


	Learning objective	Main teaching	Activity	Resources	Vocabulary
NSPCC - PSHE	<p>LO to explore how we keep ourselves safe</p> 	<p>‘Speak Out, Stay Safe’. Below are all the details you need, including the link to the resources webpage is below.</p> <p>To summarise, this includes:</p> <ul style="list-style-type: none"> · Online assemblies for Key Stage 1 and Key Stage 2 · A pre-online assembly presentation pack (KS2) - This is a 10 minute powerpoint presentation for teachers to share with KS2 pupils to give them a bit of context about the NSPCC. · A post-online assembly teaching guidance and lesson plan (KS1 and KS2) - plus printable activity resources for teachers to use with pupils. · Additional resources for schools - posters to put up around school. · Survey for school staff. <p>Link saved in emails.</p> <p>Once assemblies have been shown and class discussions started, there are lesson plans for KS1 and KS2, where teacher can do short 10-15 minute resilience building activities around helping the children to think about their Trusted Adults and looking a little more at Childline. These can be done the same day, or later on in the same week to give the children some thinking time, but also cement/check the messages they will have heard in the assembly.</p>		<p>NSPCC Link</p> <p>Worksheets from website</p> <p>Assembly presentation from website</p> <p>Posters</p> <p>Paper</p> <p>Pencils</p>	<p>Safe</p> <p>Trusted</p> <p>Speak out</p> <p>resilience</p> <p>Adult</p> <p>Assembly</p> <p>identity</p> <p>diversity</p>
History	L.O. To understand how a democratic system works	<p>Recap our Rights</p> <p>What rights can you remember? Which are the 3 most important to you?</p> <p>Which rights do you have as a 9/10/11 year old?</p> <p>Which rights do you lose if you are in prison?</p> <p>Which rights do adults have?</p> <p>How might your rights change if you go abroad?</p> <p>Do your rights change when you retire?</p>	<p>In groups of 4, chn to come up with their own Bill of Rights. If you were prime minister or the King/Queen, what would you change/keep the same about the Bill of Rights?</p> <p>Write these on the Bill of Rights template.</p> <p>Prepare a speech to your subjects. How will you inform them of the Rights of your country?</p> <p>Class vote on Rights (democratical ballot to decide).</p>	<p>Bill of rights template</p> <p>Rights (printed last week)</p> <p>Ballot box</p> <p>Paper slips</p>	<p>Rights</p> <p>Magna Carta</p> <p>Ballot</p> <p>Democracy</p> <p>Bill of Rights</p> <p>Vote</p>

Art	L.O. To evaluate my sketch and improve it	<p>Each child to get out their sketches. Children to walk around the class and look at each others sketches. What have they done well? What could you do to improve?</p> <p>Give the children a half-face of one of the queens. Can they match the facial features and complete the picture?</p>	<p>RECAP sketching techniques. Which of these techniques haven't you used? Could you use them today?</p> <p>Sketch your chosen Queen.</p> <p>EXTEND - if there is time, children can add colour to their sketches using water colours.</p>	<p>Last week's sketches</p> <p>Sketching pencils</p> <p>Water colours</p>	<p>Sketch</p> <p>Hatching</p> <p>Cross-hatching</p> <p>Stippling</p> <p>Blending</p>
RE	L.O. To demonstrate my knowledge of pathways to Moksha	<p>Recap the 4 main pathways to Moskha:</p> <ul style="list-style-type: none"> - Bhakti: Pathway of loving devotion to God - Karma: Pathway of good, selfless actions - Jnana: Pathway of knowledge & study - Raja: Pathway of yoga & meditation 	<p>In pairs, children to come up with images to represent one of the four Yogas.</p> <p>Use these images, along with the definition of the Yoga, to create a poster.</p>	<p>Yoga definitions</p> <p>Paper</p> <p>Colours</p> <p>Pencils</p>	<p>Yoga</p> <p>Moksha</p> <p>Bhakti</p> <p>Karma</p> <p>Jnana</p> <p>Gaja</p>
PE	L.O. To learn the rules of rounders	<p>On the field, talk through the rules of rounders:</p> <ol style="list-style-type: none"> 1. Rounders games are played between two teams. Each team has a maximum of 15 players and a minimum of 6 players. No more than 9 players may be on the field at any one time. 2. One team bats while the other team fields and bowls. 3. The bowler bowls the ball to the batter who hits the ball forward on the Rounders Pitch. The batter then runs to as many posts as possible before the fielders return the ball to touch the post the batter is heading for. 4. If the batter reaches the 2nd or 3rd post in one hit, the batting team scores ½ a Rounder. If the batter reaches 4th post in one hit, the batting team scores a Rounder. 5. Games are usually played over 2 innings with the aim of the game to score the most Rounders. 	<p>Split the children into 2 groups. Play a game of rounders.</p>	<p>Bats</p> <p>Balls</p> <p>Cones</p>	<p>Batter</p> <p>Bowler</p> <p>Base</p> <p>Backstop</p> <p>Rounder</p>