

Hook	Overview	Outcomes
<p><i>How will you engage the learner's interest?</i> The children will be introduced to the topic of justice, which we have covered whilst teaching British Values. This will be used as a conversational hook to introduce the book and the film.</p>	<p><i>Holes as a stimulus. The Upper school will be engaging with a curriculum designed to enhance their understanding</i></p>	<p>At the end of this unit; Majority of children will be to; Understand the background to justice and how this may take time to be served.</p> <p>Most children will be able to; Consider how the situation Stanley finds himself in helps him to build friendships and how their educational life at the PRU can be compared to this.</p> <p>Some children will be able to; Reflect upon the reasons why we might feel sorry for Stanley in this book and organise an essay response Analyse what constitutes a good paragraph of analytical writing</p>
<p>English overview</p>	<p><i>Book cover analysis. Discuss imagery and name.</i> <i>Look at Blurb. Pre-formed opinions of characters.</i> <i>Create a QBD chain regarding a prediction for the direction of the novel using quotes from the blurb.</i> <i>Pupils Identify devices from starter Sachar uses to 'hook' the reader.</i> <i>Pupils to write down two examples on mini-whiteboard where Sachar has used a device to hook the reader.</i> <i>Pupils annotate in pairs or groups the rest of chapter 1</i> <i>Image of dry lake. MPS regarding how the place in the image got like that.</i> <i>Read chapter 1.</i> <i>Effect of a small paragraph?</i> <i>Simple / compound / complex sentences</i> <i>How does Sachar present the setting of Camp Green Lake?</i> <i>What descriptive techniques are used?</i> <i>In pairs draw what Camp Green Lake looks like</i> <i>Be sure to include each thing on this list, and as many details from the chapters as you can find (be creative about showing what it is like there):</i> <i>log cabin</i> <i>Pupils to complete the following questions for homework:</i> <i>1. Why does the narrator suggest that if someone is bitten by a yellow-spotted lizard they might as well lie in the hammock?</i> <i>2. Why did Camp Green Lake always manage to find campers despite the appalling conditions?</i> <i>3. What choices did the judge give Stanley?</i> <i>Crime and punishment starter.</i></p>	

	<p><i>Draw a character map for Stanley using quotes from the text</i></p> <p><i>What are three reasons you could infer that "Camp Green Lake" isn't fun for the campers?</i></p> <p><i>(Pupils to brainstorm in pairs or small groups)</i></p> <p><i>Teacher takes feedback, using pupils' notes to re-cap writing a PEE/SQEA paragraph in response to the question.</i></p> <p><i>Pupils individually answer the question - What is one reason you can infer that the Warden is not nice to the campers? To answered as a PEE/SQEA paragraph</i></p> <p><i>Write down on the post-it an inference about the Warden</i></p> <p><i>Look at the song. Play from youtube. What could it mean?</i></p> <p><i>Read chapter 3 4 5</i></p> <p><i>Summary of the novel so far.</i></p> <p><i>Make a list on the board the characters we are introduced to in chapter 4 & 5</i></p> <p><i>Discuss how does Sachar gives the reader a strong first impression on what these characters are like?</i></p> <p><i>Pupils get into groups of 4</i></p> <p><i>Each group is given a piece of sugar paper and a character from chapters 4&5.</i></p> <p><i>Pupils are to write down as much information about each character.</i></p> <p><i>Feedback</i></p> <p><i>Quickfire quiz based on the first three chapters. Write 1 page about what you have learned so far.</i></p> <p><i>Read chapters 6&7</i></p> <p><i>Identify on the map where Latvia is.</i></p> <p><i>Resource 4 & 4a</i></p> <p><i>In chapter 7, what is the first sentence of the "flashback to his grandfather's time?</i></p> <p><i>What are the two flashbacks that are presented in both chapters?</i></p> <p><i>What is the purpose of each flashback?</i></p> <p><i>What is the setting (time and place)? Pupils write a response to the question using a PEE/ SPEA paragraph?</i></p> <p><i>Why is the pig important to the flashback of the story?</i></p>
Maths	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=3qisu9NF1_0 – Greater than / Less than Song • Play; 'Play Your Cards Right' (Greater than/Less than/Equal too) • Number Square splat – find patterns counting on • Multiplication colouring picture grids • Times Table Bingo • Times Table Aerobics • Write songs/chants to learn times tables (Can use current chart music – rewrite the lyrics) • Make a new version of chess; pieces can move in steps of the power of 10 etc. • Code Breakers – round up the numbers to reveal a clue/letter/symbol to solve the problem • Surveys; Data Collection – children come up with own lines of enquiry

- Surveys related to your current topic
- Stats related to any current sporting events; Football, GNR, Olympics, Tennis, etc
- Enterprise – present your market research
- Charity Collection – present your project updates
- <http://www.kidsmathgamesonline.com/numbers/mathdata.html> IWB game
- <https://www.topmarks.co.uk/interactive.aspx?cat=33> IWB games/activities
- <https://www.topmarks.co.uk/Interactive.aspx?cat=36> IWB games/activities further challenge
- http://www.bbc.co.uk/bitesize/ks2/maths/data/interpreting_data/read/1/ BBC Bitesize
- <http://www.bbc.co.uk/skillswise/topic/graphs-and-charts/resources/l1> BBC Skillswise
- <https://www.teachervision.com/search?type=Graph/Chart%20-%20Teacher%20Resources> resources and pintables
- <https://www.teachervision.com/lesson-planning/graph-chart-teacher-resources#> resources and pintables
- <https://www.topmarks.co.uk/maths-games/5-7-years/data-handling> IWB games and activities

Shared Exploration Activity:

Children have to put the roman numerals in order first. 1-12 in a clock style.

How did they work it out? *anticipate children being able to do 1-3 easily. Others might be hard. Children might be familiar with Henry VIII so remind them of that. Some children will have been familiar with Roman numerals from Year 3 when they did the Romans as a History topic.

Main Teaching:

Roman numerals are written as combinations of seven letters.

I = 1 V = 5 X = 10 L = 50

C = 100 D = 500 M = 1000

The letters can be written as capital (XVI) or lower-case letters (xvi).

Roman Numerals are made up by adding or subtracting numbers like this:-

11 = 10 + 1 = XI 9 = 10 – 1 = IX

40 = 50 – 10 = XL

If you want to say 1,100 in Roman Numerals, you would say M for 1000 and then put a C after it for 100; 1,100 = MC

900 = 1000 – 100 so the C comes before M = CM

What is the numeral?

Write a roman numeral – children have to read roman numerals.

Assessment

Revise previous day's lesson:

http://www.abcya.com/roman_numerals.htm

Click on 'learn' for interactive lesson of the basics

<http://www.uptoten.com/kids/kidsgames-mixedbag-romannumbers.html>

Basics:

Roman numerals are written as combinations of seven letters.

I = 1 V = 5 X = 10 L = 50

C = 100 D = 500 M = 1000

The letters can be written as capital (XVI) or lower-case letters (xvi).

Roman Numerals are made up by adding or subtracting numbers like this:-

11=10+1 = XI 9 = 10 – 1 = IX

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If you want to say 1,100 in Roman Numerals, you would say M for 1000 and then put a C after it for 100; 1,100 = MC

900 = 1000 – 100 so the C comes before M = CM

Red Group: Pink and Purple Sheets

Note: Check understanding of number 4 – Many children wrote IIII instead of IV etc. Check understanding of Roman Numeral System

<http://www.uptoten.com/kids/kidsgames-mixedbag-romannumbers.htm> I

Can the children make the numbers? Ask the children to revise the Roman Numerals and the rules of how to use them.

Ask the children what:

XI + V = ??? (XVI)

How would they write their answer?

How about

XXII + III = ??? (XXV)

How did they work it out?

What is it important to remember when doing calculations with Roman numerals?

(Biggest number goes first)

Think about the answer in numbers first then convert to numerals.

Red: Purple Sheet – adding, subtracting, multiplying and dividing numerals 1-200. Some calculations have 2 steps.

Extend to Pink sheet if capable

adding, subtracting, multiplying and dividing numerals 1-1000. All calculations have 2 steps. Blue: Green Sheet: Orange Sheet: Adding, subtracting, multiplying and dividing – numerals 1-100.

If capable (e.g. Shaun and Luke) Adding and subtracting – numerals 1-20.

<http://www.classroomsecrets.co.uk/roman-numerals-calculations/> Ask the children if one roman child had III sweets and another roman child had VII sweets, how many sweets did they have altogether?

Explain that word problems are the same, just that these have numerals instead of numbers!

Can the children work out the calculations?

RUCSAC

How to answer number problems?

R = read. Read the word problem.

U = understand or underline important parts of question. Part of understanding I guess.

	<p>C = Choose calculation - What operation and the 'number sentence'. Also need to decide on the units the answer will be in. S = Solve. Carry out the chosen calculation. A = Answer. Write out the full answer including units. C = Check. Check to see if it really makes sense. Carry out any inverse operation calculations etc. Even share with a friend.</p> <p>Red: Purple Sheet – adding, subtracting, multiplying and dividing numerals 1-200. Some calculations have 2 steps.</p> <p>Extend to Pink sheet if capable adding, subtracting, multiplying and dividing numerals 1-1000. All calculations have 2 steps.</p>		
Science	Learning Objectives/Curriculum Coverage	Planned Learning Experiences/Activities	Assessment Opportunities/Success Criteria
<p>Main Activity/ Area;</p> <p>Cross Curricular links; PE; the impact of diet upon exercise RE lifestyle choices of world religions <i>Literacy; Impact of diet and exercise in concentration camps</i> <i>Maths; Weight of food types/ shape/fractions and % involved in healthy diet consumption</i></p>	<p>Using the Fusion Sow as a guide. Students will engage with the following modules; B1.5 Breathing B1.8 The Heart B 1.10 Exercise B1.12 Nervous system Example lesson plans are in the science folder in Upper school.</p>	<p>All living things (organisms, you can use this word if you think it is appropriate but it is not necessary at this stage) can be identified by 7 processes. Movement, Respiration (Taking in oxygen, using it to turn food into energy and then breathing out carbon dioxide - NOT JUST BREATHING!), Sensitivity, Growth, Reproduction, Excrement (getting rid of waste) and Nutrition. Each letter is represented as MRS GREN (or as MRS NERG as some people prefer!) For added effect you could dress up as Mrs Gren (with a grey wig and a walking stick) or after they have learnt it get a student to dress up and explain it back to the class. For notes students should complete 5AWS1. You can also explain to students that each of these processes will be dealt with throughout the topic and the main focus for today is nutrition.</p> <p>Ask the students what the word nutrition means. They need to know that nutrition means getting enough energy from food and also essential substances needed to stay healthy (like calcium for bones (we don't get any energy from calcium) and iron for our blood (that's why it tastes like metal!))</p> <p>Lead the discussion to the 7 different types of nutrition that we need to stay healthy (Use 5APP1 for visual aids). Carbohydrates, Protein, Fat, Vitamins, Minerals, Fibre and Water. Have the students play a game of Nutrition top trumps and see if afterwards they can tell you which types of food are high in each nutrient! There is a table on 5AWS2 that they can fill in from this information.</p> <p>Students still need to know what each nutrient is needed for. Charades is a good way of achieving this. Get the students to act them out. Give each pair/three a pack of 7 cards with each nutrient on. On the back of each card is a description of what the nutrient is needed for. Students should take it in turn to act the description out and fill out the remainder of the table on 5AWS2.</p> <p>Students can consolidate their knowledge by watching Bill Nye - Nutrition and answering the questions on 5AWS3</p> <p>Take</p>	<p>B1.4 All pupils will be able to name the six major food types with aid.</p> <p>Most pupils will be able to list the major food types, giving examples, and describe the tests for them.</p> <p>Some pupils will also be able to give detailed descriptions of the types of foodstuffs and how they are used by the body.</p> <p>B1.5 All pupils will be able to describe the basic structure of the lungs.</p> <p>Most pupils will be able to describe how the breathing process occurs.</p> <p>Some pupils will also be able to explain the effects of breathing in and breathing out on the different parts of the thorax.</p> <p>B1.8 All pupils will be able to state that the heart pumps blood around the body and the names of the different types of blood vessel.</p> <p>Most pupils will be able to describe how the heart works and the differences between arteries, veins and capillaries.</p> <p>Some pupils will also be able to give detailed descriptions of the tissues and anatomical features involved linked to their functions.</p> <p>B1.10 All pupils will be able to relate heart rate to exercise.</p> <p>Most pupils will be able to explain why heart rate increases with exercise.</p> <p>Some pupils will also be able to accurately predict the effects of increased exercise on the rate of recovery.</p> <p>B1.12 All pupils will be able to name a reflex action.</p> <p>Most pupils will be able to name a reflex action and describe how it works.</p> <p>Some pupils will also be able to describe the details of a named reflex action.</p>

Resources		Key Vocabulary	
Boxercise kit, Skipping ropes, Stop watch, blood pressure monitors.		Nervous system Heart Lungs Food groups Protein	Carbohydrates Dairy Saturated fats Trans fatty acids Joints Skeleton Muscles
PSHCE	Learning Objectives/Curriculum Coverage	Planned Learning Experiences/Activities	Assessment Opportunities/Success Criteria
Main Activity/ Area; <i>e.g. Dimensions/SEAL focus/Theme</i> Cross Curricular links; PE; Impact of drugs on performance RE: Philosophy for children	Upper school students will be following a personalised curriculum in this subject based on their needs and those identified by their teaching staff. This may include but not be limited to; Discrimination and bullying Self-image and self-harm The impact of legal and illegal drugs on the body and mind	<p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary • that happiness is linked to being connected to others • how to recognise the early signs of mental wellbeing concerns • common types of mental ill health (e.g. anxiety and depression) • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p> <p>The characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)</p> <p>The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • as about the science relating to blood, organ and stem cell donation.</p>	<p>To understand the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies KS3.</p> <p>To be able to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views.</p> <p>To be able to explain the importance of, and strategies for, maintaining a balance between work, leisure and exercise.</p> <p>To understand the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke KS3.</p> <p>To perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR).</p> <p>To develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support</p>

		<p>How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p> <p>The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions • the law relating to the supply and possession of illegal substances • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood • the physical and psychological consequences of addiction, including alcohol dependency • awareness of the dangers of drugs which are prescribed but still present serious health risks • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so .</p> <p>About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist** • (late secondary) the benefits of regular self-examination relating to immunization and vaccination • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p> <p>Basic treatment for common injuries • life-saving skills, including how to administer CPR • the purpose of defibrillators and when one might be needed . and screening • The facts and science.</p> <p>That there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children • what marriage is*, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • why marriage is an important relationship choice for many couples and why it must be freely entered into • the characteristics and legal status of other types of long-term relationships • the roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’</p>	
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		relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	
Resources		Key Vocabulary	
PowerPoint presentations, Worksheets, Videos, Discussion topics.		Depression, anxiety, stress, Information, help, support, relationships, cohabiting, happiness, food, health, healthy, clean, grooming, online.	
P.E.	Learning Objectives/Curriculum Coverage	Planned Learning Experiences/Activities	Assessment Opportunities/Success Criteria
Main Activity/ Area; <i>e.g. Basketball; ball skills</i> Cross Curricular links; Science; Biology, exercise and its effects on the body Literacy; effects of sustained exercise on the body on Holocaust victims Maths (scoring), Citizenship (sportsmanship),	After carrying out the activities and core tasks in this unit. Most pupils will: choose and use combinations of skills with confidence, accuracy and consistent quality in most of the games they play; use a sound understanding of the principles of play when planning their approaches to games; work effectively in small teams to choose and put into practice tactics for attacking and defending; recognise and explain the importance of getting ready for games; follow appropriate warm-up routines; identify the main aspects of a good performance; recognise weaknesses; suggest how a performance could be improved More detailed explanations of differentiated learning outcomes can be found on the SOW in the Upper school folder.	1. Ball familiarisation To be able to perform the fundamental basketball skills of ball handling in a practice situation To be able to state the basic rules of Basketball. To be able to apply the skills in a game situation To be able to apply the basic rules in a game situation 2. Passing, receiving and outwitting an opponent. To be able to demonstrate the correct technique of a bounce, chest and overhead pass in basketball in a practice situation. To be able to describe the correct technique of a bounce, chest and overhead pass in basketball. To be able to evaluate a peer's performance, offering constructive feedback To be able to identify where and when each basketball pass is used within a game. 3 and 4 . Intro Dribbling & Pivoting To be able to demonstrate the basic technique of dribbling in basketball in a practice situation. To be able to describe the basic technique of dribbling in basketball. To be able to recall the basic rules of dribbling including double dribble and travelling To be able to apply the dribbling technique in a game situation 5-7 Shooting set shot and lay up To be able to demonstrate the correct technique for the set shot in a practice situation To be able to describe the correct technique for the set shot To be able to evaluate a peer's performance, offering constructive feedback To be able to identify each of the different shots in basketball To be able to state the benefits of the different basketball shots. Shooting – lay up To be able to demonstrate the correct technique for the lay-up shot in a practice situation To be able to describe the correct technique for the lay up shot. To be able to evaluate a peer's performance, offering constructive feedback. To be able to apply the lay- up technique in a game situation	Students will be assessed and levelled using the assessment framework in the PE folder in Upper school file. Typical areas for assessment include; <ul style="list-style-type: none"> • Catching • Passing and dribbling • Shooting • Rules • Playing positions
Resources		Key Vocabulary	
<ul style="list-style-type: none"> • Basketballs • Bibs 		Stationary dominant dribble chest pass bounce pass rebound jump shot zonal marking defence offence travelling	

<ul style="list-style-type: none"> Cones Access to information through ICT Information on local clubs			
History / Geography	Learning Objectives/Curriculum Coverage	Planned Learning Experiences/Activities	Assessment Opportunities/Success Criteria
Main Activity/ Area; <i>KS3 PoS: Human & Physical Geography Human geography relating to: population urbanisation; international development; economic activity in the primary, secondary, tertiary & quaternary sectors; & the use of natural resources.</i> Cross Curricular links; <i>Link with John Muir Award and presentations.</i>	KS3 PoS: Locational knowledge Extend locational knowledge & deepen spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (inc. China & India), & the Middle East, focusing on their environmental regions, inc. polar & hot deserts, key physical & human characteristics, countries & major cities KS3 PoS: Human & Physical Geography physical geography relating to: geological timescales & plate tectonics; rocks, weathering & soils; weather & climate, inc. the change in climate from the Ice Age to the present; & glaciation, hydrology & coasts KS3 PoS: Geographical skills & fieldwork build on their knowledge of globes, maps & atlases & apply & develop this	<p>Understand how human & physical processes interact to influence, & changes landscapes, environments & the climate; & how human activity relies on effective function of natural systems KS3 PoS: Geographical skills & fieldwork Interpret Ordnance Survey maps in the classroom & the field, inc. using grid refs & scale, topographical & other thematic mapping, aerial & satellite photos . use fieldwork in contrasting locations to collect, analyse & draw conclusions from geographical data.</p> <p>Exploring our school and the local area Investigate school layout– inside & out – identify people & place -Considering journeys to school – comparing mode of transport, time, distance. -Identifying own street/area/route to school on a local street map - improving map-reading skills -Bournemouth, where is it in the UK? Location in relation to other places -UK /abroad - Seaside resort & functions, population, economic activity & employment sectors in Bournemouth - tertiary industry – Comparison- B'mouth (urban) & New Forest (rural) Trip to areas -Features of local environment - forest, moor&, coastline. Our Weather Identify + use key terms for describing the weather Identify & use standard weather symbols Understand information in BBC weather charts+forecasts Recording local weather daily / seasons Looking at world weather & their weather regions. Look at the equator, tropics & climate zones Identify the position & significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, theTropics of Cancer & Capricorn, Arctic & Antarctic Circle, the Prime/Greenwich Meridian & time zones (inc. day & night)</p>	Students will complete a work booklet detailing their understanding of a comparison of different areas such as beaches and woodlands. Virtual Geography – IWB interactive site on school system- maps of UK/Europe/World Environment, Landscape + People Photos, activities quizzes Plan & map of school Maps of Bournemouth & surrounding areas Photos of Bournemouth Beebot map ariel photo of School & local area Spring
Resources		Key Vocabulary	
Case Study, Worksheets, PowerPoints, Videos, Maps.		Biogeography Climatology Landscape ecology Geomorphology Glaciology Hydrology Meteorology Oceanography Palaeogeography Pedology	
DT / Art	Learning Objectives/Curriculum Coverage	Planned Learning Experiences/Activities	Assessment Opportunities/Success Criteria
Main Activity/ Area; <i>Cookery</i>	To know that there is a vast range of ingredients used around the world. To understand that diets around the world are based on similar food groups.	The students will be introduced to the kinds of foods that would have been eaten in the times of Romeo and Juliet, such as civet of hare, a quarter of stag which had been a	To be able to write and follow recipes. To be able to weigh and measure accurately. To be able to select and use the most appropriate ingredients and equipment to plan and cook a range of

<p>Cross Curricular links; Science; food and nutrition PE; Effect of diet on exercise</p>	<p>To know that food is prepared in different ways due to a number of factors, including country, culture, custom and religion. To be able to identify and prepare ingredients using a limited budget</p>	<p>night in salt, a stuffed chicken, and a loin of veal. Gilt sugar-plums, and pomegranate seeds. An enormous pie, surmounted with smaller pies, which formed a crown. The crust of the large ones was silvered all round and gilt at the top; each contained a whole roe-deer, a gosling, three capons, six chickens, pigeons, young rabbit. To serve as seasoning or stuffing, a minced loin of veal, two pounds of fat, and twenty-six hard-boiled eggs, covered with saffron and flavoured with cloves. There would have been lots of different kinds of meat--beef, pork, pheasant, and all sorts of other birds--fresh fruit, breads, wine, other types of alcoholic drinks--beer, mead, for instance. Miss Phelan to take the children for cookery and will select dishes for them to cook and try.</p>	<p>dishes. To be able to modify existing recipes. To know that food can spoil and decay due to the action of microbes, insects and other pests. To understand and use date marks and food storage instructions on food packaging. To demonstrate good personal hygiene when cooking. To demonstrate good food safety and hygiene when cooking.</p>
<p>Main Activity/ Area; <i>e.g. Art; drawing and sketching</i></p> <p>Cross Curricular links;</p>	<p>I use my sketch books to express my feelings about various subjects and outline likes and dislikes?</p> <p>I produce a montage all about myself? Recap on the job of the sketchbook and how we organise it. Model a montage.</p> <p>I produce a montage all about myself?</p> <p>I use different grades of pencil shade and to show different tones and textures?</p> <p>I produce an observational drawing of an artefact?</p>	<p>Exploring and using media and materials Manipulates materials to achieve a planned effect. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Manipulates materials to achieve a planned effect. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Explores what happens when they mix colours Understands that different media can be combined to create new effects. They safely use and explore a variety of materials, tools and techniques. Use sketchbook to draw observations and make notes: earthquake zones / volcano eruption – pencil drawings to create effect of perspective and distance. Use sketchbook to sketch an iceberg floating in the ocean.</p>	<p>They can use magazines, clip art and internet images. Links to Pic Collage in I.T. Add wording using Word or magazines Children to experiment in their sketchbooks. Look at how textures can be created using cross hatching and pointillism. Children to experiment in their sketchbooks to see how the closer lines and dots create a darker tone etc... Look at the different objects/ artefacts of either musical instruments, electrical appliances (science) or Roman artefacts/ objects (coins, shields, helmets, swords etc..) and look at the shapes, textures and tones. Model drawing part or all of one. In table groups, children to look an artefact and produce a still life pencil drawing of it. Focus on the light source to create shadows and a 3D effect. Move round.</p>
Resources		Key Vocabulary	
Paper, pens, images, Stencils.		Shading, colouring, image, fade, contrast.	
R.E.	Learning Objectives/Curriculum Coverage	Planned Learning Experiences/Activities	Assessment Opportunities/Success Criteria

<p>Main Activity/ Area; <i>Main world religions</i> <i>(Christianity/Catholosism)</i> Cross Curricular links;</p>	<ul style="list-style-type: none"> • To know what a leader is. • To understand that there are different types of leaders. <p>Can identify leaders in their world</p> <ul style="list-style-type: none"> • To know what is meant by a good leader. • To understand the qualities that makes a leader good. <p>Can identify religious leader and their importance</p> <ul style="list-style-type: none"> • To know who Jesus was <p>To understand how Jesus' birth indicated he would become leader</p> <ul style="list-style-type: none"> • To know what a parable is • To understand why Jesus taught using parables. <p>Can identify a link with Good Samaritan and a modern day example</p> <ul style="list-style-type: none"> • To know what a miracle is • To understand the importance of the miracles of Jesus to Christians <p>Can identify one of Jesus miracles</p>	<p>What do we mean by leader? In pairs, makes a list of all the different types of leaders you can think of.</p> <p>Then, think of examples of those leaders, e.g. head teacher Put definition on the board – students' copy into books. Students to make a spider diagram of different types of leaders, and another of the examples of leaders the class came up with. Homework: Cut out pictures from newspapers of 3 different types of leaders in the world today.</p> <p>Give students a large sheet of paper, and in small groups they are to come up with words that describe a good leader. After class discussion, put these onto a 'leader board'. Students to copy into books. Try to encourage students to come up with words like fair, honest, strong personality, and especially – human!</p> <p>What do we mean by religious leader? Give examples that you can think of. Again, brainstorm qualities and point towards founders of religion.</p>	<p>.Q&A What do you know about Jesus? Starter exercise – sheet Ask for volunteers to read through the different aspects of the story Whilst reading out, the rest of the class are to make notes on the sheets provided. Task: Using their notes, they are to produce a storyboard/cartoon strip of the Birth Story.</p> <p>Explain what a parable is. Ask why Jesus taught in parables. Read out the Good Samaritan ask students if they know what they mean – give modern interpretation. Students to complete worksheet Group to work in ICT suite. They need web address and instructions to work on the quiz 'Jesus Calms the Storm' They are to read the relevant info then go through the quiz. Back in room when completed. IT will take about 10 mins. On the board, have a list of words/phrases from the story, written in the correct order. Ask for a few volunteers to help tell the story using the board info. Fill in the gaps, and then ask the class to write out the story in a creative way – e.g. in waves, with a boat behind etc. Homework. Write out the definition for the word miracle. Why do you think it was important for Jesus' followers to learn about his miracles? If you could ask for one miracle, what would it be?</p>
<p>Resources</p> <p>PowerPoint, Worksheet, Video artefacts, Bible,</p>		<p>Key Vocabulary</p> <p>Bible, Christ, God, Belief.</p>	
<p>Educational Trips/Visits</p> <p>Visit both Christian and catholic church. Visit to St Nicholas' Cathedral.</p>		<p>Useful websites</p> <p>http://www.request.org.uk/main/bible/jesus/goodsam/goodsam03.htm - complete the quiz.</p> <p>www.request.org.uk/main/bible/jesus/storm/storm01</p>	