the children found. Stress that all families are different and this is fine.</p> <p>7. Explain that the children are going to find out about families around the world.</p> <p>Put the Year 4 children into pairs or threes and give each group a country to work on, a copy of the <i>Activity: Families around the world</i> and access to any relevant books and the internet. Briefly discuss the search terms they can use to help with their online research, including that they will need to include the name of the country each time.</p> <p>Once they have completed their sheet, they can highlight the piece of information they think is the most interesting.</p> <p>Year 3</p> <p>8. While the Year 4 children are working on their research, come back to the Year 3 children and check they have found some differences. Remind the children that although they are looking at photos, these are photos of real people and there may be people in the class or people they know who have the same characteristic. Ask them to share some of the differences they noticed with you and the other children. As children share their ideas, correct any misconceptions or inappropriate language.</p> <p>9. Explain that because you have used photos, the similarities and differences have been things that the children can see. But there are also things that we cannot see. Ask the children for examples of things that might be similar or different that they cannot see. Examples might include how people speak, the language they speak, their religion, their family setup.</p> <p>10. Invite the children to find a partner or put them into pairs. Invite them to write a list of things that are the same about both of them and things that are different. They should aim to write five things for each list. Invite the children to share some of these things with the class.</p> <p>Key questions</p> <p>Year 3</p> <ul style="list-style-type: none"> • What similarities are there between people? • What differences are there between people? <p>Year 4</p> <ul style="list-style-type: none"> • What is family life like in other countries? <p>Adaptations:</p> <p>Pupils needing extra support:</p> <p>Might focus on visible similarities and differences with their partner. (Y3)</p> <p>Could be given specific books, websites and search terms to help with their research. (Y4)</p>
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							<p>Pupils working at greater depth: Could identify more similarities and differences and focus on things that are not visible. They might also begin to think about how differences can be an advantage. For example, different skills help to achieve tasks. (Y3) Could look in more detail at variations within a country. For example, does religion make a difference in how families work? (Y4)</p> <p>Wrapping up: 1. Ask the Year 4 children to share some of the information they have found about families around the world. When they have shared a few ideas, discuss that much of the information they have found about other countries will be an average or a generalisation. Bring this to life by talking about the differences between families in the class or others that children know. Highlight that there are many different family setups in our country and across the world. Reinforce the need to have respect for others. 2. Stress to the children that the similarities and differences between us and between families are a good thing and the one thing everyone has in common is that we are all human. 3. Discuss how we should treat people who are different to us, for example, by respecting them, being polite, not saying anything unkind about the differences.</p> <p>Key questions</p> <ul style="list-style-type: none"> • How should we treat people who are different to us? • Why do we need to be careful about the information we find out about other countries? (Y4)
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Year 4 Autumn 1 – Religion: Buddhism Is it possible for everyone to be happy?						
	Prior Knowledge	Learning Question / Key Questions	Substantive Knowledge	Disciplinary knowledge (personal)	Vocabulary	Task / Adaptations/Tweaks/Challenges
Week One	This is the first lesson on Buddhism so concentrating on the life of the Buddha is essential as the foundation for all future learning if	What makes you happy? Who might not feel happy right now?	What makes someone happy is different for every individual			Play the 'Happy' song by Pharrell Williams and ask: how do you feel? What does this song remind you of? All: Recall a time when you were really happy, how did that feel? Share and feed back ideas.

	<p>choosing to cover the Buddhist units.</p>				<p>Year 3: Make a class list or children feed back by miming what makes them happy for others to guess. Sometimes people feel happy when singing a cheerful song.</p> <p>Year 4: Look at the lyrics of the Pharrell Williams song - can the children write their own lyrics for this about what makes them happy. Sing 'If you're happy and you know it clap your hands' and do the actions. After this ask the question 'who might not feel like singing this song right now?' e.g. people in a war zone, people who are sad etc. Invite ideas from the class (be mindful of children's personal situations).</p> <p>All: Revisit what makes people happy and ask the question: Is it possible for everyone to be happy? Start initial discussions in groups or talking partners</p>
<p>Week Two</p>	<p>If someone gave you a million pounds what would you do? What would be the best way to spend it? Would you give any of it to charity?</p>	<p>'Money can't buy happiness' is a well-known saying Charities need people to give them money voluntarily to survive</p>			<p>All: Play song: 'If I were a rich man' from Fiddler on the roof. Qu- 'If someone gave you a million pounds what would you do?'</p> <p>All: Children to discuss this in groups and write their ideas on post-its, one idea per post-it. Take a sample of ideas from each group. What does the class notice about the ideas?</p> <p>Year 4 have to categorise them into groups e.g. those ideas that would help others and those that are about buying things or doing things for yourself. Maybe children</p>

					<p>physically stand in different areas of the room for this activity to visually show the different categories of ideas. Is one set of ideas better than another ? Children could Diamond 9 rank their post-its showing the most important way to use the money down to the least important. Encourage discussion skills and respect for different ideas.</p> <p>All: Is there a right answer? Would they give to charity? If so, why? If not, why not? Do the exercise again stressing that this time the majority of the money is to be used to help your family or charity - how could this make people happy?</p>
Week Three		<p>What is Buddhism? Who was Buddha?</p>	<p>Buddhism started in India (which is nor Nepal) around 2500 yrs ago. The Story of the Buddha follows a rich but unfulfilled Prince through a journey of self-discovery leading to teachings that explain the meaning of life and our part in the world.</p>	<p>What does the story of the Buddha tell me? Why wasn't the rich prince happy?</p>	<p>Siddhartha Gautama Buddha Enlightenment</p> <p>All: Introduce Buddhism. Give some background information e.g. it started in (what was) India (but is now Nepal) 2,500 years ago. It is the story of a prince. ('What is a Prince?' - a man who would be king). People who follow this religion are called Buddhists.</p> <p>Teacher reads the Story of the Buddha (see story sheet) stopping to ask pertinent questions. Class to divide into Year groups and sequence the order of the story using the cards provided. Activity Sheet 1. Design a storyboard to go with this activity bringing out the key moments.</p> <p>Year 4: Also make a freeze frame of a certain part of the story and then see them in sequence. Decide which is the most important part of the story and explain why. Class vote. What does it tell us about</p>

						how easy/difficult it might be to be happy and stay happy? Do you try to stay happy? Is this possible all of the time?
Week Four	Can you recap the key events in Buddha's life?	Use story of Buddha's life.				<p>All: Re-read the story of the Buddha. Recap and record the key points in the story.</p> <p>Why did the Buddha sit under the Bodhi tree? Did he work out how to be happy and stay happy even when life is difficult? Suggest some of the most important messages of the story e.g. that there are a lot of things in life that hurt people or cause them not to be happy, like illness etc. and having lots of money and riches may not make someone happy</p>
Week Five	Is it possible for everyone to be happy? What made Siddhartha feel unhappy? What did he try to do to make himself happy?	It is not possible for everyone / anyone to be happy all the time Siddhartha was unhappy because he was not fulfilled by his life in the palace				<p>BuddhaNet - Worldwide Buddhist Information and Education Network</p> <p>https://www.bing.com/videos/search?q=buddhism+8+fold+path&&view=detail&mid=0756B0DAD10116DA41DF0756B0DAD10116DA41DF&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dbuddhism%2B8%2Bfold%2Bpath%26FORM%3DHDRSC6</p> <p>One of the most important things he discovered was that trying to lead a good life which helps others and does not hurt people or animals would help someone be happy. Explain the 8-fold path to children... but focus on just one or two of the steps and explore why trying to live according to Right... and Right... could help someone be happy. Who else might be happy as a result of you doing this? So, if everybody lived by the</p>

						8-fold path would it make people happy all of the time? Is this possible? Year 4 just justify and explain their choices using evidence from the story.
Week Six		How could you make people happy? Would you have to buy something, or could you do something to help?	Human beings are able to make others happy through their actions	What sort of things can't be bought? Who is precious to you? What do you think is the meaning of life?		Revisit and recap everything we know about the Buddha and Buddhism. How do we make other people happy? Does always buying people things make people happy? What else could you do except buying things to make people happy? Year 3 to record their answers. Year 4 to justify and give explanations for their answers.

Science Overview YEAR 3 FORCES AND MAGNETS							
	Prior knowledge	Learning Question	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task
Week 1	EYFS Explore how things work. Talk about what they see using a wide vocabulary.	What are contact and non-contact forces?	Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	Non-contact forces are forces that act between two objects that are not physically touching each other. Contact forces are forces that act between two objects that are physically touching each other.	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	Force, contact force, non-contact forces, air resistance, friction.	Assess the children's understanding of how things move and find out if they know what is meant by a 'force' Task 1 – Children take part in a range of activities to investigate contact and non-contact forces. Set up a number of the following activities: Throwing and catching a ball – what are the forces acting when the ball is thrown and the ball is caught? Slide – why do the children travel towards the ground? What forces stop them? Kicking a football – why does it move when it is kicked? What stops the ball? Tug of war – what forces are

	Explore and talk about different forces they can feel. Explore the natural world around them.						<p>being used here? If the pull force on each side is the same, will the rope move? Sanding wood – what forces are at work here? What do you have to do to the wood to keep it still when you are sanding it? Using scissors – can they name all the forces at work when cutting with scissors?</p> <p>Task 2 – Draw and label one of the activities. Answer Questions provided.</p> <p>What did the children find out? Go through each activity and highlight the forces that were involved in each one Challenge: Can the children identify the activities where air resistance is a force affecting the movement of an object?</p> <p>Adaptations: Printed table available.</p>
Week 2		How do things move on different surfaces?	Compare how things move on different surfaces.	The movement of objects on different surfaces varies depending on the properties of the surface and the type of motion. The rougher the surface, the stronger the friction, the slower the movement of the object.	Making systemic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	Motion, surface, resistance, texture, tilt.	<p>Recap on the previous lesson by asking the children if they can explain how objects move.</p> <p>Task 1 – Watch presentation on developing experts – that explains to the children how objects move across surfaces and the role friction plays in slowing objects down. Question – What might affect objects moving across a surface?</p> <p>Task 2 – Children will conduct a 'ramp investigation' to discover how objects move on different sloping surfaces. They will investigate how placing an object on different surfaces affects how easily it moves. Ask the children to record their predictions and measurements in a table and then transfer their results to a bar chart.</p> <p>Discuss the children's findings, ensuring they have understood that the rougher the surface of the ramp, the stronger the friction and therefore the slower the movement of the object. Ask them to think of real life situations where this idea has been applied. Encourage them to look at the soles of their shoes and notice the rough texture of the rubber. Have they ever worn shoes with a flat sole (perhaps a ballet shoe)? Did they struggle not to slip?</p> <p>Challenge: Ask the children to apply what they found out to a real life situation. For instance, why is a polished wooden floor used in a tenpin bowling alley? Why are bumpy or rough tiles used around a swimming pool?</p> <p>Adaptations: Scaffolded table for findings Adult help to measure accurately.</p>
Week 3		What are the properties of magnets?	Describe magnets as having two poles. Predict whether two magnets will	Magnets have two ends; they are called north pole and south pole. When two of the same poles are placed close together, they repel (push apart). When two different poles are close together, they attract (pull together).	Setting up simple practical enquiries, comparative and fair tests.	Magnet, attract, repel, bar magnet, horseshoe magnet.	<p>Start the lesson by reminding the children about a contact and a non-contact force. Can they give some examples of each?</p> <p>Task 1 – Watch film clip on discovering experts that introduces the children to magnets and explains that all magnets have a north pole and a south pole. The children will also be</p>

			attract or repel each other, depending on which poles are facing.				<p>introduced to different magnets that they might come across in everyday life.</p> <p>Task 2 – ask the children to look at the pictures and predict if the magnets will attract or repel each other. Then, ask the children to set up the magnets to match the picture and test if their prediction was correct.</p> <p>Task 3 – record their observations in a table. Discuss what the children found out after their independent activity. Can they explain how the magnets interacted?</p> <p>Challenge: Can the children think of some everyday uses for magnets?</p> <p>Adaptations: Scaffolded table available</p>
Week 4	What everyday objects are magnetic?	Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.	Identify a range of materials which are magnetic – Iron, Steel, Cobalt, Nickel. Compare and group materials based on their magnetic properties.	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	Magnetism, magnetic, magnetic field, iron, steel.		<p>Using the starter slide, ask the children to discuss whether the pictures of the magnets on the slide will attract or repel one another. Can they explain why? Use real life magnets to show what would happen.</p> <p>Task 1 – Watch presentation on discovering experts which teaches the children about magnetic and non-magnetic materials.</p> <p>Task 2 – Children are to investigate a range of materials to find out which classroom objects are magnetic. They should predict and then observe which classroom objects are magnetic. Ask them to transfer their results to a 2-dimensional Carroll diagram, showing which objects were magnetic and which were made of metal.</p> <p>Ask the children to discuss their findings. Which objects were magnetic? Which objects were made of metal?</p> <p>Challenge: Can the children attempt to find a pattern in their results?</p> <p>Adaptations: Carroll diagram with some pre-populated answers</p>
Week 5	How do magnetic forces act at a distance?	Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.	Magnetic forces are a type of non-contact force that can act at a distance between two objects. Magnets only need to be near each other to attract and repel, they don't need to be touching.	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment.	Non-contact forces, magnetism, attract, non-magnetic materials, recycle.		<p>Assess the children's understanding of magnets by asking them to explain to their partner how a magnet works. Further, consolidate their learning by asking them to identify the objects that will be attracted to the magnet.</p> <p>Task 1 – Watch presentation on developing experts to show the children how magnetism is a force that can act at a distance.</p> <p>Task 2 – Children will investigate how powerful 5 different magnets are. Set up the experiment as outlined in the Mission Assignment film. Ask the children to use the handout to predict which magnet is the strongest and which is the weakest. The children will then measure the distance at which each magnet will attract a paperclip, recording their results in a table. Ask them to place the magnets in order of strength.</p>

Week 6							<p>Discuss the children's results. Which magnet was the strongest and which was the weakest? Can they suggest any reasons why?</p> <p>Challenge: Ask the children to compare their results to their predictions.</p> <p>Adaptations: Adult support to measure accurately</p>
	What every day uses do magnets have?	Describe magnets as having two poles.	<p>The needle of a compass is a small magnet that can turn. It turns around until its own magnetic field lines up with earth's magnetic field. This means it always points North.</p> <p>Magnets have a wide range of everyday uses from small objects like refrigerator magnets to larger applications such as electric motors.</p>	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	Compass, magnetic needle, magnetic north, direction, orienteering.	<p>Ask the children to recap what types of materials are magnetic.</p> <p>Task 1 – Watch presentation on developing experts that explores how magnets are used in everyday life, including how a compass works. The children will learn that the Earth has a magnetic north and south pole which the needle of a compass is attracted to.</p> <p>Task 2 – The children will create a treasure hunt by providing directions using a compass. Use the playground or hall for this activity. The children should work in pairs. They should direct their partner by providing a set of instructions. For example:</p> <ol style="list-style-type: none"> 1. Start next to the bench. 2. Take 4 steps north. 3. Take 5 steps east. 4. Take 7 steps north. <p>The children should use their compasses to make their treasure hunt and navigate their way around their partner's treasure hunt.</p> <p>Challenge: Ask the children how successful their set of instructions were. Are they able to edit them so they are improved?</p> <p>Adaptations: Partners to be mixed ability so one can support the other.</p>	

Computing – Autumn Term 2 Creating Media – Audio Production (Year 4)							
	Prior Knowledge	Learning Question	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	Task / Adaptations/Tweaks/Challenges
Week 1		L.Q. How can I record sound?	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of</p>	<ul style="list-style-type: none"> • An input device sends/inputs information to a computer system. • An output device receives information and sends it back out of the computer system. 	<p>To identify that sound can be recorded.</p> <p>To identify that an input device is needed to record sound.</p> <p>To identify that output devices are needed to play audio.</p>	Audio, microphone, speaker, headphones, input device, output device	<p>Task:</p> <ol style="list-style-type: none"> 1. Draw lines linking input and output devices to the icons on the left and right of the slide. 2. Chn will practise recording their voice as a class. They will prepare one or two sentences about a current class topic on individual whiteboards. They are going to record, play, and delete sound using a program called Audacity. 3. Chn to play back their last audio recording and ask them, "What makes a good voice recording?" Show slide 11 and ask them to write their

		<p>programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</p> <p>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>				<p>answers on their whiteboards.</p> <p>Adaptations: Login sheets printed to help login. SEN- Scaffolded group with teacher (discussion around input and output devices) Supportive partners when using Audacity. C- Think, pair, share whether it is OK to copy someone else's work, such as illegally downloading audio from the internet. Ask chn what could happen if they do.</p>
Week 2	L.Q. How can I edit audio?		<ul style="list-style-type: none"> A podcast is an edited piece of content which can be a complete radio programme, an edited extract or highlights from a programme, or completely unique content with a particular theme made to be subscribed and listened to as a series. 	<p>To record sound using a computer. To recognise that audio can be edited</p>	<p>Audio, sound, podcast, edit, trim, align</p>	<p>Task 1: Chn will record, review, and delete their recordings on Audacity.</p> <p>Task 2: Chn will edit audio recordings.</p> <p>Task 3: Chn will move audio tracks left and right using Audacity using the 'Time Shift' tool.</p> <p>Adaptations: Teacher to support SEN chn in a group using Audacity and when recording and editing audio. Step by step instructions provided. C- Chn to record themselves playing musical instruments.</p>
Week 3	L.Q. How can I plan a podcast?		<ul style="list-style-type: none"> 'A podcast is an edited piece of content which can be a complete radio programme, an edited extract or highlights from a programme, or completely unique content with a particular theme made to be subscribed and listened to as a series. 	<p>To recognise that recorded audio can be stored on a computer. To change the volume of tracks in a project.</p>	<p>Audio, sound, layer, import</p>	<p>Task 1: Chn will use Audacity to record their voices, import a sound effect and change the alignment of it. Chn will try changing the volume of the tracks in their project. Use slide 7 as a visual reminder for learners.</p> <p>Task 2: Chn will have time to then save an Audacity project.</p> <p>Task 3: Explain to learners that they are now going to begin producing their own one minute podcast on a specific topic, which could be a subject studied in class or a topic of interest to them. complete the podcast planning sheet and to agree in their group who is going to talk during each section of their podcast. Learners should also mark where they think they should include sound effects or music, and what those might be.</p> <p>Adaptations/tweaks/challenges: Chn to work in pairs when recording their voices using Audacity. Chn to work in mixed</p>

						ability groups when completing planning document. Scaffold SEN – adult to scribe. Provide chn with a limited bank of music and sound effects. Learners can then either just choose from that bank or give a brief description of what they'd like, e.g. jolly music or chicken sound.
Week 4	L.Q How can I begin to create a podcast?		<ul style="list-style-type: none"> Playback describes media files containing audio or video stored on the computer that can be opened (played) at any time. 	<p>To record sound using a computer. To recognise that recorded audio can be stored on a computer</p>	Audio, sound, record, playback, edit, selection	<p>Task 1: Chn will record their voice tracks using their plan from the previous lesson as a guide.</p> <p>Task 2: Chn will now spend time listening to their recordings. They will listen carefully and decide how they can improve the quality. They should note down anything they think they can change to make the recording better. Pupils should also ensure that they have recorded all the voice parts listed in their plan.</p> <p>Task 3: Chn will make changes they noted during their review, they will have time to edit their recorded tracks. They then need to save their project for the following lesson.</p> <p>Adaptations: Step by step written instructions for saving a project on Audacity. Teacher support for SEN.</p>
Week 5	L.Q. How can I add content to my podcast?			<p>To import audio into a project. To recognise that audio can be layered so that multiple sounds can be played at the same time To change the volume of tracks in a project</p>	Audio, sound, load, import, save, export, MP3	<p>Task 1: Chn will load their work which they saved as a project in the previous lesson. Demonstrate how to load a saved project in Audacity. Chn will then import additional audio. Ask learners to think, pair, and share the steps you need to go through to import, edit, and align a piece of audio. Demonstrate the process in Audacity guided by learners' comments.</p> <p>Task 2: Chn will now need to listen to their recordings. As they listen, they need to specifically check whether their audio is aligned as it should be and that the volume of each track is correct. For example, if background music has been used, the voices need to be clearly heard over it.</p>

							<p>Task 3: Chn will save their podcast as an mp3 file – talk through the process.</p> <p>Adaptations: Show chn step by step instructions for each task using PowerPoint. Have written instructiuons available for the children. Complete in supportive pairs/ guided scaffolded group. C: Chn can use copy and paste in Audacity.</p>
Week 6		L.Q. How can I evaluate my podcast and others?			To consider the results of editing choices made	Export, MP3, audio, editing, evaluate, feedback	<p>Task 1: Chn will listen and evaluate their own podcasts, they will complete their evaluation sheet as they listen. Chn will they move around the room listening to others podcasts and completing the sheets as they go.</p> <p>Learners should specifically reflect on:</p> <ol style="list-style-type: none"> 1. Their voice recordings 2. Added sounds 3. Edits, alignment, and volume of tracks 4. Anything that should be removed <p>Task 2: They will then make the changes to their podcast from their notes.</p> <p>Task 3: Chn will save their finished podcast as an MP3 file.</p> <p>Adaptations: Show chn step by step instructions for each task using PowerPoint. Have written instructions available for the children. Complete in supportive pairs/ guided scaffolded group. C- Think pair share – how could you improve your podcast next time?</p>

Year 3/4 – Structures (Pavilions)

	Prior Knowledge	Learning Question	National Curriculum Reference	Substantive Knowledge	Disciplinary knowledge	Vocabulary	Task / Adaptations/Tweaks/Challenges
Week One		Can you create a range of different shaped frame structures?	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at	<p>To understand what a frame structure is.</p> <p>A ‘free-standing’ structure is one that can stand on its own.</p> <p>A pavilion is a decorative building or structure for leisure activities.</p>	Designing a stable pavilion structure that is aesthetically pleasing and selecting	Aesthetic Cladding Design criteria Evaluation	Introduce chn to different examples of pavilions using the link: The Crystal - Exhibition centre, London Exhibition Centres and The Beehive Pavilion at Kew Gardens . Ask chn:

			<p>particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and CAD</p> <p>Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics</p> <p>Investigate and analyse a range of existing product</p>	<p>Cladding can be applied to structures for different effects.</p> <p>Aesthetics are how a product looks</p>	<p>materials to create a desired effect.</p> <p>Building frame structures designed to support weight.</p> <p>Creating a range of different shaped frame structures.</p> <p>Making a variety of free-standing frame structures of different shapes and sizes.</p> <p>Selecting appropriate materials to build a strong structure and for the cladding.</p> <p>Reinforcing corners to strengthen a structure.</p> <p>Creating a design in accordance with a plan.</p> <p>Learning to create different textural effects with materials.</p>	<p>Frame structure Function Inspiration Pavilion Reinforce Stable Structure Target audience Target customer Texture Theme</p>	<ul style="list-style-type: none"> • What is the purpose of a pavilion? (A light, flexible space which can be permanent but is often temporary.) • How might these structures have been constructed? <p>Task: Chn are going to construct temporary frame structures using toothpicks, small sweets, mini marshmallows or small balls of modelling dough to hold the structure together. Before modelling to the chn how to do it, confirm chn can recall:</p> <ul style="list-style-type: none"> • <i>The definition of 'strong' (does not break easily), 'stable' (firmly fixed and not likely to move or change) and 'stiff' (does not bend easily).</i> • <i>How to identify the weakest part of a structure (the corners).</i> • <i>The importance of strength and stiffness in structures.</i> • <i>A design specification is a list of success criteria for a product.</i> <p>Allow the children time to make basic geometric structures before exploring creating larger structures, considering aesthetics, strength and stability. Explain that it is easy to start again with these resources, so they should explore many different ideas and push the limits of their imagination.</p> <p>Adaptations/Tweaks/Challenges: Chn can produce simple, smaller structures; could use images for ideas. Scaffolded group with adult (SEN). C- Explore larger, more complex structures, for example, with overhangs; should experiment with different ideas.</p>
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Week Two		Can you design a structure?				<p><i>Prior knowledge – recall what a pavilion is and the purpose of pavilions.</i></p> <p>Show the children the pavilion examples on the link Architectural pavilions and temporary structures Dezeen. Discuss the innovative and functional pavilions in a range of different shapes.</p> <p>Y3- Design brief will be provided. Chn will design and draw their ideas using the prewritten design brief provided.</p> <p>Y4- Chn will create their own design brief using the ideas discussed and implementing their own ideas that their design will follow. Chn to think of their own ideas i.e. patterns, colours, shapes etc and purpose of their pavilion.</p> <p><i>Demonstrate how to lightly draw and label a plan on their baseboards (A4 stiff card) to create a footprint of the pavilion in pencil, ready to start constructing their frame in the following lesson.</i></p> <p>Adaptations/ Tweaks/ Challenges: Word bank with key words and visual images for these definitions. Have visual images of pavilions to help children gather ideas on their pavilion. Chn to work in pairs or small guided group. C- experiment with different ideas; could consider the wider landscape they envision their pavilion standing in. Can you add additional detail to your pavilion design?</p>
Week Three		Can you build a frame structure?	<p>Select from and use a wider range of tools and equipment to perform practical tasks</p> <p>Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics</p>			<p>Chn may need to do across two lessons – practice building a frame structure using different materials (i.e. cardboard and double-sided tape/ glue) to practice before starting their own.</p> <p>Prior knowledge – Chn to review their design brief in pairs to ensure they have included everything needed for their pavilion.</p> <p>Starter – ‘Vocabulary Bingo.’ Hand each child a whiteboard and pen. Ask the children to divide their whiteboards into nine boxes and write one of the words from</p>

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

the presentation in each box. Read each definition below, allowing the children to identify the word being described and cross it out on their bingo board. The first child to cross out three squares vertically, horizontally or diagonally should shout 'Bingo!' to win the game.

Task:

Model using the success criteria to create a frame structure using different materials.

Discuss:

- What might a well-made structure might look like? (Neat, strong joints and accurate angles.)
- Why might corner triangles be an excellent idea to use in your structure?
- How will you know if your structure is successful?

Y3 – Chn will use their designs from the previous lesson. They will use lollypop sticks to create the frame of their pavilion.

Y4- Chn can use a range of more complex construction materials including lollypop sticks, toothpicks, straws to create the frame of their pavilion. Chn to add card corners to their frames.

Adaptations/ tweaks/ challenges:

Bingo – Chn to do in supportive pairs or in group with adult – use visual prompts for support.

SEN- Chn work in pairs to create pavilion-scaffolded by adult.

Encourage chn to keep checking their design sheet to ensure they are on track and to remind them of the materials and techniques they planned to use.

C- Can you add any additional features such as a sliding door?

Identify the features of either their own or their peers' frame structures which have worked well, getting them to consider and explain why this might be.

<p>Week Four</p>		<p>Can you add cladding to a frame structure?</p>				<p>Ask the children what they think is meant by 'cladding'. Explain that cladding can be applied for different effects: to enclose a space, create barriers, open a space up and play with light, shadows and patterns.</p> <p>Give each child a small sheet of paper. Ask half the class to scrunch the paper up as tightly as possible. Instruct the other half to create a zig-zag through folds and creases. Ask the children to open the sheets and flatten them to see the different textured effects they have created.</p> <p>Discuss the different possibilities for cladding and how they can be attached to the frame structures (see <i>Teacher video: Pavilion cladding</i>). Explain that the children should avoid anything too heavy as it would place too much strain on their fragile frames.</p> <p>Task: Chn will add cladding to their frame structures to complete them.</p> <p>Show the children a selection of materials in various colours available for their cladding: tissue paper, sugar paper, card, wrapping paper, newspaper, straws, clear plastic, packaging, ribbons, etc. The children should refer to their design sheet and think about:</p> <ul style="list-style-type: none"> • <i>How will I attach the cladding? (Smaller pieces of material like sweet wrappers would be more difficult to attach.)</i> • <i>How long will it take to attach? (Paper or fabric will be much faster than individual bits of string or straws.)</i> • <i>How will the weight of the cladding affect my structure? (Heavy material could weigh the whole structure down, possibly causing it to collapse.)</i> <p>Year 3 – chn to use only paper for their cladding to keep it simple; could experiment with creating a new texture by folding or scrunching as they did in the Attention grabber.</p> <p>Year 4- chn are going to going to create cladding to their pavilion using weaving.</p> <p>The children should make sure that they can create their desired texture with the material that they have chosen using one of the</p>
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							<p>following techniques: cutting, folding, weaving, curling, scrunching or tearing.</p> <p>Adaptations/ tweaks/ challenges: Use only paper for their cladding for SEN. Work in pairs / scaffolded group with adult. C- Experiment with different cladding materials for a varied final effect; could create a landscape to give context to their pavilion.</p>
Week 5		How can I evaluate and improve my pavilion structure?					<p>Task: Chn will complete evaluation sheet. They will consider what they have done well, how they could improve their pavilion and the overall suitability of the product.</p> <p>Adaptations/ Tweaks/ Challenges: Adaptive evaluation sheets will be provided. Sentence stems for evaluation (SEN). Scaffolded group for SEN – Complete evaluation sheet with an adult. C- Compare your work to your peers and identify the similarities and differences between them.</p>