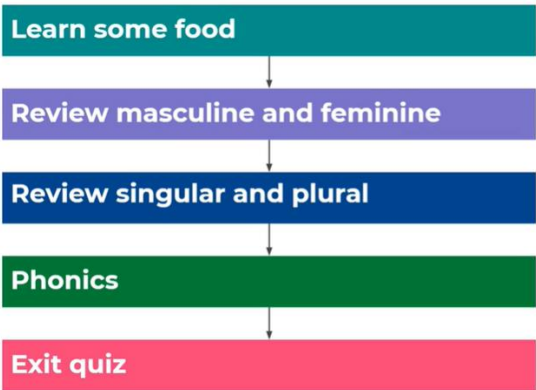


	Learning objective	Main teaching	Activity	Resources	Vocabulary
Science	LO to explain how electrical circuits work using technical vocabulary	<p><b>Open SMART Notebook (Electricity)</b></p> <p>Purpose of lesson is to gauge prior knowledge and recap/re-learn electricity content from previous years. Chn must be encouraged to use the key vocab and explain in full sentences.</p> <ol style="list-style-type: none"> <li>1. Play 'Taboo' from slide 1. Try to describe the word to your partner without using any of the words in the brackets). Can they guess the word?</li> </ol>	<p>Work through each slide focusing on the key questions and encouraging chn to explain their thinking and their work clearly.</p> <p>At the end of the lesson, chn to answer the following questions in full sentences in their Science book:</p> <ol style="list-style-type: none"> <li>1. Today I have recapped...</li> <li>2. Something I learnt today was...</li> <li>3. I built... and found out that...</li> <li>4. I was surprised to find...</li> <li>5. A new word I used today was...it means...</li> </ol>	<p>SMART notebook file</p> <p>Circuit building equipment</p> <p>Pens</p> <p>Science books</p>	<p>Circuit</p> <p>Series</p> <p>Parallel</p> <p>Cell</p> <p>Wire</p> <p>Motor</p> <p>Component</p> <p>Bulb</p>
History / Geography	L.O. To learn the history of the British monarchy	<p>Explain that over the next few weeks we are going to be learning about three queens, Elizabeth I, Victoria and Elizabeth II. Read through the definition and the brief history of the idea of the monarchy.</p> <p>Go through the timeline telling the history of the British monarchy.</p> <p>Not everything has to be read out and discussed on the timeline; it's just a brief overview of the history to place some events.</p>	<p>The children are to write a short piece beginning '<i>If I were king [or queen]...</i>' Children can choose to be any kind of monarch they like.</p> <p>Read through the success criteria and prompt questions to begin generating ideas.</p> <p>Share and discuss their ideas afterwards.</p>	Smartfile	<p>monarchy</p> <p>monarch</p> <p>absolute</p> <p>tyrant</p> <p>tyranny</p> <p>constitutional</p> <p>houses</p> <p>civil war</p>

Art		<p>Work through Powerpoint (on website)</p> <p>Watch first video on <a href="https://www.npg.org.uk/collections/explore/discover-the-tudors/">https://www.npg.org.uk/collections/explore/discover-the-tudors/</a></p>	<p>On laptops, children to explore the <a href="https://www.npg.org.uk/collections/explore/discover-the-tudors/">https://www.npg.org.uk/collections/explore/discover-the-tudors/</a> website and portraits.</p> <p>In pairs, discuss what can you tell about the person in the portrait? Share these as a class.</p>	<p>Powerpoint</p> <p>Website link</p>	<p>Portrait</p> <p>Royal</p> <p>Apprentice</p>
RE	<p>LO: to engage with the meaning of 'enlightenment'</p> <p>NOTE: there is a Emmanuel plan for this in more detail and a PPT saved in the folder too!</p>	<p><b>New topic: Buddhism</b></p> <p>How did Buddha teach his followers to find enlightenment?</p> <p><b>How does it feel to face something that looks hard or new?</b> Give everyone a square of coloured origami paper and look at a picture of an origami lotus flower, or one you have made earlier! The children's job is to learn to make one as part of this unit. Give them a few minutes to think how the flower is made and do a few experiments. Some may actually know how to do it. How does it make you feel to be given this task? Have you ever faced other difficult tasks?</p> <p><b>How does it feel like when you 'get it'?</b> It is great when you succeed despite a difficulty. Share examples from children's lives and / or use an example from the news e.g. Bailey Matthews, aged 8, was determined not to let his cerebral palsy hold him back from his dream of competing in a triathlon. His message is "You can still do it, no matter what." <a href="http://www.bbc.co.uk/newsround/33689552">http://www.bbc.co.uk/newsround/33689552</a> How do you think Bailey felt when he won his medal?</p> <p>PERSEVERANCE</p>	<p>Statues of Buddha can be bought at many places, including garden centres. It is an image of the Buddha. He is an example for Buddhists; they believe he tried doing something very hard and persisted until he succeeded.</p> <p>Gather what children already know about Buddha. Buddha lived centuries ago; he wanted an answer to the problems of life. It took him years but Buddhists believe he found an answer. 'Buddha' means 'enlightened' one.</p> <p>What do you think 'enlightenment' means? Share ideas. Maybe you didn't know what this image was. Now you do – you have been enlightened!</p>	<p>Emmanuel lesson plan</p> <p>PPT (Lesson 1)</p> <p>Paper for folding</p> <p>YouTube clip of flower</p> <p>Pencil</p>	<p>Reflect</p> <p>Enlightenment</p> <p>Understanding</p> <p>Buddha</p> <p>Buddhism</p> <p>Lotus</p> <p>Meditation</p> <p>Enlightened</p> <p>Persistence</p> <p>Perseverance</p>

P.E	To develop personal performance in running, jumping and throwing	<p>RUN - <b>4 minute run (similar to daily mile - maintaining pace with partner)</b>. Call out time markers (e.g. 30 seconds, 1 min, 1.5 mins etc). Children to count their own laps of field/playground.</p> <p>JUMP - Introduce four stages of jump - approach, take off, flight and landing. Discuss and practise the <b>1, 3 and 5 step approaches</b>. What differences are there in these approaches? See Cambridgeshire Scheme plan (Year 5 athletics page 14) for jump explanations. Make sure children bend knees on landing to absorb shock.</p> <p>SPRINT STARTS - Introduce 4 stages of printing - start, acceleration, maintenance, finish. A good start requires: good grip, strong base, fast reaction, powerful push. In groups of between 3 and 6, <b>practise 20m sprint starts</b> by trying each of the three following positions:</p> <ol style="list-style-type: none"> <li>Upright - feet together</li> <li>Leaning forwards - feet apart</li> <li>Crouch start - hands on the ground</li> </ol> <p>NOTE: Each child to have one of the following roles:</p> <ul style="list-style-type: none"> <li>Timekeeper</li> <li>Starter</li> <li>Sprinter</li> <li>Repeat so each child has had a go at each role</li> </ul>		<p>Markers to mark out distances</p> <p>Stopwatches to timekeep sprint starts</p> <p>M sticks to measure jump lengths</p>	<p>Sprint</p> <p>Acceleration</p> <p>Maintain</p> <p>Technique</p> <p>Timekeeping</p> <p>Upright</p> <p>Crouch start</p> <p>Flight</p> <p>Approach</p> <p>Landing</p>
French	LO to use correct grammar talking about food in French	<p>New topic: <b>à table</b></p> 	<a href="https://classroom.thenational.academy/lessons/learning-the-french-names-of-some-foods-6tj38c?activity=video&amp;step=2&amp;view=1">https://classroom.thenational.academy/lessons/learning-the-french-names-of-some-foods-6tj38c?activity=video&amp;step=2&amp;view=1</a>	<p>Oak National Academy link</p> <p>Paper</p> <p>Pencil</p> <p>Prior learning to recap</p>	<p>à table</p> <p>file:///C:/Users/mashwell/Downloads/Food-and-Drink-vocab-list.pdf</p> <p>See link above for food vocab sheet</p>

PSHE	To understand the effects of bullying	<p>As a class, discuss: what does bullying look like?</p> <p>In pairs, children to complete the sentence: Bullying is...</p> <p>Then discuss the below definition. Focus on point 3: Unequal power. What does that mean?</p> <p>1. It does not just happen once; it is ongoing over time.</p> <p>2. It is deliberate and intentional.</p> <p>3. It is unfair/there is an unequal power balance (imbalance of power). The person/people doing the bullying is/are stronger, or there are more of them or they have 'influence', higher status or power.</p>	<ol style="list-style-type: none"> <li>1. Read through Lola's story: <a href="https://www.childline.org.uk/get-involved/real-life-stories/bullying-lolas-story/">https://www.childline.org.uk/get-involved/real-life-stories/bullying-lolas-story/</a></li> <li>2. What were the short term effects of bullying?</li> <li>3. What are the long term effects of bullying?</li> </ol>	Lola's story  Pen  Paper	<p>Bullying</p> <p>Victim</p> <p>Perpetrator</p> <p>Equal</p> <p>Unequal</p>
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