


Creative Curriculum Medium Term Planning

Year Group:	4	Teacher:	Mrs Dawson Mrs Jackson Mrs Rudd	Term:	Autumn 2017	Length of topic:	Whole Term
Topic Title:	A Giant Leap into the Unknown			Memorable Experiences:	Visit to Gurdwara Question and answer session with a Sikh		
Linked Text:	The BFG – Roald Dahl						
Possible Lines of Enquiry (child's voice) - Think about possibilities for take away tasks, independent study week etc.							
Topic Table/Environment		Display Outcomes		Celebration Event		Key Dates for Spring Term	
<p>Key Questions: How would you feel arriving at Buckingham Palace with the BFG?</p> <p>Key images:</p>  <p>Key artefacts: Dream jars made in immersion week Snocumber pictures from immersion week Photos of scarecrow BFGs</p>		<p>RE: Display questions and answers from discussion. Pictures used for discussion and pictures from question and answer session.</p> <p>Science: Write up of the melting ice experiment, photos of showing a fair test and presented results.</p> <p>Topic: A giant dream jar containing the children's dreams. Display the plans alongside the children's completed dream catchers.</p> <p>A map showing the annotated journey of The BFG and Sophie.</p> <p>The time line of Stone Age to Iron Age.</p>		<ul style="list-style-type: none"> Inviting parents in to view children's Topic Books with their work at the end of term. 		<ul style="list-style-type: none"> Trip to Gurdwara, date to be confirmed. 	

“The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences. We must widen the range of topics and goals, the types of situations we offer and their degree of structure, the kinds and combinations of resources and materials, and the possible interactions with things, peers, and adults” Loris Malauzzi#



Autumn 2017 Term Weekly Planner

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	4.9.	11.9	18.9	25.9	2.10	9.10	16.10		30.10	6.11	13.11	20.11	27.11	4.12	11.12	18.12
	Chn return 7 th													Assess week		
Year 1	Kagan set up. General chn voice. What do they want to learn this year. Curriculum experience logs to set up	Immersion Week					Art focus week- Big book of ART	Half Term			Computing		Reflection week	Design and Technology week- linked to STEM	Independent learning project week	Break up 20 th Dec
Year 2			Computing													
Year 3										Computing						
Year 4			Computing	History					Design Technology	Geography						
Year 5									Computing							
Year 6				Computing												

As we will be focusing on Geography and History again, I am very aware that we will have limited coverage of Art and Design and Design and Technology. Hence the focus weeks

How will this learning journey promote British Values?

<p style="text-align: center;">Democracy</p> <p>We all have our voices heard and have the chance to vote on what happens at Corngreaves</p>	<p>Voting for Marble Prizes. Voting for Green Party suggestions. Circle time activities or Class Council discussions. Children to vote within the Computing unit as to the main characters for our game to be linked within The BFG.</p>	<p style="text-align: center;">The Rule of Law</p> <p>We understand the value and the reason behind our laws and how they govern and protect us.</p>	<p>Following school rules at all times. Setting a good example for others to emulate. Understanding the consequences of negative actions.</p>
<p style="text-align: center;">Individual Liberty</p> <p>We are encouraged to make decisions and respect the decisions of others</p>	<p>Independent working alongside partner or team work. Coming to a compromise when working as part of a team or pair Taking the opinions and ideas of others seriously. Children will have opportunities to make their own decisions during the topic. What would they like to find out? What is important to them?</p>	<p style="text-align: center;">Mutual Respect</p> <p>We respect each other and encourage each other to be respectful</p>	<p>Working together as a Kagan team in afternoons. Providing constructive criticism when giving feedback to a partner. Keeping our words and actions in mind when we interact with others. While looking at differences in Sikhism we will think about how they can show that they are being respectful, even if they don't agree. There will be much work carried out either in Kagan teams or shoulder partners, children will develop their personal skills of cooperation and compromise.</p>
<p style="text-align: center;">Tolerance of Faiths</p> <p>We understand there are different faiths and respect them</p>	<p>Investigating the religious faiths and beliefs in our local community through RE lessons. As we continue to learn about different faiths, we will have discussions around whether we agree or disagree and how our behaviour should be. We can disagree with something in a respectful way.</p>	<p style="text-align: center;">Tolerance of Beliefs</p> <p>We promote our own beliefs and those of others</p>	<p>Exploring our own beliefs and comparing to others with respect. During our group work and focus on different faiths, we will develop our communicational skills of active listening.</p>

Week 1- Immersion Week

How will you Hook the children into the topic in order to generate curiosity, questions and motivation?

Pictures, reading the story, watching clips from the film etc.

Complete 'What we know' with children. Remember that Ancient Greeks will be a mini-topic and should be included. Show artefacts and enlarged pictures of related images to the topic. Ask children to identify facts that they can say and what they would like to know about the items.

Making dream jars and writing about their dreams to put on display. Making snozcubers for display.

Pupil Voice:

Where did the BFG travel? What would he have seen? How to make a dreamcatcher? Why are they called dreamcatchers? Where did they come from?

RE: What is the golden stand called? What is the name of the hat they wear? What are the shoes called? I want to know what the Sikh's holy book is called and what the writing looks like.




Blocks are to be planned using the Chris Quigley Essential Learning Objectives and milestone indicators. The learning journey is to be deepened through the use of collect, connect and create resulting in a published outcome.



The expectation is that children will write during the collect and connect phases (notes, captions, labels, reflections, summaries etc), the **extended** writing piece will be towards the end of the unit in order to show the breadth of their learning. The extended piece of writing will then be feedback marked, and where possible published.

The reflection week will be used to present work in topic books and to write evaluative learning reflections on the knowledge, skills and understanding that the children have now acquired, as a result of completing the blocked teaching sequence.

Date:	Session 1 – Collect/Connect/Create	Session 2 - Collect/Connect/Create	Session 3 – Collect/Connect/Create	Session 4 - Collect/Connect/Create
<p>Block 1 Subject:</p> <p>Computing (We are Software Developers)</p>	<p>ELO: Milestone: Question/ WALT/Title: Design, write and debug problems in codes.</p> <p>Activities that will show visible progress towards the milestone:</p> <p>Children start by playing and analysing educational computer games. Resources: www.learninggamesforkids.com www.topmarks.co.uk/maths-games They will need to identify features that make a successful game. While playing the games, the children need to discuss how many of the games are based on the repeating pattern of question/response/feedback. Ask the children to identify what sets good games apart. Discussion: progression, challenge, interaction and context. *Tell the children that they will be creating an educational game in <i>Scratch</i>. Share learning expectations. <i>Develop an educational computer game using selection and repetition.</i> <i>Understand and use variables.</i> <i>Start to debug computer programs.</i> <i>Recognise the importance of user interface design, including consideration of input and output.</i> Review ideas and provide feedback once stories/pictures show their games. Challenge the children to develop a simple program in Scratch that asks a question and provides feedback depending on whether the answer is right or wrong.</p>	<p>ELO: Building a game prototype. Adding repetition and keeping track. Milestone: Question/ WALT/Title: Design, write and debug problems in codes. Use sequence, selection and repetition in programs.</p> <p>Activities that will show visible progress towards the milestone:</p> <p>Challenge the children to develop a simple program in scratch that asks a question and provides feedback depending on whether the answer is right or wrong. Encourage the children to test and debug them so that right/wrong feedback is given for right or wrong answers. Show children JOIN block and how it allows variables to be used. Wiki.scratch.mit.edu/wiki/Pick_Random_0_to_0_(block) Discuss as a group the common features of educational games, focusing on repetition of questions. Demonstrate how a repeat loop can be used to ask a number of different random questions. *Children need to add repetition into their games. *add in a 'Game Over' message. * Ask pupils to add in a message at the end of the game to say what the players final score was.</p>	<p>ELO: Adding repetition and keeping track. Working on the interface Milestone: Question/ WALT/Title: Use sequence, selection and repetition in programs.</p> <p>Activities that will show visible progress towards the milestone:</p> <p>Remind children of what they noticed about the educational games they played in week one. Encourage children to think about and identify graphics, sound and interaction as key aspects. Children need to look at the interaction of their games and work on the graphics, focusing on the sprite that ass questions. How could the interaction of your game be improved? Look at adding sounds effects to their games.</p> <p>ASK CHILDREN TO TEST AND DEBUG THEIR GAMES.</p>	<p>ELO: Milestone: Question/ WALT/Title:</p> <p>Activities that will show visible progress towards the milestone:</p> <p>Ask children to compare educational games they looked at with familiar games e.g. Dots, Candy Crush or Angry Birds. What differences do they notice? Can they see ways in which their games, and educational games in general, might be made more engaging? *How could you build in additional levels or progressively increasing difficulty to their games. Remind of criteria: <i>Develop an educational computer game using selection and repetition.</i> <i>Understand and use variables.</i> <i>Start to debug computer programs.</i> <i>Recognise the importance of user interface design, including consideration of input and output.</i> Ask children to review their own games using the list. Children to test and review one another's games. Give children time for them to refine their games in light of the feedback that they've received. Give children a chance to present their finished games to the class – Dragon's Den style!</p>
Published Outcome	Ask children to use stories or pictures to plan the structure of their games.			Written evaluation of their game: Evaluate the success of their work and areas to improve
SSMC Links PSED Links	What character traits will we need to get us through the unit for making a game?			How do we feel with success/areas to improve on?

Date:	Session 1 – Collect/Connect/Create	Session 2 - Collect/Connect/Create	Session 3 – Collect/Connect/Create	Session 4 - Collect/Connect/Create
<p>Block 2 Subject:</p> <p>History</p>	<p>ELO: Milestones: H2.1, H2.3, H2.9, H2.10,</p> <p>Question: What was life like as an ancient Greek citizen?</p> <p>Chn to look on a world map to find where Greece is in comparison to where we are. Chn to have a guess at time span of Ancient Greeks, chn to find out.</p> <p>Chn to look at life as an ancient Greek. To research (given information/websites) different aspects of life:</p> <ul style="list-style-type: none"> - Life as a man, woman or child - Beliefs - Households - Past times/hobbies <p>This lesson involves chn getting a background knowledge of the ancient Greek society and the way they used to live.</p>	<p>ELO: Milestones: H2.1, H2.3, H2.9, H2.10, H2.12</p> <p>Question: What gifts did we receive from the Ancient Greeks?</p> <p>Chn to be given aspects of life that are considered to be a gift from Ancient Greek. Ask the chn ‘Why do you think we consider these to be gifts?’</p> <ul style="list-style-type: none"> - Recognised historians - Maths/Science - A love of wisdom - Government/democracy - Sports - Buildings - Inventions <p>In Kagan teams to think about why we consider these to be gifts. Record answers.</p> <p>Teams to pick 4 of the ‘gifts’ that they think are the most valuable to today’s society. Chn to begin research and note taking on their 4 aspects of life.</p> <p>Reading Domain Game: Factoid – challenge chn to find a fact that nobody else in the class has got</p>	<p>ELO: Milestones: H2.1, H2.3, H2.9, H2.10, H2.12</p> <p>Question: What gifts did we receive from the Ancient Greeks?</p> <p>Chn to continue with their research on their 4 ‘gifts’ that they feel changed the world the most.</p> <p>Once chn have finished their research, they need to start drafting their information leaflet.</p> <p>Draft must be complete this lesson to be able to be marked ready to be published next session.</p> <p>Reading Domain Game: Rewrite or Fill in the Blanks</p>	<p>ELO: Milestones: H2.15, H2.16, H2.17,</p> <p>Question: Which 4 gifts were the most valuable for today’s modern world?</p> <p>Chn to produce their leaflet that they drafted last lesson.</p> <p>Once finished, the chn need to switch Kagan teams and be in a new group (each member needs to be from a different Kagan).</p> <p>They present their leaflets to the rest of the group, explaining why their Kagan team felt these were the 4 most valuable ‘gifts’.</p>
<p>Published Outcome</p>	<p>To have (in partners) information on different aspects of Ancient Greek civilisations.</p>	<p>Research on aspects of life that the ancient Greeks changed the world with.</p>	<p>A draft information leaflet, outlining 4 aspects of life that they feel were the most valuable ‘gifts’ from the ancient Greeks.</p>	<p>An information leaflet, explaining how ancient Greeks changed the world. Describing 4 of what they think were the most valuable ‘gifts’.</p>
<p>SSMC Links PSED Links</p>	<p>How do we feel about the things that we have in our lives compared to those of someone who lived during Ancient Greece?</p>			

Date:	Session 1 – Collect/Connect/Create	Session 2 - Collect/Connect/Create	Session 3 – Collect/Connect/Create	Session 4 - Collect/Connect/Create
<p>Block 3 Subject:</p> <p>Design Technology</p>	<p>ELO:</p> <p>Milestone:</p> <p>Question/ WALT/Title: What is a dream catcher and why are they used?</p> <p>Discuss the responses given from the children – shoulder partner and face partner. Show children several dream catchers and discuss what they see.</p> <p>Activities that will show visible progress towards the milestone:</p> <p>Researching and designing features</p> <p>“In some Native American cultures, a dreamcatcher is a handmade object based on a willow hoop, on which is woven a loose net or web. The dreamcatcher is then decorated with sacred items such as feathers and beads.”</p> <p>Using the iPads, children to research dream catchers and share the facts that they have found. Add these to the topic wall as children find facts.</p> <p>Show above quote and discuss.</p> <p>Round Robin: What are you scared of? Share and discuss with everyone.</p>	<p>ELO: To design, make, evaluate and improve. To master practical skills.</p> <p>Milestone:</p> <p>Question/ WALT/Title: Design a dream catcher using key features.</p> <p>Recap question and findings from previous lesson.</p> <p>Activities that will show visible progress towards the milestone:</p> <p>Look again at the example dream catchers. Last time, we looked at the features. Now let’s see if we can decide how they are joined to make them.</p> <p>Demonstrate joining techniques: Glue, thread, tie and weave. (Art 2.29)</p> <p>Children to practise joining techniques that they may choose to use to make the dream catcher.</p> 	<p>ELO: To design, make, evaluate and improve. To master practical skills.</p> <p>Milestone: 2.7, 2.8, 2.10</p> <p>Question/ WALT/Title: To make a dream catcher using joining techniques.</p> <p>Activities that will show visible progress towards the milestone:</p> <p>Using the design the children created, they are to make their dream catcher using the materials they want to use and the joining techniques. Make the dream catcher. Photograph children at different stages of their design and make for display and collage.</p> 	<p>ELO: To design, make, evaluate and improve.</p> <p>Milestone: 2.7, 2.8, 2.10</p> <p>Question/ WALT/Title: If you were going to make your dream catcher again, what would you change?</p> <p>Activities that will show visible progress towards the milestone:</p> <p>Children to complete their dream catcher and complete their evaluation. What are they proud of and what would they like to improve on?</p>
<p>Published Outcome</p>	<p>Children to decide the design features they want to use. Create a labelled diagram.</p>	<p>Children to add the joining techniques added to design of their dream catcher.</p>		<p>Dream catcher and evaluation.</p>
<p>SSMC Links PSED Links</p>	<p>Discuss bad dreams: Questions and view quote. Thinking about what 1 person may see as a bad dream isn’t another person’s fear. Chn working in Kagan groups (mixed ability). Chn to willingly participate in groups, recognising others strengths, sharing equipment.</p> 			

Date:	Session 1 – Collect/Connect/Create	Session 2 - Collect/Connect/Create	Session 3 – Collect/Connect/Create	Session 4 - Collect/Connect/Create
<p>Block 4 Subject:</p> <p>Geography</p>	<p>ELO: To investigate places</p> <p>Milestone: G2.3</p> <p>Question/ WALT/Title:</p> <p>What is a map and why do we use one?</p> <p>Activities that will show visible progress towards the milestone:</p> <p>Children to explore maps. What can they see on them? Are they all similar? Identify key features of maps.</p> <p>Using an enlarged map, shoulder partners to work together to find a list of places on the map. Share what they have found on the map and identify if any other children have found anything different that they can share.</p>	<p>ELO: To investigate places.</p> <p>Milestone: G2.5, G2.6</p> <p>Question/ WALT/Title:</p> <p>Locate cities of the UK</p> <p>Activities that will show visible progress towards the milestone:</p> <p>Identify where the BFG travelled. Ask the children if they know where the BFG travelled with Sophie. Using Google maps, show London. Identify where Buckingham Palace is.</p> <p>Can children locate this on their map? Ensure all children have found Buckingham Palace. What can they see around the area?</p> <p>Find a virtual tour of London. What can they see? How would you feel is you arrived at Big Ben or saw the soldiers standing by the gates of the palace?</p>	<p>ELO:</p> <p>Milestone: G2.5, G2.6, G2.2</p> <p>Question/ WALT/Title:</p> <p>The giants travel to lots of different places to find humans to gobble up. Can you identify some of them on a map? Could you find out about each country?</p> <p>Activities that will show visible progress towards the milestone:</p> <p>Use a range of resources. Children to identify the Physical features and human features.</p> <p>Identify attractions of city and surrounding areas. (Feelings of Sophie and the BFG) What could they do there? Could you visit? How do you think they may be feeling about the place they are at?</p> <p>Reading Domain Game: Would I Lie to You? Based around the Physical and Human features</p>	<p>ELO: To communicate geographically</p> <p>Milestone: G2.5, G2.6</p> <p>Question/ WALT/Title:</p> <p>Activities that will show visible progress towards the milestone:</p> <p>Read the extract from the BFG that states where the BFG and Sophie visited.</p> <p>Reading Domain Game: Word Lists, chn to gather words from their reading into categories e.g. synonyms, antonyms, compound words, words with the same root, slow verbs, ugly adjectives etc.</p> <p>Map that journey showing any key features of places visited.</p> <p>Children to produce a large map showing the places annotated where the BFG travelled and what other interests around the area could he have visited too.</p>
<p>Published Outcome</p>	<p>Look at maps and identify features with key symbols. Annotated map from giving places to find activity.</p>		<p>https://www.visitbritain.com/gb/en/campaigns/the-bfg</p> 	<p>Map showing journey of the BFG and key features of places visited.</p>
<p>SSMC Links PSED Links</p>	<p>Share places that children may have visited. How did you feel when you first arrived at the place you visited? Is there anywhere you would like to visit?</p>			

Week 1

ELO: To understand beliefs and teaching. (AT1)

Question: What do we know about Sikhs?

Mind map thinking for review at the end of unit.

KPI/Milestone:
Milestone 1: Describe some of the teaching of a religion.

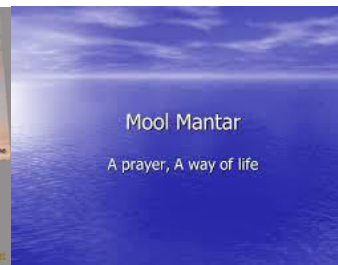
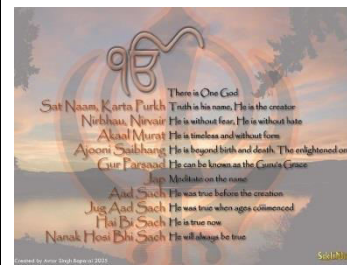
Beliefs and questions.

Activity: Team discussion - children to share what they think they know already about Sikhism (taught in Year 3). This will be kept so we can refer back to and to use as part of the cover page for this unit.

What do Sikhs believe about God?

Using the Mool Mantar and the statements on page 20 of whole school overview, Kagan teams to match the Mool Mantar with the statements. Group discussion - photo evidence.

The basic creed of the Sikhs – the Mool Mantra – gives the idea of Reality in a few telling words. The creed is:



Ik Onkar	There is only one God
Satnam	His name is true
Karta	He is the Creator of this world
Purakh	He is present throughout his creation
Nirbhao	He fears nobody
Nirvair	He hates noone
Akal Murat	His exist in this world as immortal
Ajuni	He is free from the cycle of Birth and Death
Saibhang	He is self-illuminated
Gur prasad	He can be realized through the grace of Guru

Mool Mantar	Statement
There is only One God	Simple words to say that there are not several gods; but impossible to grasp in your mind what "God" means
His Name is Truth	Not just all the right answers to questions, but the True One
The Creator	Cause of the universe and everything in it; keeping the universe going, like a dance is kept going by a dancer
Without Fear	God has no rivals; nothing can harm or threaten God
Without Hatred	God is a good judge, caring and fair
Timeless	Time is the servant of God. God is not tied down by time. God is eternal.
Unborn and self-existent	God is free from birth and death. God has not come to earth in a body. God just <i>is</i> .
Known by the grace of the Guru	You cannot get to God yourself – God must open your eyes.

Books: Photograph of team work matching the statements from the Mool Mantar. Children to write the statement that they find most interesting and a reason why.

	<p>Week 2</p>	<p>ELO: To understand values. (AT2)</p> <p>Question: How do Sikhs beliefs affect their behaviour?</p> <p>KPI/Milestone: Milestone 2: Explain how beliefs about right or wrong affect people's behaviour.</p>	<p>Activity: Recap Mool Mantar-Questions for reflections. Provide children with a question to reflect on. Ask them to sum up their thinking/talking with two sentences...</p> <p>This made us think...and we wonder...</p> <ol style="list-style-type: none"> 1. How do you feel when you don't know if someone is telling the truth? Can you trust them? How do you feel when someone is being truthful? What difference would it make if someone was always totally truthful? How might this be helpful to Sikhs, to worship the God who is always True? 2. Look at a flower or leaf: Imagine how pleased you would be if you could make something so simple beautiful as that! Imagine how clever you would be too! What words might describe a creator of the world? How might Sikhs feel about this creator? 3. What are you afraid of? Can you imagine not being afraid? What difference would it make to you? Sikhs believe God is not afraid, so how might this help them when they are scared? 4. Do you sometimes get cross? Have you ever thrown a toy onto the floor in rage? Have you ever been angry with someone else? Does it make you feel good or bad? What would it be like if you could be calm and kind instead of angry and worked up? How might Sikhs be helped by believing God is always calm and kind? 5. How old are you? How have you changed in the last 5 years? What will be different about you in 5 years time? Sikhs believe that god does not change because time does not affect God. God is just the same, always! What questions puzzle you about this? 	<p>Books: Summing up of questions to reflect on... This made us think... and we wonder...</p>
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ELO: To understand practices and lifestyles. (AT1)
To understand beliefs and teaching (AT1)

Question: Why do Sikhs treat their holy scriptures like a living guru?

KPI/Milestone:
Milestone 1:
Recognise, name and describe some religious practices.:

Activity: The Guru Granth and the Gurdwara.



The Sikh scripture is called the **Guru Granth Sahib**, which is considered the revealed Word of God spoken through Sikh **Gurus** and other blessed Saints. The Holy Words contained in the Scripture is called Gurbani which literally means 'from the **Guru's** mouth'.

Know and understand the importance of the Guru Granth and Sahib to Sikhs. (Make links to their own experience.) Using photos introduce the children to the Gurdwara (gurus house-Sikhs place of worship.)

Learn about the Guru Granth Sahib (The scriptures) and how it is looked after and treated.

*What is the Guru Granth Sahib? How is the Guru Granth Sahib treated? What do you think it means to Sikhs? How do Sikhs worship in the Gurdwara?

What books and words are special to pupils, why, and what specifically they have learnt from them?

What is similar and what is different between the books/words that are special to pupils and those that are special to Sikhs?

Books: Annotated pictures of the Gurdwara showing the inside and the Guru Granth Sahib. Answer key questions below: How do Sikhs worship in the gurdwara?

Week
3

ELO: To understand how beliefs are conveyed. (AT1)

Question: What difference to daily life does Sikh belief and teaching make?

KPI/Milestone:

Milestone 3: Explain some of the different ways that individuals show their beliefs.

Activity: Sikh values and lifestyle.

Teach pupils about Sikh values of sharing a service to others, represented by the langer



(kitchen attached to the Gurdwara, serving free food to anyone that comes.) Discuss and consider its importance for Sikhs. What does it mean to eat together? Look at and discuss the pictures of a grand banquet. (THE LORD MAYOR'S BANQUET IN THE CITY OF LONDON)



*Where would pupils feel most comfortable/uncomfortable? Why? Why is it a good thing for people to share the preparation, serving and cleaning up at a meal? When do pupils do this?

RELATE VERY MUCH TO THEIR OWN EXPERIENCE

*Values are things that we think are important to us or valuable e.g. love, sharing, generosity, equality, friendship, learning. Ask the children to think of values that people might think are most important. What is the difference between saying something is important and actually doing something about it?

*Discuss other Sikh values such as earnings one living by honest means, acceptance of God's will and equality of gender, race and creed.

Books:

Present the pictures shown in Activity section side by side for reference for children to answer questions relating to them both.

Where would you feel most comfortable and why?

What values do you think are most important?

Week
4

ELO: To understand beliefs and teaching. (AT1)
To understand values. (AT2)

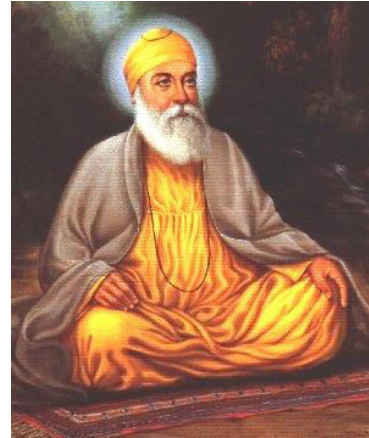
Question: What can we learn from Sikh beliefs?

KPI/Milestone:
Milestone 3: Explain how religious beliefs are shared between religions.

Week
5

Activity: Religion and the individual.

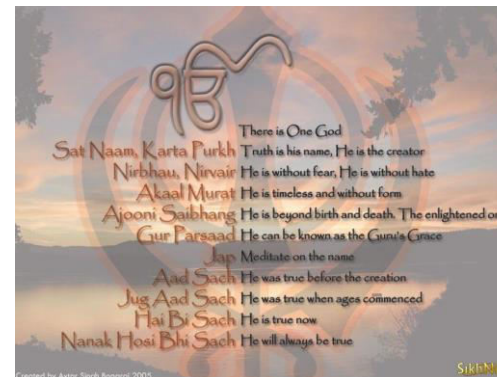
Circle time: What have we learned from Sikh belief and lifestyle? How do Sikh ideas and stories relate to pupils' own ways of life? How do Sikhs in our area celebrate Guru Nanak's birthday? 22nd September.



Children to produce an awards ceremony: demonstrate their understanding. The idea is to choose the most important value. Prepare a speech to explain why. One we have given the awards out. Children are to have a value with Kagan team: when do Sikhs put this value into practice. Why is this the most important value for Sikhs?

ਸੁਖ ਮੈ ਬਹੁ ਸੰਗੀ ਭਏ ਦੁਖ ਮੈ ਸੰਗੀ
ਨ ਕੋਇ ॥

*In good times, there are many
companions around, but in bad times,
there is no one at all.*



Books: The picture of The Guru Nanak, Gurdwara, Guru Granth Sahib. Answer the following: What have we learned from Sikh belief and lifestyle?

	<p>Week 6</p>	<p>ELO: To reflect. (AT2)</p> <p>Question: How can we express our own beliefs clearly?</p> <p>Milestone 3: Explain their own ideas.</p>	<p>Activity: Ask the children to select examples of what 7-10 year olds from Islam, Sikhism and Christianity say about God from the website: www.natre.org.uk/uk/db Choose 5 that their group agrees with and 5 that they disagree with. Children to compare and discuss across two 1 and 2 tables.</p> <p>*Why do people believe different things? What is the same about Muslim, Christian and Sikh beliefs?</p> <p>The story of Vaisakhi. http://www.bbc.co.uk/learningzone/clips/ clips 672 and 673. Background to festival and how it is celebrated.</p> <p>How does Guru Nanak inspire Sikhs?</p>	<p>Books: Explanation of how Guru Nanak inspires Sikhs.</p>
	<p>Week 7</p>	<p>ELO: To understand practices and lifestyles (AT 1)</p> <p>To reflect (AT2)</p> <p>Question: How can the morals taught though Sikhism help me?</p>	<p>Activity: Pupils might consider putting on an awards ceremony to demonstrate their understanding. The idea is to choose the most important value (e.g. equality, service, sharing, honesty, accepting God's will, etc). Groups of pupils can take a value each, show when Sikhs put this value in to practice, and prepare a short speech to say why this is the most important value for Sikhs and most important for pupils in Sandwell. They present their argument for their value to the rest of the class, and at the end the class have to vote for the most important for Sikhs and for Sandwell. Is there something pupils and your school should do, having chosen this particular value from Sikhism?</p>	<p>Books: Photographs of group presentation. Chn to write an explanation on why they felt this was the most important moral.</p>
	<p>Week 8</p>	<p>ELO: To understand practices and lifestyles (AT 1)</p> <p>Question: What does a gurdwara look like and how is it used?</p>	<p>Discuss with the chn that after half term we are visiting a gurdwara. Discuss what a gurdwara might be? What might it be used for? What might it look like from the outside? What might it look like inside? Generate ideas and questions that the kagan group may have about a gurdwara. Show chn the gurdwara ppt.</p> <p>Activity: Chn to decide what features they need to look out for in our trip inside the gurdwara. Thinking about main features that they have looked at today.</p>	<p>Books:</p>
	<p>Week 9</p>	<p>ELO: To understand practices and lifestyles (AT 1)</p>	<p>TRIP to Gurdwara Yr 3 and 4 trip to Smethwick gurdwara</p>	<p>Books:</p>
	<p>Week 10</p>	<p>ELO : To understand practices and lifestyles (AT1)</p> <p>Question: What makes a place special?</p>	<p>Discuss with the chn our visit to the gurdwara. What makes it a special place for a sikh to go? Look through the photos in their kagan teams from the trips, discussing what they learnt about each item/symbol etc.</p> <p>Discuss with the chn what their teams came up with about why it is a special place for Sikhs.</p> <p>Have you got a special place? What makes it special to you? Why do you like going there?</p>	<p>Books: Glue pic collage of trip in to books. Chn to describe why a gurdwara is a special place to Sikhs. Chn to then describe and compare it to their special place. Explaining why it is their special place and how they feel when they are there.</p>

	Week 11	<p>ELO: To reflect (AT2)</p> <p>Question: How and why do Sikhs celebrate Vaisakhi/ Baisakhi?</p>	<p>Activity: Introduce pupils to the story of Vaisakhi, either reading an account or using the BBC clip 672. Stop the story/clip at significant points and ask pupils to say how the crowd would be reacting – e.g. when the Guru says they need to defend their faith; when he calls for volunteers; when one steps forward; when the Guru has blood on his sword; when the five volunteers emerge etc.</p> <p>http://www.bbc.co.uk/learningzone/clips/ Clips 672 and 673 are useful starting points on the background to the festival and ways it is celebrated.</p>	<p>Books: Chn to write five words and draw five simple illustrations to show what is most important to Sikhs at Vaisakhi.</p>
	Week 12	<p>ELO: To reflect (AT2)</p> <p>Question: How is Guru Nanak's birthday celebrated?</p>	<p>Explain to the chn that Saturday 4th November this year is a special day for Sikhs around the world. Does anyone know why? Explain to the chn that it is Guru Nanak Singh's birthday. Discuss with the chn who guru nanak is and why he is such an important figure for Sikhs. Show chn pictures and videos of how Sikhs celebrate his birthday.</p> <ul style="list-style-type: none"> ● Start with an eye-catching headline; ● Describe how Sikh people celebrate this and other Gurpurbs; ● Explain who Guru Nanak was and why he is so important to Sikhs; ● Describe one or two major events from Guru Nanak's life; ● Use lively newspaper language and style. 	<p>Books: Chn to write a newspaper report about Guru Nanak's birthday. Reports to include:</p>
SMSC Links	<p>Asking and responding to questions of meaning and purpose.</p> <p>Engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p> <p>Exploring the qualities which are valued by our school through our core values of respect, friendship and responsibility, as well as a civilized society – thoughtfulness, honesty, respect for difference, independence and interdependence.</p> <p>Chn working in Kagan groups (mixed ability). Chn to willingly participate in groups, when necessary throughout the unit. Chn to learn about other people's beliefs, clues and spirituality. Chn to develop respect for the right of other's to hold beliefs different to their own. To show an understanding of the influence of religions in our own society.</p> <p>British values: Mutual Respect</p> <p>We respect each other and encourage each other to be respectful</p> <p>Tolerance of Beliefs</p> <p>We promote our own beliefs and those of others</p>			

Music

Unit:

Week 1

ELO: To describe music.

(Exploring how different timbres can be descriptive)

KPI: Milestone 1: Identify the beat of a tune.

Recognise changes in timbre, dynamics and pitch.

The tree in season

Spring

The tree hums quietly to itself
a lullaby to the buds
bursting with baby leaves
its branches ride the winds
and in all its new green glory
the tree begins to sing

Summer

The tree stretches in the sun
it knows the birds that fly
the beasts that run, climb and jump
from its heavy loaded branches
it yawns and digs its roots
deep into the still centre
of the spinning earth

Poem: Robert Fisher

Autumn

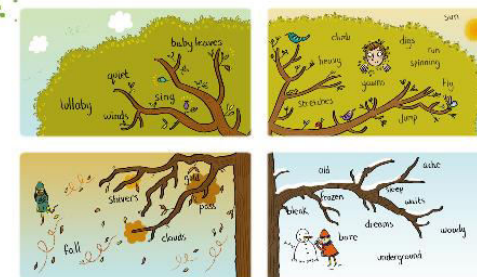
The tree shivers in the shortening day
its leaves turn gold
the clouds pass
the seeds fall
the tree drops its coins of gold
and the days are rich
with the spending of leaves

Winter

Old branches ache
the tree stands naked in the storms
frozen bleak and bare
deep underground life lies sleeping
the tree sleeps
and waits for the returning sun
to wake him
from his woody dreams


MUSIC EXPRESS



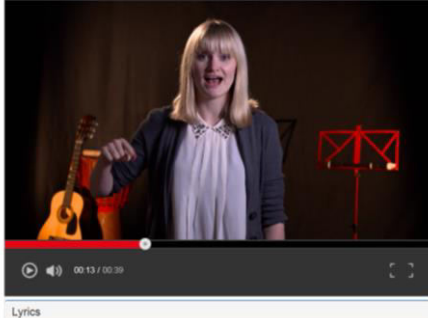
Instruments



Look at the *Instruments* graphic. As a class, divide the instruments and sound sources you have available into four groups – one to depict each season. Refer to the key words in the poem which can help identify the sounds, e.g.:

- spring: quietly, hums, lullaby, baby leaves, winds, sing;
- summer: stretches, sun, fly, run, climb, jump, heavy, yawns, digs, deep, spinning;
- autumn: shivers, gold, clouds, pass, fall, drops, coins;
- winter: old, ache, frozen, bleak, bare, deep underground, sleeps, waits, woody, dreams.

	<p>Week 2 and 3</p>	<p>ELO:</p> <p>To compose.</p> <p>To describe music.</p> <p>(Exploring how different timbres can be descriptive)</p> <p>To compose.</p> <p>KPI: Milestones 2.</p> <p>Use the terms duration, timbre, pitch, beat, tempo, texture to describe music.</p> <p>To perform: Milestone 1: Make and control long and short sounds, using voice and instrument.</p>	<p>The tree in season</p> <p><i>Spring</i> The tree hums quietly to itself a lullaby to the buds bursting with baby leaves its branches ride the winds and in all its new green glory the tree begins to sing</p> <p><i>Summer</i> The tree stretches in the sun it knows the birds that fly the beasts that run, climb and jump from its heavy loaded branches it yawns and digs its roots deep into the still centre of the spinning earth</p> <p><small>Poem: Robert Fisher</small></p> <p><i>Autumn</i> The tree shivers in the shortening day its leaves turn gold the clouds pass the seeds fall the tree drops its coins of gold and the days are rich with the spending of leaves</p> <p><i>Winter</i> Old branches ache the tree stands naked in the storms frozen bleak and bare deep underground life lies sleeping the tree sleeps and waits for the returning sun to wake him from his woody dreams</p> 	<p>Divide the class into four groups (one for each season), with an enlarged copy of their verse of <i>The tree in season</i> (See What you will need) and the instruments chosen in activity 1. Allow everyone time to explore making unique sounds that closely depict the ideas in the poem.</p> <p>Invite each group to read their verse to the class, pausing to add their sounds. Discuss ways to develop the ideas to create music which depicts their season without reading the poem, e.g.:</p> <ul style="list-style-type: none"> – could any individual sounds be improved by changing the volume, speed, pitch or duration? – what texture would be effective – playing sounds individually, in combination or in a sequence? <p>Each group practices their piece using the musical decisions they have made.</p> <p>Invite each group to perform their season in sound. How do the listeners think the sounds describe the season and why?</p> <hr/> <p><i>Teaching tips</i></p> <p><i>During the group exploration time, ensure that everyone is clear about the task and give them a short time to complete it. Devise a clear signal for the end of the exploration time, when all playing should stop and instruments are silent, e.g. a cowbell, timer or buzzer.</i></p> <p><i>Help children to think about how they could expand their first ideas, e.g. repetition of an idea, longer duration of the sound so that listeners have time to take it in, improving the quality of the sound.</i></p>
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<p style="background-color: #e91e63; color: white; padding: 5px; text-align: center; font-weight: bold;">Week 4</p>	<p>ELO: To explore and to compose.</p> <p>(Exploring how different timbres can be descriptive)</p> <p>KPI: Milestone 1: Create a sequence of long and short sounds.</p> <p>To perform: Milestone 1: Make and control long and short sounds, using voice and instruments.</p>	<div style="border: 1px solid black; padding: 10px;"> <h3 style="background-color: #6a3d9a; color: white; padding: 5px;">Vivaldi's Four Seasons</h3> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p><i>Spring</i> Joyful spring has arrived, The birds welcome it with their happy song, And the brooks ripple and murmur in the gentle breezes.</p> <p><i>Summer</i> There is thunder and lightning in the sky And the hail beats down the tall ears of corn.</p> <p><i>Autumn</i> The peasants celebrate with song and dance The happiness of the good harvest.</p> <p><i>Winter</i> To spend the quiet and happy days by the fire Whilst outside the rain soaks everyone.</p> </div> <div style="width: 35%; text-align: center;">  <p style="font-size: 8px;">Poems and music: Antonio Vivaldi (1678-1741)</p>  </div> </div> <p>Explain that Vivaldi's <i>Four Seasons</i> concertos for strings were written around 1720 and were inspired by poetry as well as the climate. Vivaldi prefaced the musical score for each movement with a poem.</p> <p>Read the extract from each season's poem, then listen to the corresponding music. Discuss:</p> <ul style="list-style-type: none"> - how Vivaldi uses the instruments to describe each season; - whether he succeeded in matching the sounds with the words of the poem (think about the tempo, volume, melody, pitch and techniques of playing that are used to create </div>
	<p>ELO: To describe music.</p> <p>Looking at music notation with reference to meter and accent</p> <p>KPI: Milestones 2. Use the terms duration, timbre, pitch, beat, tempo, texture to describe music.</p>	<div style="border: 1px solid black; padding: 10px;"> <p>☆ * Hand on the bridge</p> <p>Step 1/2 - Watch</p> <div style="text-align: center;">  </div> <p>Lyrics</p> <p>Watch the movie of <i>Hand on the bridge</i>. Join in with the actions, which help with memorising the lines.</p> <p>Learn the poem, saying it with the performance audio.</p> <p>Most of the lines have exactly the same rhythm as the first but there are some exceptions. Can children tell which ones have a slightly different rhythm? (Lines 2, 6, 7 and 8.) Line 8 is repeated but how does the sound change? (It gets quieter each time.)</p> <hr/> <p>Teaching tips</p> <p>The poem is about feeling rhythm. Pay attention to chanting it very rhythmically.</p> </div>

ELO: To describe music.

To perform.

Building an extended performance piece from a poem

KPI/Milestone 2: Perform with control and awareness of others.

Week 6

☆ Feel the rhythm of time

Step 1/2 - Listen

Feel the rhythm of time

feel the rhy - thm of time

MUSIC EXPRESS

00:00 / 01:48

Lyrics

Step 2/2 - Listen

Feel the rhythm of time

feel the rhy - thm of time

MUSIC EXPRESS

00:00 / 01:48

Feel the rhythm

Lyrics

Listen to *Feel the rhythm*. What do children hear? (A second voice quietly repeats the phrase 'feel the rhythm of time'; a percussion instrument plays the same rhythm.)

Explain that the phrase 'feel the rhythm of time' is an ostinato – a repeated rhythm pattern. Ask children if they can hear which words are emphasized to give the ostinato a good musical shape. ('Rhy-thm' and 'time'.) Notice the accent sign over the notes for 'rhythm' and 'time'. Ask children how these affect the performance. (The performer emphasises those words.)

How does the ostinato phrase begin? (The second voice joins the first voice on the last line of the poem and keeps repeating it while the first voice starts the poem from the beginning again.)

Try repeating the line vocally (whispered) as an accompaniment to the poem. Experiment with adding body percussion, paying attention to the accented notes. The rhythm could be split between two sounds, e.g. tap knees on 'feel the rhythm'; tap finger in palm on 'of time'.

Add instruments to the ostinato, e.g. shakers on 'feel the rhythm'; drums on 'of time'.

	<p>Week 7</p>	<p>ELO: To perform.</p> <p>Using canon and ostinati as accompaniments</p> <p>Paying attention to notation, accent, diminuendo and balance</p> <p>KPI:</p> <p>Milestones 3: Perform with controlled breathing (voice).</p>	<div data-bbox="792 97 1776 215"> <h3>Hand on the bridge</h3> </div> <div data-bbox="831 220 1677 635"> <table border="1"> <tr> <td rowspan="2">1st time</td> <td>group 1</td> <td>Hand on the bridge, feel the rhythm of the train.....feel the rhythm of time.</td> <td></td> </tr> <tr> <td>group 2</td> <td></td> <td>feel the rhythm of time feel the</td> </tr> <tr> <td colspan="2"></td> <td>interlude</td> <td>rhythm of time feel the</td> </tr> <tr> <td colspan="2"></td> <td>group 2</td> <td>rhythm of time feel the</td> </tr> <tr> <td colspan="2"></td> <td></td> <td>rhythm of time feel the</td> </tr> <tr> <td rowspan="2">2nd time</td> <td>group 1</td> <td>Hand on the bridge, feel the rhythm of the train.....feel the rhythm of time.</td> <td></td> </tr> <tr> <td>group 2</td> <td>rhythm of time.....feel the rhythm of time feel the</td> <td></td> </tr> <tr> <td colspan="2"></td> <td>interlude</td> <td>rhythm of time feel the</td> </tr> <tr> <td colspan="2"></td> <td>group 2</td> <td>rhythm of time feel the</td> </tr> <tr> <td colspan="2"></td> <td></td> <td>rhythm of time feel the</td> </tr> <tr> <td rowspan="3">3rd time</td> <td>group 1</td> <td>Hand on the bridge, feel the rhythm of the train.....feel the rhythm of time.</td> <td></td> </tr> <tr> <td>group 2</td> <td>rhythm of time.....feel the rhythm of time feel the...</td> <td></td> </tr> <tr> <td>group 3</td> <td>Hand on the bridge.....feel the...</td> <td></td> </tr> </table> </div> <div data-bbox="1688 261 1731 347"> </div>	1st time	group 1	Hand on the bridge, feel the rhythm of the train.....feel the rhythm of time.		group 2		feel the rhythm of time feel the			interlude	rhythm of time feel the			group 2	rhythm of time feel the				rhythm of time feel the	2nd time	group 1	Hand on the bridge, feel the rhythm of the train.....feel the rhythm of time.		group 2	rhythm of timefeel the rhythm of time feel the				interlude	rhythm of time feel the			group 2	rhythm of time feel the				rhythm of time feel the	3rd time	group 1	Hand on the bridge, feel the rhythm of the train.....feel the rhythm of time.		group 2	rhythm of timefeel the rhythm of time feel the...		group 3	Hand on the bridge.....feel the...		<p>Look at the slide and listen again to the performance audio. What do children notice about the way the performance has been arranged? (The poem is performed three times with the vocal ostinato starting the second time through; a third voice joins in saying the poem the third time through; the third voice starts a bit behind the first voice.) Explain that when they perform one behind the other like this, the voices are 'in canon'.</p>
1st time	group 1	Hand on the bridge, feel the rhythm of the train.....feel the rhythm of time.																																																		
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<p>Week 8-12</p>			<p>See Antarctic Symphony @ https://www.musicexpress.co.uk/lesson-bank/ages-8-9/autumn-1/environment/antarctic-symphony</p>																																																	
<p>SMSC Links</p>																																																				