

Creative Curriculum Medium Term Planning

Year Group:	Year 3	Teacher:	Miss Day/Mrs Hill	Term:	Autumn 2017	Length of topic:	14 weeks
Topic Title:	The Vikings			Memorable Experiences:	Visit to a Gurdwara		
Linked Text:	How to Train Your Dragon						
Possible Lines of Enquiry (child's voice):							
Topic Table/Environment		Display Outcomes		Celebration Event		Key Dates for Autumn Term	
<p><u>Key Questions:</u> When did the Vikings live? Where were they from? How did they conquer different countries? What happened to the Vikings?</p> <p><u>Key images:</u> timeline, gods (Thor, Odin, Freyja etc), map of empire, dragon, longboat.</p> <p><u>Key artefacts:</u> axe, sword, shield, Viking longboat, helmet.</p>		<p>RE: Images relating to Sikhism, learning journey throughout the unit, reflections of own beliefs.</p> <p>Science: Samples of rocks, soil samples, posters of fossil types, photographs of investigations.</p> <p>Topic: Mood and collage art work.</p>		<p>Exhibition of Art and Design journey and History fact-files with built in 'speak to the experts' session. This will allow parents/grandparents/guardians to not only look at their children's work, but also quiz them on their historical knowledge of the Vikings.</p> <p>Reporter's clips from computing will also be shown on the IWB.</p>		<ul style="list-style-type: none"> • October Half Term break up 20th October • Gurdwara Visit – date to be confirmed. 	

	1	2	3	4	5	6	7	Half Term	8	9	10	11	12	13	14			
	4.9.16	11.9	18.9	25.9	2.10	9.10	16.10			30.10	6.11	13.11	20.11	27.11	6.12	11.12		
	Chn return 7 th									Diwali 5+6		Guru Nanak 3+4	Christianity 1+2	Assess wk	Xmas play	Panto Xmas		
Year 1	Kagan set up. General chn voice. What do they want to	Immersion Week		Creative D&T	Geography					History	Computing			Reflection week	Independent learning project week			
Year 2																		
Year 3			History	Creative							Geography	Computing						
Year 4			computing	History							Creative	Geography						
Year 5			Geography	computing						History	Creative							
Year 6			creative	Geography						computing	History							

How will this learning journey promote British Values?

<p>Democracy We all have our voices heard and have the chance to vote on what happens at Corngreaves</p>	<p>Children are encouraged to be part of making decisions and having an impact on our learning and across the school. Initially children will generate any questions they have relating to our topic, and in turn have an input on the learning itself. Choice will be given during our Art & Design unit to give children freedom to represent their own ideas creatively. Our Geography unit will also contain a mini class debate which will aim to show children the appropriate way to voice their ideas and arguments.</p>	<p>The Rule of Law We understand the value and the reason behind our laws and how they govern and protect us.</p>	<p>Upon returning to Year 3, children will be reminded of the School Rules and that they are in place to keep us safe and ensure everyone is treated equally. Through discussion we shall create our own set of Class Rules which will allow children to understand the way rules are created, and that they are in place for the sake of individuals and the class as a whole. We shall continue to make links between our own School/Class Rules and those of law, making sure that it is clearly understood that Laws and Rules are in place for important reasons. Assemblies, Class Council and Mindfulness sessions will support this understanding further giving the children exposure to the value of laws in the world around us.</p>
<p>Individual Liberty We are encouraged to make decisions and respect the decisions of others</p>	<p>Children work individually, in pairs and in groups regularly giving them the opportunity to make decisions based on their own ideas and the ideas of others. We shall continue to encourage respecting different ideas which is particularly recognisable whilst working within our afternoon teams where children may need to work together to make a decision. Through Art and Design, we shall see creativity through the representation of mood in Art. We shall also see this when children are required to make their own choice as to the most suitable Viking settlement in Geography. Making sensible choices of resources and materials across the curriculum and also choosing roles for others, will show children that they must make decisions based on what is required and what they know.</p>	<p>Mutual Respect We respect each other and encourage each other to be respectful</p>	<p>Respect is a word that we use regularly within the class and continually reiterate what it means to be respectful. Through having the opportunity to work in varying pairs, in groups and as a class, children will be exposed to a range of personality combinations, ideas and opinions. Children will see adults modelling how to be respectful towards others and the continued support and encouragement to be respectful themselves. We will ensure that all children have the opportunity to speak their mind whilst also making sure that others are treated equally in return. History, Geography and RE in particular will give children the opportunity to speak and listen to each other in equal measure and will allow children to support the class rule of being respectful.</p>
<p>Tolerance of Faiths We understand there are different faiths and respect them</p>	<p>This Term, we shall be learning about Sikhism in RE. Throughout this unit we shall continue to make connections and comparisons with other religions to ensure a clear understand of the importance of having an open mind towards your own faith and the faith of others. We shall show children how to utilise their own life experiences and faith to understand and respect other faiths.</p>	<p>Tolerance of Beliefs We promote our own beliefs and those of others</p>	<p>At Corngreaves, we encourage children to be proud of their beliefs and share them with others in order to develop a better understanding of each other. We shall continue to promote the idea that all voices are equally important and must be heard in order to make the most informed decisions by voicing our beliefs and listening to the beliefs of others. In History, we shall look at how Viking beliefs affected their actions and help support why it is essential to listen to others.</p>

Week 1- Immersion Week

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

- Use of Topic interest table.
- Videos of the Vikings (BBC Bitesize).
- IWB slides to introduce key images.
- Link to English text – How to Train Your Dragon

Collect:

Children to generate their own questions based on prior knowledge/introductory material. Questions to be displayed on working wall ready to be answered.

Children to design and paint their own Viking shield to display around the working wall.

Pupil Voice:

What do children want to learn about during this topic?

What questions do they have about the “Collect” objects that may be answered?

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.

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: 18.09.17	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><u>History</u></p>	<p>ELO: To investigate and Interpret the past</p> <p>Milestone: KPIs: H 2.1, 2.2, 2.3, 2.5, 2.13</p> <p>Question/ WALT/Title: What were the key events in British Viking history?</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> • Introduction to the Vikings explaining that for our History outcome we shall be working to compile an extensive Fact File including: a timeline, map of Viking settlements in Britain, clothes/armour and weapons, houses and travel (longboats) how and why they came to Britain and what happened to the Vikings. • Children to use a range of resources to complete Fact File including lesson coverage, maps, books, records, images and the internet to support. • Timeline to be created showing key events e.g. first invasion of Britain, Lindisfarne, Dublin founded, York captured, Danelaw founded, English retake Danelaw, Vikings invade, King Cnut, Norman invasion. • Children to complete a map showing the main Viking lands in Britain including in Scotland, Wales, Ireland (Dublin) and the Danelaw. 	<p>ELO: To build an overview of world history.</p> <p>Milestone: KPIs: H 2.1, 2.2, 2.3, 2.9, 2.12</p> <p>Question/ WALT/Title: use a range of historical resources to explore lifestyles in a past age.</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> • Continuing to build Fact File using a wide range of resources. • Children will explore the clothing, armour and weaponry worn/used during the Viking age. This will include labelled sketches with reference to materials used. • The Vikings were known for their versatility where materials were concerned. We shall research Viking housing and create labelled diagrams showing the key features of a Viking house. • Our research will continue with a look into Viking longboats including how they were made, their shape, their strength and how Vikings were able to travel so well. A detailed diagram will also be produced containing the aforementioned key information. 	<p>ELO: To build an overview of world history.</p> <p>Milestone: KPIs: H 2.1, 2.2, 2.3, 2.5, 2.9, 2.12, 2.16</p> <p>Question/ WALT/Title: Invaders and Settlers</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> • Linking to the timeline produced at the start of the unit, continuing to use a range of sources and through discussion, we shall build concise knowledge of how and why Vikings came to Britain, and what happened to them. • How and Why Vikings Came to England? – will cover the initial invasion and settlement linking to the idea that some came to invade for wealth and land gain, whilst others came to farm and support a family. • What Happened to Them? – will detail the fall of the Viking age culminating with the Norman Invasion and the Battle of Hastings. <p>This will be presented in a detailed, report style section of the Fact File with each question explicitly answered.</p>	<p>ELO: To communicate historically.</p> <p>Milestone: KPIs: H 2.1, 2.2, 2.3, 2.9, 2.12, 2.16, 2.17</p> <p>Question/ WALT/Title: Invaders and Settlers</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> • Children will have the opportunity to complete any unfinished aspects of their Fact File. • Opportunity to use the laptops to word process their reports will be given her to those who have completed their Fact File. • Emphasis will be placed on presentation of the Fact File being of a high standard.
Reading Domain Opportunities	<p>Factoid: From the sheets children to write down and share a fact that they think no one else will have.</p>			
Published Outcome	Timeline and map of Viking settlements in Britain.	Detailed, labelled diagrams: clothing, armour and weapons, housing and a longboat.	Fact based report detailing the arrival of Vikings in Britain and their demise.	Invader and Settlers Viking Fact File.
SSMC Links PSED Links	Sharing findings with others. Working independently. Taking pride in own work.	Working collaboratively. Respecting how civilisation has evolved. Exploring similarities and differences.	Developing an enquiring mind. Sharing views and thoughts. Using knowledge to present information.	Taking pride in own work. Perseverance. Attention to detail.

Date: 2.10.16	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><u>Creative – Art and Design</u></p>	<p>ELO: Painting – Colour Wheel/Palette</p> <p>Milestone: KPIs: A&D 2.2, 2.12 PIs: A&D 2.1, 2.4, 2.11, 2.13</p> <p>Question/ WALT/Title: explore paint using a range of techniques.</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> Children will be introduced to the work of Van Gogh and the ways he created mood in Art using paint (e.g. A Wheatfield of Cypresses, The Starry Night, Rain, Self Portrait 1889) Create a colour wheel by mixing colours using primary colours. Show and annotate a range of swatches showing shapes, textures and lines using different brush techniques and a range of brushes. Create a wash using watercolour paint developing an understanding of how watercolours can be blended on the page. 	<p>ELO: Painting</p> <p>Milestone: KPIs: A&D 2.2, 2.14 PIs: A&D 2.1, 2.4, 2.11, 2.13</p> <p>Question/ WALT/Title: How can colour be used to represent mood in art?</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> Children will produce a range of sample washes in a range of colour paying particular emphasis to the discussion of how mood is shown through colour choice. <ul style="list-style-type: none"> Reds and oranges = anger Greys and light blues = sadness Light greens and blues = tranquillity Bright colours = happiness Label sample washes to show which mood had been depicted. Children to complete their background using a watercolour wash to reflect their chosen mood (this must compliment the mood of their collage dragon). Complete a thought bubble explaining their choice of colour. 	<p>ELO: Collage</p> <p>Milestone: KPIs: A&D 2.2, 2.17 PIs: A&D 2.1, 2.4, 2.15, 2.16</p> <p>Question/ WALT/Title: combine materials to create an image.</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> Children to choose the dragon outline to match their chosen mood (e.g. angry/tranquil). Using a range of materials (tissue paper, paper, foil) children must use collage to complete their dragon. <ul style="list-style-type: none"> Small, overlapping pieces to be used to show a scale texture. Facial detail to be shown using felt tips or carefully placed collage materials. (e.g. eyes, nose, mouth, flames) Layer completed dragon onto sky background. Time to look at another child's work to help identify GIGs and TPs ready for a reflection (record on post it notes). 	<p>ELO: Written Outcome</p> <p>Milestone: KPIs: A&D 2.2, 2.5 PIs: A&D 2.1, 2.4, 2.32, 2.33</p> <p>Question/ WALT/Title: Mood Art – A Reflection</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> Revisiting the pieces looked at by Van Gogh at the start of the unit to recap how he had shown mood using paint. Children to make a brief plan of what they will include in their reflection. <ul style="list-style-type: none"> What we did. Comparisons with Van Gogh (e.g. use of colour to reflect mood, watercolour rather than oil paint) What went well. Even better if. Complete reflection.
Published Outcome	Annotating colour wheel and samples of techniques used.	Children to complete a brief thought bubble explaining their choices, and how they have used the mood of their dragon to determine the background e.g. reds and oranges to show anger.		A reflection of how their own artwork demonstrates mood making links to the work of Van Gogh. Children will detail the skills they have demonstrated and the link between the sky and dragon.
SSMC Links PSED Links	Respecting the work of others.	Share views and ideas. Listen to the views and ideas of others. Being exposed to the opportunity to choose.	Continuing to be given the opportunity to make choices. Representing mood effectively. Give constructive feedback to others. Receive constructive feedback and respond to it. Pride in own work.	Recognise similarities and differences. Realise own strengths and weaknesses.

Date: 16.10.16	Session 1 – Collect/Connect/Create	Session 2 - Collect/Connect/Create	Session 3 – Collect/Connect/Create	Session 4 - Collect/Connect/Create
Block 3 Subject: <u>Geography</u>	<p>ELO: To Investigate Places</p> <p>Milestone: KPIs: G 2.1, 2.3, 2.7, 2.13</p> <p>Question/ WALT/Title: read maps to name and locate the countries of Europe.</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> • Introduction to Unit – Modern day British Vikings exploring Europe to find a potential new settlement. • Using atlases, children to find and label the countries of Europe, including Russia, on a map template. • Identify what Vikings may be looking for in a new settlement (small population, trees for longboats and buildings, access to the sea, space). 	<p>ELO: To Investigate Places</p> <p>Milestone: KPIs: G 2.1, 2.3, 2.13 PIs: G 2.5</p> <p>Question/ WALT/Title: What are the key physical and human features of Sweden?</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> • Identify Sweden as a potential new settlement location. • Children to use a range of resources (maps, internet, books, printed articles, images) to label the key features of Sweden on a map. • Fact file about Sweden to be completed including size, population, capital city, currency, language spoken, ruler (King/Queen/Prime Minister/President). • Children to generate key questions they have about life in Sweden/what it is like/how to say hello etc. These questions will then be emailed to a family member in Sweden to answer for the following week. 	<p>ELO: To Investigate Patterns</p> <p>Milestone: KPIs: G 2.1, 2.9 PIs: G 2.2</p> <p>Question/ WALT/Title: describe the similarities and differences of two countries using geographical facts.</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> • Answers to questions sent to Sweden to be shared with the class. • Children to complete a comparison table of the 'UK Settlement' (England) and the 'New Settlement' (Sweden) using information gathered about Sweden, and own knowledge of the UK and supporting facts provided. • Mini class debate to be held arguing with one team supporting the UK Settlement and the other supporting a move to the New Settlement. 	<p>ELO: To Communicate Geographically</p> <p>Milestone: KPIs: G 2.9 2.12, 2.13 PIs: G 2.2</p> <p>Question/ WALT/Title: Our Modern Viking Settlement: Conclusion</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> • Recap findings from previous lessons relating to the strengths and weaknesses of both settlements (England and Sweden). • Children to make their own decision as to where they believe the Viking settlement should be located. • A conclusion will be completed detailing the choice of settlement and justifying the choice. Children must include: <ul style="list-style-type: none"> ○ Where they have chosen and where it is (using compass directions) ○ Facts key to their choice (e.g. population) ○ Key geographical features ○ Why they prefer their chosen country ○ What they think life will be like • This must support their choice fully with facts and opinions based on what they have learned.
Reading Domain Opportunities		<p>Would I lie to you? Using fact sheets provide children with a fact. True/untrue. Ask them Would I lie to you? Children to find the answer.</p>		
Published Outcome	Map of Europe.	Detailed Swedish map to be completed showing key features alongside a fact file of key information.	Comparison table showing the similarities and differences between England and Sweden.	A conclusion of whether the modern day British Viking should settle. Should they choose to stay in England or relocate to Sweden? This conclusion will be supported by facts gathered and each child's opinion based on the unit.
SSMC Links PSED Links	Working collaboratively. Develop an interest in the world around us. Respect the importance of natural geography.	Work collaboratively. Develop a questioning mind. Respect other cultures. Generate enquiring questions for people of a different nationality.	Listen to the ideas of others. Make comparisons based on fact. Formulate opinions. Voice opinions through debate and listen to the opinions of others respectfully.	Work independently. Create arguments that can be supported. Share ideas with others. Have pride in own work.

Date: 6.11.16	Session 1 – Collect/Connect/Create	Session 2 – Collect/Connect/Create	Session 4 – Collect/Connect/Create	Session 5 – Collect/Connect/Create
<p>Block 4 Subject: <u>Computing</u></p>	<p>Milestone: KPIs: CP 3.7</p> <p>Question/ WALT/Title: understand how video is created for TV by researching the different roles.</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> • Discuss any sports programme/news that the children have seen on TV recently and that a large number of people go into making and distributing each news programme. Children to research some of the roles provided to find out what they do. • Use news clips to identify different camera techniques, listen to the commentary and look out for other information. Children to work as a team to record on a brain storm. • Discuss the learning journey for the unit: gain skills shooting live video, edit video and understand the qualities of effective video. • Introduce video outcome: A news report on the latest dragon sighting in Cradley Heath. 	<p>Milestone: KPIs: CP 3.7</p> <p>Question/ WALT/Title: record effective videos using a range of camera techniques.</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> • Introduce how to record video using an iPad including how to switch to video feature, start recording, stop recording and zoom in and out. • Children to use crib sheet to explore a range of camera techniques: close-up, establishing shots, cut-aways, follow shots, long shots, low/high angle. Children will label each of these techniques onto stills provided then practise the techniques by recording a short clip, interviewing each other. Some clips to be shown and discussed with the class. • Children to work in Kagan teams to produce a video with two clips, one of the news presenter in the studio, and the other of live footage at the scene. Roles will include a presenter, reporter (commentary), camera operators (one to film presenter and one to film scene). • Children to plan their news report. <p style="text-align: center;">Session 3</p> <ul style="list-style-type: none"> • Children to begin shooting their videos, taking the opportunity to watch the ‘rushes’ of footage to decide whether to re-take. • Once confident, encourage to use more advanced techniques such as panning techniques to capture movement. • Once filming is complete, add to plan other elements they need to add to make an effective video including titles, commentary, music etc. 	<p>Milestone: KPIs: CP 3.7</p> <p>Question/ WALT/Title: edit clips to create a video using suitable software.</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> • Children to work in their team to compile a storyboard detailing the contents of their video. • Children to work in their teams to upload their videos onto a laptop and save into the Year 3 Computing folder. Rename files with their names. • Children to explore Movie Maker’s interface independently. <i>What do you think each button does? How could this be used when editing your video?</i> Experiment using uploaded clips then share findings with class. • Review clips in Movie Maker, selecting the best parts of their takes/clips and adding them to the timeline in the desired order. Ensure that the sequence tells the desired story. 	<p>Milestone: KPIs: CP 3.7</p> <p>Question/ WALT/Title: add audio to a video by applying it to a timeline.</p> <p>Activities that will show visible progress towards the milestone:</p> <ul style="list-style-type: none"> • Introduce groups to some of the more advanced editing tools in Movie Maker including how to add a title clip, rolling end credits, how to import and animate still photos, how to add transitions between clips, slow motion. • Audio – model audio tools in Movie Maker to allow children to record audio commentary, import sound effects or music, position or reposition audio on the timeline and how to adjust the original volume. • Children to record the commentary for the on scene reporter and apply to video using audio tools. • Final improvements to be made to video, responding to feedback given by adults. • Import video into a MP4. <p style="text-align: center;">Session 6 <u>Corngreaves TV: Reflection</u></p> <ul style="list-style-type: none"> • Videos to be shown to the class allowing other groups to give constructive feedback. • Children to work within their group to agree on the successful elements of their video and the areas they could improve next time relating to technical elements rather than drama. • Work independently to complete a reflection of their video and their role within the team.
<p>Published Outcome</p>	<p>Brain storm/mind map of observations from news clips.</p>	<p>Plan of video to include a film summary, actions, camera techniques, commentary etc.</p>	<p>Storyboard detailing the order of events for their news report.</p>	<p>Reflection of final video relating to the technical elements of the final video and individual role.</p>

SSMC Links PSED Links	E-safety (research) Foster a sense of curiosity.	Working collaboratively. Sharing ideas and making decisions as a team. Perseverance. Developing a sense of pride in work.	Working collaboratively. Sharing ideas and making decisions as a team. Perseverance. Developing a sense of pride in work.	Working collaboratively. Sharing ideas and making decisions as a team. Perseverance. Developing a sense of pride in work. Feeding back to other groups. Recognising strengths and development points.
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Unit: Sikhism What will be learnt about: Beliefs, Guru Nanak, feeling of belonging.	Week 1	<p>ELO: To understand beliefs and teachings (AT1)</p> <p>Question: What do we know about the Sikhs?</p> <p>KPI: R.E. 2.1 Present the key teachings and beliefs of a religion. R.E. 2.5 Explain some of the religious practices of both cleric and individuals.</p>	<p>Activity:</p> <ul style="list-style-type: none"> • Slideshow of images relating to Sikhism to help remind children. • Kagan group discussion recapping what they learned in KS1 about Sikhism. Answers to be collected and recorded as a class brainstorm. • What would the children like to learn about Sikhism? Questions to be generated and recorded. • Briefly discuss children's beliefs. 	<p>Books:</p> <ul style="list-style-type: none"> • Copy of class brainstorm to be added to book. • Children to choose a question they would like answered and record in book to be answered and dated when covered. • Children to write down on a piece of paper in one sentence what they believe about God. This will be put into an envelope, stuck in their book to review later. AT2
	Week 2	<p>ELO: To understand beliefs and teachings (AT1)</p> <p>Question: What</p>	<p>Activity:</p> <ul style="list-style-type: none"> • Ask children how they could describe God. Collect words and record on strips of sugar paper. • Discuss that not all people agree what God is like. We are going to look at what Sikhs believe God is like using the Mool Mantar. • Share the Mool Mantar (first hymn composed by Guru Nanak) <i>There is only one God</i> 	<p><i>Timeless Unborn and self-existent Known by the grace of the Guru</i></p> <p>Make comparisons between the Mool Mantar and the children's ideas using a</p>

<p style="background-color: #d81b60; color: white; padding: 10px; text-align: center; font-weight: bold;">Week 3</p>	<p>does God look like?</p> <p>KPI: R.E. 2.2 Refer to religious figures and holy books to explain answers.</p>	<p>His name is truth The creator Without fear Without hatred</p>	<p>Venn diagram to organise.</p> <ul style="list-style-type: none"> • Show the II Onkar and explain that it means 'there is only one God'. <i>Is it better to use a symbol rather than trying to draw images? Why?</i> Link back to how we started with describing what God is like and how Sikhs do not believe God has a human form. <p>Books:</p> <ul style="list-style-type: none"> • Photograph of Venn diagram. • Reflection on the power of the II Onkar and the importance of its use rather than using images.
	<p>ELO: To understand values (AT2)</p> <p>Question: What can we learn about the Ten Gurus who began the Sikh religion?</p> <p>KPI: R.E. 2.10 Explain how beliefs about right and wrong</p>	<p>Activity:</p> <ul style="list-style-type: none"> • <i>Who inspires you? Why?</i> Discuss as a class, collecting a range of answers. • Introduction to stories of Guru Nanak's life (e.g. early life, reciving 'the call', when he disappeared for 3 days, the town of Kartarpur etc.) • Remind children that Gurus are not gods. • Share stories of Guru Arjan (5th), Guru Har Gobind (6th), Guru Tegh Bahadur (9th and Guru Gobind Singh (10th) and why they are remembered. • <i>Which Guru do you think you could learn from and why?</i> This is personal to each child so this will be guided through explanation rather than collecting ideas and giving examples. AT2 • Share ideas once recorded. 	<p>Books:</p> <ul style="list-style-type: none"> • Children to stick in an image of each Guru discussed and list key information and reasons they are remembered. • Children to write a reflection of <i>Which Guru do you think you can learn from and why?</i> Linking to own personality and experiences and how the ideals of their chosen Guru could impact their

		<p>affect people's behaviour.</p> <p>R.E. 2.12 Discuss and give opinions on stories involving moral dilemmas.</p>		<p>thoughts and beliefs.</p>
<p>Week 4</p>		<p>ELO: To reflect (AT2)</p> <p>Question: Why do you think the Gurus acted as they did?</p> <p>KPI: R.E. 2.8 Give reasons why religious figures may have acted as they did.</p>	<p>Activity:</p> <ul style="list-style-type: none"> Recap on what each Guru did from the previous lesson and how they acted. Discuss the ideas of selfishness and selflessness. Generate ideas of what selfish or selfless reasons the Guru's may have had. <i>Which are more likely, the selfish or selfless reasons?</i> Children reflect on a time they have been selfish and selfless. <i>Which reasons were more fulfilling now that you look back?</i> 	<p>Books:</p> <ul style="list-style-type: none"> Children to have two post-it notes. On the first they must record a time they did something for a selfish reason, on the second they must record a time they did something for a selfless reason. Children to use own personal experience of selfishness and selflessness to help them write about why they feel the Gurus acted as they did using the vocabulary collected during group discussion.
<p>Week 5</p>		<p>ELO: To understand values (AT2)</p> <p>Question: What does it feel like to belong?</p>	<p>Activity:</p> <p>Circle time.</p> <ul style="list-style-type: none"> Questions - What does it mean to belong? How does it feel to belong? How do you know you belong? How do other people know you belong? Did you have to join this group and if so how did this happen? How are people expected to behave wearing these uniforms? Show video as an example www.bbc.co.uk/learningzone/clips/playing-in-an-accordion-marching-band-in-northan-ireland/7956.html 	<p>Books:</p> <ul style="list-style-type: none"> Pic Collage of circle time including notes taken by SB on flipchart.

		<p>KPI: R.E. 2.11 Describe how some of the values held by communities or individuals affect behaviour and actions.</p>	<ul style="list-style-type: none"> • <i>Who do you belong to? (School, family, clubs). Do any of these involve a joining ceremony?</i> 	
Week 6	<p>ELO: To understand practices and lifestyles (AT1)</p> <p>Question: What are the most important symbols that Sikhs use to identify themselves?</p> <p>KPI: R.E. 2.2 Refer to religious figures and holy books to explain answers</p>	<p>Activity:</p> <ul style="list-style-type: none"> • Children to be introduced to the following symbols and their meanings – Il Onkar, Khanda, the 5Ks. • <i>Are there any symbols you wear and use? Can you think of symbols others in the community wear? Why are they important?</i> E.g. Brownies, Scouts, Christian, football supporter, charity supporter, karate etc. • Discuss whether our symbols should be hidden and why linking to the ideas of tolerance, freedom of expression and respect. <i>Should a Khalsa Sikh hide their beliefs?</i> Link back to the ideas of tolerance, freedom of expression and respect. • <i>MUST symbols be shown at all times or is it okay to keep our beliefs quiet if we want to?</i> Discuss the importance of choice. 	<p>Books:</p> <ul style="list-style-type: none"> • Children to show the definition of Il Onkar and Khanda then label the 5Ks and what they are using images in books. • Children to draw a symbol important to them on a post it note and label what it represents. Underneath state why it is important to them. 	
Week 7	<p>ELO: To understand values (AT2)</p> <p>Question: How do you join a Khalsa?</p>	<p>Activity:</p> <ul style="list-style-type: none"> • Link to previous week's learning – <i>what is a Khalsa?</i> • Show video http://www.bbc.co.uk/education/clips/z242tyc explaining where Khalsa originated. • Show video of amrit ceremony http://www.bbc.co.uk/programmes/p02mx69p 	<p>Books:</p> <ul style="list-style-type: none"> • Image of drama re-enactment of the Amrit Ceremony. • <i>Does joining a Khalsa make a Sikh a better person?</i> Children to 	

		<p>KPI: R.E. 2.11 Describe how some of the values held by communities or individuals affect behaviour and actions.</p>	<ul style="list-style-type: none"> • Discuss aspects of the ceremony, promises made and to whom, how they live out these promises in everyday life. Remind children of the symbols (5Ks). • Re-enact ceremony through drama thinking about the symbolism. • <i>Why would a Sikh choose to take part in the Amrit ceremony?</i> Discuss ideas of making a commitment, helping other Sikhs, promising in public to affirm faith, wearing the 5Ks as a reminder. • <i>Does joining a Khalsa make a Sikh a better person?</i> This is personal opinion based on our learning so this will be guided through explanation rather than collecting ideas and giving examples. AT2 	<p>answer this question using their own opinions and what we have seen and learned during this unit.</p>
	<p>Week 8</p>	<p>Visit to a Gurdwara</p>		
	<p>Week 9</p>	<p>ELO: To understand practices and lifestyles (AT1)</p> <p>Question: How and why do Sikhs celebrate Guru Nanak's birthday?</p> <p>KPI: R.E. 2.5 Explain some of the religious practices of both cleric and individuals.</p>	<p>Activity:</p> <ul style="list-style-type: none"> • As a class discuss what birthdays mean to us (e.g. presents, cake, parties, family and friends, getting older, more trust etc) • In Kagan groups children to list what would make the best birthday ever vs the worst birthday ever. Share some ideas and link to the material nature of many things. Discuss what is really important. • Children to research how Guru Nanak's birthday is celebrated i.e. the key aspects of the celebration. <i>How does this show Guru Nanak's importance to Sikhs? Why do they celebrate in this way?</i> • Pupils to prepare a fact list of 6 things Sikhs remember on Guru Nanak's birthday, linking with the stories and key messages, and what kind of man he is. • Each child to think about how these ideas link to their own life and what they can learn. 	<p>Books:</p> <ul style="list-style-type: none"> • Comparison of best birthday ever vs worst birthday ever (Kagan work) • 6 things Sikhs remember. • Thought bubble to show how they feel their own life links to the ideas discussed and what they can learn from the Guru's birthday celebrations compared with their own.
	<p>Week 10</p>	<p>ELO: To reflect (AT2)</p>	<p>Activity:</p> <ul style="list-style-type: none"> • Recapping what we have learned during the unit: What does God look like? The Mool Mantar, the Ten Gurus, which Guru do you think you 	<p>Books</p> <ul style="list-style-type: none"> • Each child to write a statement of their own

		<p>Question: What are my beliefs?</p> <p>KPI: R.E. 2.7 Show an understanding that personal experiences and feelings influence attitudes and actions.</p>	<p>could learn from and why? Why did the Gurus act as they did? What does it feel like to belong? How to join a Khalsa, important Sikh symbols, Guru Nanak's birthday celebrations.</p> <ul style="list-style-type: none"> • <i>What are the key ideals we have looked at? Have these influenced our own beliefs?</i> Collect answers from children. 	<p>beliefs. This may not be about their belief in God, but perhaps the world, themselves, their family, their hopes or a combination of several of these. Children will link this to what they have learned during this unit making references where possible to Sikhism.</p> <ul style="list-style-type: none"> • Upon completion children to look back at their original sentence on their beliefs, have their beliefs changed, developed or stayed the same? • Children may choose to share their statement with their partner and discuss the similarities and differences in their beliefs.
<p>SMSC Links</p>	<p>Reflecting upon own beliefs. Tolerance of other faiths. Respecting the beliefs of others. Working collaboratively.</p>			

Music

Unit: Clarinet Lessons

Week 1	ELO: Question: KPI:
Week 2	ELO: Question: KPI:
Week 3	ELO: Question: KPI:
Week 4	ELO: Question: KPI:
Week 5	ELO: Question: KPI:
Week 6	ELO: Question: KPI:

Sandwell Music Services

SMSC
Links