Barningham Primary School
Year 5/6 Medium Term Plan
Narrative, plays and scripts
Anglo Saxon- Beowulf (Original epic poem and Michael Morpurgo's novel).
(3 weeks)

Strand	Year 5/6	Progression	Intended Outcomes
3- Group discussion and interaction	Plan and manage a group task over time using different levels of planning. Understand different ways to take the lead and support others in groups. Understand the process of decision making.	• Recognising that story structure can vary in different types of story and that plots can have high and low points. • Ch will begin to notice that structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story, • Ch will be able to analyse more complex narrative structures and narratives that do not have a dimple linear chronology, (such as parallel narratives, time slip). • Developing particular aspects of story writing: experimenting with different ways to open a story; adding scenes, characters or dialogue to a familiar story; developing characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. • Planning and writing complete stories; organise more complex chronological narratives into several paragraph units relating to story structure.	• Children can understand how authors set up stories. • Children can infer writers perspectives. • Ch can make the structure of a story defined. • Ch can use empathy to identify characters motivation. • Ch know the features of a good opening to a story. • Ch can write an opening to a story, applying features identified. • Ch can infer about characters behaviour from text evidence. • Ch know and identify techniques for writing dialogue, • Ch can identify how dialogue is used in different ways in narrative. • Ch can write conversations using direct speech. • Ch can write dialogue between characters written in prose. • Ch can make notes to answer
7- Understanding and interpreting texts	Infer writers' perspectives from what is written and what is implied. Compare different types of narrative and information texts and identify how they are structured. Explore how writers use language for comic and dramatic effects.		
8- Engaging with and responding to texts	Reflect on reading habits and preferences and plan personal reading goals. Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts.		

Strand	Year 5/6	Progression	Intended Outcomes
9- Creating and shaping texts	Experiment with different narrative forms and styles to write their own stories.	• Adapting for narratives that do not have linear chronology, such as portray events happening simultaneously (meanwhile…). • Extending ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases. • Adapting writing for a particular audience, aiming for consistency in character and style.	questions about the authors life. • Ch can understand grammatical conventions for punctuating sentences. • Ch can vary sentences with different techniques to maintain interest. • Ch can use presentation skills to convey information. • Ch know narrative techniques for creating tension. • Ch can write their own paragraph applying knowledge from reading. • Ch can apply knowledge of structure of stories to own writing. • Ch can apply grammar and sentence level work to writing. • Ch can revise a complete piece of writing.
10- Text structure and organisation	Experiment with the order of sections and paragraphs to achieve different effects.		
11- Sentence structure and punctuation	Punctuate sentences accurately, including using speech marks and apostrophes. Adapt sentence construction to different text-types, purposes and readers.		
12- Presentation	Adapt handwriting for specific purposes, for example printing, use of italics.		

7- Understanding and interpreting texts 8- Engaging with and responding to texts 9- Creating and shaping texts 12- Presentation	Make notes on and use evidence from across a text to explain events or ideas. Infer writers' perspectives from what is written and from what is implied. Explore how writers use language for comic and dramatic effects. Reflect on reading habits and preferences and plan personal reading goals. Compare the usefulness of techniques, such as visualisation, prediction, empathy in exploring the meaning of texts. Compare how a common theme is presented in poetry, prose and other media. Reflect independently and critically on own writing and edit and improve it. Adapt non-narrative forms and styles to write fiction or factual texts, including poems. Adapt handwriting for specific purposes, for example printing, use of italics. Use a range of ICT programs to present texts, making informed choices of which electronic tools to use for different purposes.	• Discussing a poets possible viewpoint, explaining and justifying their own responses and interpretation. • Explaining the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; commenting on how this influences meaning. • Exploring imagery, including metaphor and personification. • Comparing different forms and describing the impact. • Inventing nonsense words and situations and experimenting with unexpected word combinations. • Using carefully observed details and appropriate images to bring subject matter alive. • Writing free verse poems using or inventing repeating patterns and attempting different forms.	Children can record and explain their understanding of the imagery in a poem. Children can create metaphors from pictures and images. Children can identify and explain their preferences for certain phrases. Children can write a journal entry expressing preferences. Children can identify similarities and differences in form and language features used. Children can understand the different structures used for different poems. Children can produce a first draft of collaborative poems based on the frozen man and other poems read. Children can revise and edit first drafts of poems and improve them by focussing on word choice. Children can write own poem based on own experience or a person using a structure or choice. Children can refine and edit their poem and make a final copy for publication. Children can reflect independently and critically on their own writing and performance and edit and improve it.

Barningham CEVC Primary School
Year 5/6
SUMMER
Medium Term Plan
Maths

Wk	Weekly Summary	Strands	Objectives
21	Add mentally 2-place decimal numbers in the context of money using rounding; add several small amounts of money using mental methods; mentally subtract amounts of money including giving change; calculate the difference between two amounts using counting up; solve word problems, including 2-step problems, choosing an appropriate method	Mental addition and subtraction (MAS)	**MAS.68** Use place value to add near integers including amounts of money **MAS.65** Use mental strategies to add amounts of money with 2 decimal places **MAS.66** Use number facts to add several amounts of money **MAS.67** Use counting up strategies to quickly calculate change **MAS.69** Use place value to subtract near integers including amounts of money
		Decimals, percentages and their equivalence to fractions (DPE)	**DPE.64** Round 1- and 2-place decimals up and down to the nearest whole number
		Problem solving, reasoning and algebra (PRA)	**PRA.59** Solve addition and subtraction two-step problems in contexts **PRA.66** Solve addition and subtraction multi-step problems, deciding which operations and methods to use and why
22	Multiply fractions less than 1 by whole numbers, convert improper fractions to whole numbers; use short	Fractions, ratio and proportion (FRP)	**FRP.64** Convert mixed numbers to improper fractions and vice versa **FRP.65** Multiply fractions by whole numbers **FRP.66** Use the grid method to multiply mixed numbers by integers
		Problem solving, reasoning and	**PRA.70** Identify patterns, devise and test rules and use them to make predictions

	multiplication to multiply 3-digit and 4-digit numbers by 1-digit numbers; use long multiplication to multiply 2-digit and 3-digit numbers by teens numbers	algebra (PRA)	
		Written multiplication and division (WMD)	**WMD.63** Use short multiplication to multiply 3-digit numbers by 1-digit numbers **WMD.64** Use short multiplication to multiply 4-digit numbers by 1-digit numbers **WMD.70** Use long multiplication to multiply 2-digit and 3-digit numbers by 2-digit numbers (friendly numbers) **WMD.65** Begin to use long multiplication to multiply 2-digit and 3-digit numbers by teens numbers
23	Read, write and compare decimals to three decimal places, understanding that the third decimal place represents thousandths; multiply and divide numbers by 10, 100 and 1000 using 3-place decimal numbers in the calculations; place 2-place decimals on a number line and round them to the nearest tenth and whole number; read, write, order and compare 3-place decimal numbers; understand and use negative numbers in the context of temperature	Decimals, percentages and their equivalence to fractions (DPE)	**DPE.68** Match 1-, 2- and 3-place decimals to 1/10s, 1/100s and 1/1000s, using a place value grid **DPE.70** Read, write and order 3-place decimals using a number line **DPE.72** Order and compare 3-place decimal numbers and write a number in between **DPE.69** Divide numbers by 10, 100 and 1000 to get answers with 3 decimal places, using a place value grid **DPE.76** Multiply and divide by 10, 100 and 1000 giving answers up to 3 decimal places **DPE.64** Round 1- and 2-place decimals up and down to the nearest whole number **DPE.66** Round 2-place decimals up or down to the nearest tenth
		Problem solving, reasoning and algebra (PRA)	**PRA.74** Solve problems involving numbers with up to 3 decimal places **PRA.68** Solve problems involving addition, subtraction, multiplication and division and a combination of these
		Number and place value (NPV)	**NPV.55** Locate negative numbers on a number line and relate to temperature **NPV.56** Find numbers more or less than a given negative number and relate to temperature
24	Read and mark co-ordinates in the first two	Geometry: position and	**GPD.55** Describe positions on a 2-dimensional grid as co-ordinates (1st quadrant) **GPD.57** Plot points and draw sides to complete a polygon on a co-ordinate grid (1st quadrant)

	quadrants; draw simple polygons using co-ordinates; translate simple polygons by adding to and subtracting from the co-ordinates; reflect simple shapes in the y axis or in a line, noting the effect on the co-ordinates; translate simple shapes and note what happens to the co-ordinates; draw regular and irregular 2D shapes using given dimensions and angles; use the properties of 2D shapes, including rectangles, to derive related facts; identify 3D shapes from 2D representations; create 3D shapes using 2D nets and draw 3D shapes	direction (GPD)	**GPD.66** Identify and describe the position of a shape on a co-ordinate grid following a translation **GPD.67** Identify and describe the position of a shape on a co-ordinate grid following a reflection **GPD.71** Describe positions on a full co-ordinate grid **GPD.72** Draw and translate simple shapes; reflect shapes in the axes
		Problem solving, reasoning and algebra (PRA)	**PRA.65** Use mathematical reasoning to explain findings, patterns and relationships
		Geometry: properties of shapes (GPS)	**GPS.67** Draw and construct 2D shapes with given dimensions and angles **GPS.71** Know and use the properties of a square and rectangle and deduce related facts **GPS.38** Make cuboids, cubes, tetrahedra and pyramids from nets **GPS.63** Identify cubes and cuboids from 2D representations **GPS.69** Identify 3D shapes from 2D representations
25	Add 5-digit numbers using written column addition; subtract 5-digit numbers using written method (decomposition); check answers to subtractions using written	Written addition and subtraction (WAS)	**WAS.65** Use compact column addition to add two or three 5-digit numbers **WAS.68** Use column addition to add several numbers with up to 5-digits **WAS.67** Use column subtraction to subtract 5-digit from 5-digit numbers, where there are not more than two 0s in the larger number **WAS.70** Choose an appropriate written method to solve subtraction problems
		Problem solving,	**PRA.65** Use mathematical reasoning to explain findings, patterns and relationships

	column addition; solve subtractions of 4- and 5-digit numbers using written column subtraction or number line counting up	reasoning and algebra (PRA)	**PRA.68** Solve problems involving addition, subtraction, multiplication and division and a combination of these

Wk	Weekly Summary	Strands	Objectives
26	Identify factors and multiples, find factor pairs; revise equivalent fractions; compare and order fractions with related denominators; add fractions with same or related denominators, then convert answer into a mixed number; subtract fractions with same and related denominators, revise multiplying fractions by whole numbers	Mental multiplication and division (MMD)	**MMD.61** Identify factors and multiples, and begin to find common factors
		Problem solving, reasoning and algebra (PRA)	**PRA.71** Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes **PRA.72** Pursue a line of enquiry
		Fractions, ratio and proportion (FRP)	**FRP.60** Recognise the equivalence of simple fractions and decimals **FRP.68** Use equivalence to compare and order fractions that don't have the same denominator but are related **FRP.69** Use equivalence to add and subtract related fractions **FRP.65** Multiply fractions by whole numbers **FRP.66** Use the grid method to multiply mixed numbers by integers
27	Use short division to divide 3-digit numbers by 1-digit numbers and 4-digit numbers by 1-digit numbers, including those which leave a remainder;	Written multiplication and division (WMD)	**WMD.62** Use short division to divide 3-digit by 1-digit numbers with integer remainders **WMD.67** Use short division to divide 4-digit by 1-digit numbers (harder numbers) with integer remainders **WMD.69** Understand that division can result in integer remainders, mixed numbers (e.g. 34 1/4), or answers accurate to one or two decimal places **WMD.65** Begin to use long multiplication to multiply 2-digit and 3-digit numbers by teens numbers

	express a remainder as a fraction; use long multiplication to multiply 3-digit and 4-digit numbers by teens numbers		**WMD.66** Begin to use long multiplication to multiply 4-digit numbers by teens numbers
28	Find the area and perimeter of squares and rectangles by calculation and pursue a line of enquiry; estimate and find the area of irregular shapes; calculate the perimeter and area of composite shapes; use the relations of area and perimeter to find unknown lengths; begin to understand the concept of volume; find the volume of a cube or cuboid by counting cubes; understand volume as measurement in three dimensions; relate volume to capacity; recognise and estimate volumes	Problem solving, reasoning and algebra (PRA)	**PRA.68** Solve problems involving addition, subtraction, multiplication and division and a combination of these **PRA.72** Pursue a line of enquiry
		Measurement (MEA)	**MEA.66** Calculate and compare areas of squares and rectangles using standard units **MEA.67** Measure and calculate the perimeter of composite rectilinear shapes in m/cm **MEA.68** Estimate the area of irregular shapes using standard units **MEA.70** Recognise and estimate volume and capacity using ccs and ml
29	Understand what percentages are, relating	Decimals, percentages and	**DPE.67** Recognise the % symbol; understand what percentage means (fraction with a denominator of 100)

	them to hundredths; know key equivalences between percentages and fractions, finding percentages of amounts of money; find equivalent fractions, decimals and percentages; solve problems involving fraction and percentage equivalents; write dates using Roman numerals	their equivalence to fractions (DPE)	**DPE.71** Relate percentages to fractions and find 10%, 20% and other easy percentages of whole numbers or amounts of money (whole pounds) **DPE.73** Understand equivalence between fractions, percentages and decimals e.g. 13% = 0·3 = 13/100
		Fractions, ratio and proportion (FRP)	**FRP.60** Recognise the equivalence of simple fractions and decimals
		Number and place value (NPV)	**NPV.69** Read Roman numerals to 1000 (M) and recognise dates
30	Find cubes of numbers to 10; draw and interpret line graphs showing change in temperature over time; begin to understand rate; use timetables using the 24-hour clock and use counting up to find time intervals of several hours and minutes; solve problems involving scaling by simple fractions; use factors to multiply; solve scaling problems involving measure	Number and place value (NPV)	**NPV.70** Find square and cube numbers, and use the notation for squared and cubed
		Statistics (STA)	**STA.61** Interpret and present continuous data using line graphs **STA.71** Solve comparison, sum and difference problems using information presented in line graphs **STA.60** Use a line graph to compare changes in temperature over time **STA.62** Solve comparison and difference problems using information presented in line graphs **STA.65** Complete, read and interpret information in timetables
		Measurement (MEA)	**MEA.52** Compare durations of events to calculate the time taken by particular events or tasks
		Written multiplication and division (WMD)	**WMD.68** Solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates
		Problem solving, reasoning and	**PRA.73** Use all four operations to solve problems involving measure using decimal notation, including scaling **PRA.71** Solve problems involving multiplication and division including using their knowledge of factors and

		algebra (PRA)	multiples, squares and cubes
		Mental multiplication and division (MMD)	**MMD.67** Use common factors and multiples to develop multiplication strategies with numbers ≤ 1000

Barningham CEVC Primary School
Medium Term Plan
Subject: History- The effects of Anglo Saxon, Viking and Scots settlement in Britain and Bury St Edmunds
Term Summer
Year: 5/6

About this unit

Children can be introduced to the idea that people from other societies have been coming to Britain for a long time. They can learn about some of the tensions involved in the settlement as well as ways of life and matters that impact on us still. Links can be made with other societies that contributed to the formation of the United Kingdom and how Saxons, Vikings and Scots contributed to the development of institutions, culture and ways of life in the country. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.

Unit Structure

This unit is structured around 4 sequential history enquiries:

1. **What happened to Britain when the Romans left?**

2. **How well did the Saxons and Vikings get on with each other?**

How this unit links to the new national curriculum for primary history

- Britain's settlement by Anglo-Saxons and Scots including the establishment of the Saxon kingdom
- The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor including Saxon-Viking rivalry and co-operation up to 1066

3. **Was life better in |Anglo-Saxon or Roman Britain? Britain?** 4. **What did the Anglo Saxons and Vikings leave behind?**	

Enquiry 1: What happened to Britain when the Romans left?			
LEARNING OBJECTIVES	**KEY CONTENT (INC KEY HISTORY SKILLS/VOCABULARY) AND SUGGESTED ACTIVITIES AND RECORDED WORK**	**SUGGESTED RESOURCES**	**ASSESSMENT/NEXT STEPS/ICT LINKS**
Children should learn: ▪ Specialist vocabulary and terminology related to these invaders and settlers; ▪ The key features, sequence and duration of these societies.	**Where did the Angles, Saxons, Jutes, Frisians come from? Where else did they go? Where did they settle?** a) Recap work done earlier on Romans and why they left Britain in 410. Class consider what inhabitants might feel about Romans suddenly leaving and any advantages or disadvantages; b) Introduce or investigate vocabulary such as settlement, migration, invasion, conquest, raiding and reinforce earlier vocabulary such as archaeology and evidence. c) Map work – where they came from, where they travelled to. Calculate distances	Maps; Timelines; Dictionaries	

	d) Work out the types of problems the map work seems to indicate. e) Make individual or class timelines – showing Saxons, Vikings and Scots in a wider framework of history so far covered in KS1/2 and in relation to present day. Use timelines such as –ing., -ham, -ton, -thorpe, -by. Mark on some key events and personalities such as Alfred, Bede, Viking raids, capture of York. How are Scottish placenames different?; f) Show Scottish invasions from Ireland to Scotland and their main characteristics; g) Investigate and produce maps of different kingdoms – Mercia, Wessex and Northumbria and Danelaw. Discuss chronology and place on timelines. h) Discuss the chronology shown by the timelines particularly in relation to the duration of Saxon and Viking settlement and the overlap between them; i) Draw attention to local or regional developments		
Children should learn: ▪ The reasons for the arrival of the Saxons, Vikings and Scots; ▪ Differences in reasons for migration between Saxons and Vikings and between	**Why did they come to Britain and move away from where they were born?** a) Consider why people move and what challenges they face; b) Pupils are presented with cards or a list of reasons. Using resources they discover which particularly applied to the Saxons, Vikings and Scots. Discuss which were the main reasons and whether there	Cards.	

these societies and today	were any differences between Saxons, Vikings and Scots. Separate into those that involved choice and those which were necessary ("push/pull").		
Children should learn: ▪ How we know about the Saxons, Vikings and Scots and the use that can be made of the available evidence; ▪ The characteristic features of different groups within these societies.	**What kind of people were they?** a) Provide pictures of Saxons, Vikings and Scots. Ask pupils to make inferences about them and offer comparisons between them. Ensure coverage of different groups such as nobles, warriors, men and women; b) Make deductions from descriptions, myths and legends such as Hengist and Horsa and Beowulf. Discuss the reliability of such evidence c) Local case study of Saxons or/and Vikings. Relate to own circumstances; d) Introduce evidence such as Bede and the Anglo-Saxon Chronicle – could "hot seat"/interview Bede. Evidence such as artefacts, archaeology such as Sutton Hoo, or Staffordshire Hoard, coins – stories of discoveries. Discuss reliability of evidence – fact versus opinion, partial evidence, what can be deduced and what cannot. Children make some inferences from evidence. Provide various images of Vikings and discuss why depicted as they were – can include drawings, descriptions, film clips, poems, sagas.	Pictures of Saxons and Vikings; Extracts from sources such as Bede and Anglo-Saxon Chronicle; Pictures of or facsimile artefacts; Film clips/images of Saxons and Vikings; Stories, myths and legends such as Hengist and Horsa; King Arthur, Beowulf, Anglo Saxon riddles; Viking sagas such as Jomsviking, books of Norse stories;	

		Accounts of archaeological discoveries such as Sutton Hoo; Film clips such as "The Vikings" or "The Longships" or fiction such as Henry Treece's, "Horned Helmets"; Poems such as battle of Maldon	
Children should learn: ▪ The challenges facing the early settlers and how they overcame them; ▪ How the arrival of these societies might be interpreted differently.	**What challenges did they face in establishing settlement?** a) Teacher poses problems of establishing settlement and pupils discuss how they might be solved or use IT simulations for decision making exercises such as crops, building a village, security; b) Pupils using some evidence produce some imaginative work on what it might have been like to first arrive and how those living here might have regarded them. Compare accounts to highlight how interpretations might vary.	Pictorial or written evidence of Saxons and Vikings; Imaginative writing.	
Children should learn:	**Final activity**		

▪ The main features regarding the chronology, reasons for invading and settling and the main features of these societies.	This final activity provides the children with the opportunity to reflect on the enquiry question and show what they have learnt throughout the enquiry particularly in relation to: a) The chronology; b) The reasons for migration; c) Differences between Saxons, Vikings and Scots They might wish to consider it through responding to the following overarching question: "Why did the Saxons, Vikings and Scots come to Britain" leading to an activity such as a whole class pageant or wall chart in the form of a timeline with diagrammatic representation of why different groups migrated.		

How will this enquiry help children to make progress in history?

The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to Anglo-Saxon and Viking England and Scotland at a local/regional, national and international level including specialist vocabulary through political, economic, social, religious and cultural perspectives. This awareness should include big picture/outline as well as depth based on more detailed analysis and case studies to show the distinctiveness.

How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- Saxon, Viking and Scottish settlers came from a range of places and sometimes travelled long distances. They contributed greatly to the make-up of this country;
- The Saxons arrived before the Vikings and the whole of the Saxon and Viking settlement lasted over central centuries;
- Often they arrived to raid but gradually settled;

Progression should also be achieved by increased confidence and competence in: ▪ Historical enquiry; ▪ Historical narrative and sequence and a sense of chronology and duration; ▪ Cause, consequence and motivation including imagining choices; ▪ Change, continuity, progression and regression; ▪ Comparison and contrast, similarity and difference, variety; ▪ An understanding of the nature and use of evidence.	▪ They came from a range of reasons partly because of pressure in their homelands but also because of the wealth expected from the new lands; ▪ There is a range of evidence to help us piece together the lives of Saxons, Vikings and Scots but there are many gaps in this evidence. Older and/or more able children could demonstrate a more in-depth understanding of this society by improving their ability with the general features of progression outlined in the teacher's handbook.
Points to highlight (Enquiry 1): a) It would be helpful to stress the inter-relatedness of the societies and how the UK consists of those from many backgrounds and places of origin all of which have made their contribution to this country; b) Encourage an enquiry approach with children making decisions and developing their understanding through using evidence; c) It would be useful to avoid the impression that these groups were all about conflict and feuding. The co-operative dimensions should also be emphasised; d) The concept of "Dark Ages" needs highlighting but also the	

fact that there is still a sizable amount of evidence available – that is still growing	

Enquiry 2: How well did the Anglo Saxon and Vikings get on with each other?		
LEARNING OBJECTIVES	**KEY CONTENT (INC KEY HISTORY SKILLS/VOCABULARY) AND SUGGESTED ACTIVITIES AND RECORDED WORK**	**SUGGESTED RESOURCES AND ASSESSMENT/NEXT STEPS/ICT LINKS**
Children should learn: ▪ The key events associated with the raids; ▪ Why Vikings caused so much fear; ▪ How Vikings were able to succeed; ▪ Saxon responses; ▪ Whether there are any similarities with today	How much fear did the Viking raids cause? a) Read stories of Viking raids, eg. Lindisfarne. Discuss why monasteries were such good places for Vikings to raid and how much fear the Viking raids must have instilled. Might also consider fear caused by Scots in north; b) Why were Vikings so successful – pupils work out reasons and evidence, eg. technological skills, seamanship. Travelled as far as Newfoundland and Russia. Pupils think about what the Saxons might have been able to do about it. c) How did Saxons organise themselves, eg. different kings and bretwalda. Emergence of Wessex. Pupils discuss why this was likely to help them against the Vikings; d) Discuss whether there are any parallels with racial tension today.	Contemporary accounts including Sagas, pictorial evidence; Accounts of archaeological discoveries, eg. Hutton Hoo; Facsimile artefacts; Reconstructions of longships and knarrs Film clips and reconstructions such as "The Vikings" or "The Longships", poems such as battle of Maldon; Stories, myths and legends such

		as Hengist and Horsa; King Arthur, Beowulf, Anglo Saxon riddles; Selective use of fiction, eg. Jill Paton Walsh, "The Woodwise" Reconstructed sites such as West Stow and Jorvik
Children should learn: ▪ The nature of the conflict between Saxons and Vikings; ▪ The contribution made by Alfred; ▪ The changing relationship between Saxons and Vikings including how and why the pendulum swung too and fro; ▪ The state of Britain on the eve of the Conquest.	With so much rivalry between Saxons and Vikings – who was more successful? a) Case study of Alfred – use evidence such as Gildas, Nennius, Anglo-Saxon Chronicle and images and depictions of Alfred to assess different views about Alfred and how and why they might differ. Produce "character sketches/obituaries" of his life drawing attention to developments in aspects such as towns, navy, army, roads, trade, laws, education. How effective do pupils consider the methods used by Alfred were, eg. burhs; b) Draw and explain the Danelaw and who was largely responsible for Viking success and failure (AEthelred). Discuss reasons for Viking success and failure. Reinforce timelines; c) Provide story about Athelstan. Get class to consider how important Athelstan was in shaping England;	Accounts of raids such as Anglo Saxon Chronicles; Beowulf; Extracts about Alfred from sources such as Gildas and Nennius; Later representations such as paintings and school textbooks; Maps Selective use of fiction such as "The Marsh King" or G Trease's, "Mist over Athelney"; Paintings such as of the Witan; Legends such as Cnut and Alfred and the Cakes

	d) Timelines to show events after Athelstan – drawing attention to further Viking raids and key figures such as Cnut – consider the legend as well as why he was so successful;, eg. his marriages, support of Church. Consider causation – why were Vikings successful in the later period; e) How were the Saxons able to triumph in the years before 1066 – Wessex and Godwinson but triumphs elsewhere such as Strongbow and the defeat of Hardrada. How Edwards the Confessor emerged as king. Pupils consider how strong kings were at this time compared to today.	

How will this enquiry help children to make progress in history?

The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to Anglo-Saxon and Viking Britain at a local/regional, national and international level including specialist vocabulary . This awareness should include big picture/outline as well as depth based on more detailed analysis and case studies to show the distinctiveness.

Progression should also be achieved by increased confidence and competence in:

- Acquisition of specialised vocabulary and terminology and

How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- Success is often not by accident but because of factors such as better technology, collaboration and getting support;
- Success is rarely permanent but can ebb and flow depending on circumstances;
- Some individuals are able to achieve much more than others;
- Not everything written about individuals and events is accurate or as it seems.
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reinforcement of that acquired earlier in a broader range of contexts; • Historical enquiry including posing questions. Constructing accounts including investigation, selection, organisation, effective communication including summarising and role playing situations. • Historical narrative and sequence and a sense of chronology and duration; • The ability to compare and contrast. • Cause, consequence and motivation including imagining choices, attitudes and motivation; • The contribution and significance of key individuals • Change, continuity, progression and regression; • An understanding of the nature and use of evidence and how this might lead to differing interpretations; • Understanding the parallels and contrasts between life then and today.	Older and/or more able children could demonstrate a more in-depth understanding of this society by improving their ability with the general features of progression outlined in the teacher's handbook.

Points to highlight (Enquiry 2):

a) It is worth putting considerable emphasis on the concepts of causation and interpretations in this enquiry particularly why some things succeed and others fail;
b) It is important to avoid a "black and white" image of good Saxons and bad Vikings;
c) The rivalry was not just an English affair – there was a British and international dimension especially the Vikings.

Enquiry 3: Was life better in Anglo Saxon or Viking Britain?		
LEARNING OBJECTIVES	**KEY CONTENT (INC KEY HISTORY SKILLS/VOCABULARY) AND SUGGESTED ACTIVITIES AND RECORDED WORK**	**SUGGESTED RESOURCES AND ASSESSMENT/NEXT STEPS/ICT LINKS**
Children should learn: ▪ The key features and differences about life in Saxon and Viking times; ▪ Attitudes and values held by Saxons and Vikings; ▪ The role of different groups and sections of the population; ▪ To make informed judgements about the quality of life for different groups.	**Was there much difference in the lives led by Saxons and Vikings?** a) Divide class into Saxon and Viking groups. Groups investigate life of their particular group such as Saxon/Viking farmers, warriors, women, children, slaves using a range of evidence such artefacts, pictures or IT to allow children to make deductions, eg. clothes, brooches, urns, crosses, cooking pots, coins, spinning and weaving. Could be based on a case study such as Sutton Hoo or a particular person such as AEthelflaed, AEthelburga, Abbess Hilda; b) Role play/reconstruct Saxon and Viking scenes such as life in a great hall; life in the village and field, houses, clothes, food, music, leisure, markets, trades, specialised areas; c) Stress other values and attitudes such as loyalty, kinship, honour and revenge and discuss differences with our feelings and beliefs today. Selective use of fiction such as C Walter	Contemporary accounts, pictorial evidence; Accounts of archaeological discoveries, eg. Hutton Hoo; Facsimile artefacts; Film clips and reconstructions such as "The Vikings" or "The Longships", poems such as battle of Maldon; Stories, myths and legends such as Hengist and Horsa; King Arthur, Beowulf, Anglo Saxon riddles; Selective use of fiction, eg. Jill Paton Walsh, "The Woodwise"

	Hodges, "The Namesake" (about kinship) d) Saxon and Viking laws and justice – pupils compare with today in terms of which was better and what have we learnt – oaths, wergild, jury, ordeals. How did types of crime compare hen and now; e) Plenary where the class decide on some of the main characteristics of the societies and different groups within in, making decisions on who had the most pleasant and challenging lives and what differences existed between Saxons and Vikings.	Reconstructed sites such as West Stow and Jorvik
Children should learn: ▪ The nature of religious life when the Saxons and Vikings first arrived; ▪ The nature of and reactions to the re-introduction of Christianity; ▪ How and why Christianity spread ▪ Appropriate terminology related to religious life.	**How important was religion to the Saxons and Vikings?** a) Provide information about paganism and the return of Christianity; b) Tell story of St Augustine linking to present day situations such as why we have an archbishop of Canterbury, evidence of Saxon Christianity such as monasteries, early churches, archaeological evidence, grave goods and religious artefacts. Stories of saints and missionaries such as Patrick, Columba, Aiden, Piran; c) Reconstruct/role play life in an early monastery using contemporary sources such as Bede; d) Pupils imagine how people might have responded to early Christians including the challenges faced by early Christian missionaries; e) Timeline and stories of how Christianity spread and developed, eg. early monasteries, Saxon churches,	Accounts of saints; Pictures or visits to sites such as early monasteries or churches; Extracts of stories and other fiction and poems such as C Walter Hodges, "The Namesake" Dictionaries and reference books.

	importance of church and kings such as Cnut and Edward the Confessor and Westminster Abbey	
▪		
Children should learn: ▪ The nature and significance of the Saxons and Vikings on their local community.	**What was it like around this area in Saxon and Viking times?** a) Using a range of material such as maps/placenames, local museum and archaeological evidence, local events/folklore, pupils make deductions about the nature of Saxon and Viking settlement; b) Make comparisons between the situation locally and nationally. Make judgements on how important the Saxons and Vikings were in the locality.	Local accounts, maps, placenames, archaeological evidence.
Children should learn: ▪ The key aspects of Saxon and Viking religion and society at a local and national level.	**Final activity** This final activity provides the children with the opportunity to reflect on the enquiry question and show what they have learnt throughout the enquiry particularly with regard to: a) The characteristic features of Saxon and Viking society including the evidence available; b) The conflict and co-operation between Saxons and Viking society; c) The role of religion in Saxon and Viking society;	

	d) The relevance of Saxons and Vikings to local society and history. This could be achieved through considering an answer to the overarching question, "how pleasant was it to live in Saxon and Viking Britain" in which they have to consider the pros and cons and come to a reasoned conclusion. Alternatively the class could be divided with one group considering the pleasantness and the other the unpleasantness.	

How will this enquiry help children to make progress in history?

The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to Anglo-Saxon and Viking England at a local/regional, national and international level including specialist vocabulary through political, economic, social, religious and cultural perspectives. This awareness should include big picture/outline as well as depth based on more detailed analysis and case studies to show the distinctiveness.

Progression should also be achieved by increased confidence and competence in:

- Acquisition of specialised vocabulary and terminology and

How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- Although there were many conflicts, both societies organised themselves into organised communities;
- Over time, the country became more organised ruled by those with larger amounts of land;
- These societies consisted of many different groups – rich and poor, with different jobs and lifestyles. Both societies produced some impressive resources and artefacts;
- The success of the societies was not solely due to men. Some women also made notable contributions;
- This period saw the return of Christianity and its growth;

Older and/or more able children could demonstrate a more in-

reinforcement of that acquired earlier in a broader range of contexts; • Historical enquiry including posing questions and fieldwork, Constructing accounts including investigation, selection, organisation, effective communication including summarising and role playing situations. • Historical narrative and sequence and a sense of chronology and duration; • Cause, consequence and motivation including imagining choices; • Change, continuity, progression and regression; • An understanding of the nature and use of evidence and how this might lead to differing interpretations • Making valid comparisons and contrasts	depth understanding of this society by improving their ability with the general features of progression outlined in the teacher's handbook.

Points to highlight (Enquiry 3):

a) It will be important to emphasise the positive contributions of these societies. It was not all bloodthirsty, destructive and chaotic;
b) A key feature is the variety – social classes, variety (it would be helpful if their own locality can be embraced). Care should be exercised to avoid stereotypes including the role of women;
c) Check to see that children do not believe that these societies exist in a vacuum, eg. That they built on earlier societies they have studied especially the Romans – the link with Christianity would be important there;
d) There are many aspects that could be covered. There may be benefit in dividing the class into groups researching a specific aspect such as "homes" or "children" and linking the enquiries through a display.

Enquiry 4: What did the Anglo Saxons and Vikings leave behind?		
LEARNING OBJECTIVES	**KEY CONTENT (INC KEY HISTORY SKILLS/VOCABULARY) AND SUGGESTED ACTIVITIES AND RECORDED WORK**	**SUGGESTED RESOURCES AND ASSESSMENT/NEXT STEPS/ICT LINKS**
Children should learn: ▪ The contribution of some key individuals; ▪ The reliability of some of the accounts of Saxons and Vikings.	**How far can we trust surviving evidence about the Saxons and Vikings?** a) Decide what makes a successful Saxon and Viking leader and whether it differs from a good leader today. Devise a class set of criteria; b) Introduce King Arthur. Get pupils to consider what messages it is trying to depict and how much truth they think there might be. Introduce evidence such as Cadbury and Tintagel; c) Case study of Cnut and different depictions to reflect achievements, wisdom and cruelty using myths and legends such as the waves;	Stories of King Arthur; Archaeological evidence/pictures of sites; Sources related to King Cnut including myths and legends; Examples of Saxon and Viking crime and punishment.
Children should learn: ▪ The key features of Saxon and Viking boats; ▪ The achievements of the Saxons and Vikings	**What did the Saxons and Vikings contribute to life at sea?** a) Reconstruct Saxon and/or Viking boats (such as that from Sutton Hoo or Gokstad) investigating the shape of the ship, how they may have been made, how they moved, how it protected those on board and imaginative work on life on board a ship;	Archaeological evidence; Sagas; Selective use of fiction and film such "The Longships"; Maps; Imaginative work.

at sea.	b) Investigate maps of where Vikings settled, eg. Greenland, Canada, France, Germany, Russia, Ireland and Turkey – discuss what challenges they would have faced on such long journeys – possibly using imaginative work rooted in evidence. Share accounts; c) Discuss what was there to admire about Saxon and Viking achievements at sea	
Children should learn: ▪ The evidence for the legacy of Saxons and Vikings; ▪ The specific contribution and legacy in a range of elements.	**How much from Saxon and Viking times do we use today?** a) Get class to consider where we might find evidence about Saxon and Viking life today and why much no longer exists; b) Provide a range of surviving evidence – including a visit if possible – eg. Saxon churches and Iona remains such as Offa's Dyke; Saxon towns such as London, Winchester or Viking settlements such as Jorvik. Pupils draw conclusions about what is close to today, what is partly and what is totally different; c) Pupils consider why we use money today. Show pictures or examples of Saxon and Roman coins and discuss similarity and difference with today. Also consider Viking use of measurements such as dozen and units of 12. d) Either investigate or tell pupils about law and order, eg. wergild and royal justice. Compare with today, whether there are any common elements and which systems of justice are preferable.	Visits or pictorial evidence including aerial photographs; Archaeological evidence such as the Cuerdale Hoard and other coins; Artefacts such as the Lindisfarne Gospels, Bede; Maps of towns then and now

Children should learn:	Final activity	
▪ The overall nature and specific contributions of Saxons and Vikings to the world today.	This final activity provides the children with the opportunity to reflect on the enquiry question and show what they have learnt throughout the enquiry particularly by considering: a) What might be different in their lives if the Saxons/Vikings had never arrived stressing landscape, parishes, manors, counties, law and order b) What were the main changes during the time the Saxons and Vikings were in this country – summarising some of the main successes and failures such as Offa, Alfred, Ethelred, Athelstan and Cnut; c) Whether it would have been better if the Saxons and Vikings had never come. They might want to do this through considering an overarching summative question which could be done through a pageant, a piece of extended work or an oral presentation related to "is there anything we should be thankful to the Saxons and Vikings for?"	

How will this enquiry help children to make progress in history?

The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to Anglo-Saxon and Viking England at a local/regional, national and international level including specialist vocabulary through political, economic, social, religious and cultural perspectives. This awareness should include big picture/outline as well as depth based on more detailed analysis and case studies to show the distinctiveness.

How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- The period produced some important individuals who made a key contribution to these societies and our knowledge of it including Alfred, Athelstan, Cnut and Bede;
- Both societies showed skills in areas such as technology and trade;
- Saxons and Vikings have left considerable evidence of their

Progression should also be achieved by increased confidence and competence in:

- Acquisition of specialised vocabulary and terminology and reinforcement of that acquired earlier in a broader range of contexts;
- Historical enquiry including posing questions and fieldwork, Constructing accounts including investigation, selection, organisation, effective communication including summarising and role playing situations.
- Historical narrative and sequence and a sense of chronology and duration;
- Cause, consequence and motivation including imagining choices;
- Change, continuity, progression and regression;
- Comparison and contrast, similarity and difference, variety including comparisons within the period and between then and now;
- An understanding of the nature and use of evidence and differences in interpretations/representations and reasons for them.

presence in the landscape and in the way we organise ourselves today;
- There were considerable differences as well as some similarities between Saxons and Vikings and between both groups and us today.

Older and/or more able children could demonstrate a more in-depth understanding of this society by improving their ability with the general features of progression outlined in the teacher's handbook.

Points to highlight (Enquiry 4):

a) It is important that the balance is right – whilst it is important that the children understand the continuity and contribution, there are also fundamental differences;

b) It is well worth checking that children do not leave this teaching scheme that these societies were inferior, stupid societies. It would be helpful if they see these societies as 3-dimensional and ideally have some respect for them and their achievements;

c) It is always valuable if children devise some criteria to help them make judgements about the success/failure or goodness/badness of individual kings. Encourage an approach where judgements are made but always backed up with some evidence;

d) It is well worth ascertaining that the chi

Barningham CEVC Primary School
Medium Term Planning- SUMMER
Science- Year 5/6
Physics-Light

Learning focus: Light

National Curriculum Learning Targets:

Support

- I identify sources of light, materials that transmit light and materials that reflect light.
- I can explain the importance of light in the world around me.

Expectations

- I can recognise that light appears to travel in straight lines
- I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Challenge

- I can explain how the human eye works.
- I can explain the dispersion of light.
- I can describe how some transparent materials bend light rays.

Working Scientifically
National Curriculum Skills Targets:

Expectations

- I can plan enquiries, including recognising and controlling variables where necessary
- I can take measurements, using a range of scientific equipment, with increasing accuracy and precision
- I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models
- I can report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.
- I can present findings in written form, displays and other presentations.
- I can use test results to make predictions to set up further comparative and fair tests.
- I can use simple models to describe scientific ideas
- I can identify scientific evidence that has been used to support or refute, ideas or arguments.

Challenge

- I can ask questions and develop lines of enquiry based on observations.
- I can make predictions using scientific knowledge and understanding.

Basic Skills Opportunities:

Literacy:

Non-Chronological reports of investigation work

Biography about Isaac Newton and his work on light.

Newspaper report on the construction of a new telescope (Current – Space telescope or Historical – Galileo's telescope)

Maths:

Using data loggers to measure light levels.

Using a protractor to measure angles of light rays in investigative work.

Plotting and interpreting line graphs of investigative data.

ICT:

To use data loggers to measure light levels.

To use excel to analyse data.

To use models and simulations to understand abstract ideas.

• I am beginning to talk about light as a wave – moving energy from one place to another.	• I can plan and design investigations and experiments to make observations and test predictions. • I can identify independent, dependent and control variables and other factors to be taken into account when collecting • evidence and data • I can select appropriate techniques, apparatus, and materials during fieldwork and laboratory work, working safely. • I can evaluate the reliability of methods and suggest possible improvements. • I can interpret observations and data. • I can present reasoned explanations.	**SMSC Opportunities:** Eye health – how to take care of our eyes. Community involvement – meet a local optician and find out about his/her work.
Investigation Ideas: Investigating light levels in the school/local environment – identifying sources. Data collection and bar graph analysis Investigating plane mirrors – ray diagrams Investigating curved mirrors – making careful observations What is the relationship between the distance from the object to the shadow and the size of the shadow? Data collection and line graph analysis Is it easier for light to travel through a thin	**Additional activities:** Using microscopes and telescopes and explaining how they work – What happens to the light? Monitoring light levels over a 24 hour period using the data loggers – analysing data. Monitoring light levels at increasing distance from a tree and linking to habitat work – what light levels do different plants and animals prefer. Eye tests – colour blindness tests – visit from an optician	**Websites and Resources:** • Torches/Ray boxes • Data loggers – light meters • Protractors and rulers • Prisms • Lenses (can make out of jelly) • Shoeboxes, greaseproof and black paper for pinhole camera (possibly photographic paper). • Microscopes – borrow from RMS • Telescope/binoculars • Materials to make shadow sticks • Mirrors – plane, concave/convex

transparent material or a think one? Investigating lenses and magnification Investigate the dispersion of light through a prism.	Optical illusions Research – How does the eye work? Trip to local secondary school for eye dissection. Research Isaac Newton's work on optics and the discovery that white light is made up of ROYGBIV. Pin hole camera – make and test.	• Metre rulers • Transparent/translucent and opaque materials • Coloured filters

Non-Statutory Guidance:

Pupils should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions.

Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).

Assessment Opportunities:

- Children can self assess and peer assess their progress in 'working scientifically' – in addition ongoing teacher assessment of skills using tracking sheet.
- End of topic assessment task to assess scientific knowledge gained and progress in scientific thinking.

Vocabulary List:

Reflect reflection shadow light ray transmit opaque transparent translucent emit absorb dispersion prism pupil retina iris optic nerve lens image cornea refraction mirror convex concave

Key Science Skills & Vocabulary:

Asking questions:
Level 2: with support- suggest own questions for investigation.
Level 3: ask questions independently and generate own ideas to explore through scientific enquiry.
Level 4: Ask questions and offer own ideas for a range of scientific enquiry. With support, improve focus of question to clarify scientific purpose.
Level 5: Ask questions and independently offers ideas for scientific enquiry, which have a clears scientific purpose.
Recognise scientific questions that do not have definitive answers.

Methods:
Level 2: Can decide independently from a list of simple questions some that can be answered practically and some that cannot.
Level 3: With support, can identify when to answer a question by carrying out a fair test and when evidence should be generated using other methods.
Level 4: Know when to answer a question by using a fair test method and when evidence should be generated in other ways (survey, diary, log, research).
Level 5: Independently identify appropriate methods to use to generate evidence.
Suggest solutions to problems or answer questions by drawing on abstract ideas or models.

Planning details:
Level 2: with support can describe the observations or measurements they might need to make. Spot when a plan will lead to an unfair test.
Level 3: In a fair test, identify what to keep the same and with support, plan for other variables.
Level 4: set up a far test controlling variables, what to change, measure or observe and what to keep the same.
Level 5: Recognise significant variables in investigations, selecting the most suitable to investigate.

Prediction:
Level 2: With support, predict what might happen during an investigation.
Level 3: spontaneously predict what might happen during an investigation and sometimes suggest reason why.
Level 4: predict outcomes and where appropriate sketch a graph showing the expected pattern in results. Justify their predications using scientific knowledge and understanding.
Level 5: Justify predictions using scientific knowledge and understanding.

Choosing equipment:
Level 2: choose appropriate equipment from a limited selection, with support from an adult.
Level 3: select from a wider range of equipment the best items to use in an investigation.
Level 4: select the most appropriate equipment to achieve the best results in a range of contexts.
Level 5: Explain why particular pieces of equipment or information sources are appropriate for the ideas or questions under investigation.

Using equipment:
Level 2: follow instructions for using equipment correctly and safely, sometimes working without adult support.
Level 3: use basic equipment correctly, safely and with increasing accuracy. Begin to deal with equipment failures independently.
Level 4: uses a wide range of equipment correctly, safely and accurately. Deal with most equipment difficulties independently before asking for help if necessary.
Level 5: Make and act on suggestions to control obvious risks to themselves and others.

Observations:

Level 2: make relevant observations. Take non standard measurements. Begin to use basic equipment for measuring length or mass in standard units.
Level 3: make relevant observation throughout an investigation. Use standard measuring equipment for quantities such as volume and temperature.
Level 4: choose to make a series of observations that will add the evidence collected while investigating. With support, take accurate readings or measuring equipment, recognising when to repeat them.
Level 5: Repeat sets of observations or measurements where appropriate, selecting suitable ranges and intervals.

Presenting evidence:
Level 2: use drawings and labels to present evidence. Use prepared tables and block graphs, including ICT forms.
Level 3: sometimes create own tables and bar charts, using ICT where appropriate. Interpret a line graph with support.
Level 4: selects the most appropriate way to present evidence. Creates own bar charts, tables and graphs.
Level 5: Decide on the most appropriate formats to present sets of scientific data, such as using line graphs for continuous variables.

Drawing conclusions:
Level 2: describe what has happened, making comparisons where appropriate. With support, can sequence results.
Level 3: independently make a general statement about simple patterns evident in a set of results.
Level 4: Make a comparative statement, describing the relationships between factors. Use scientific language effectively to communicate detailed analysis.
Level 5: Interpret data in a variety of formats, recognising obvious inconsistencies.
Draw valid conclusions that utilise more than one piece of supporting evidence, including numerical data and line graphs.

Comparing results:
Level 2: say whether what has happened was expected. With support make further predictions based on actual results and in familiar contexts.
Level 3: make further predictions based on actual results and in familiar contexts.
Level 4: with support, makes further predictions based on existing results. Uses predictions to explore the likely pattern of data that would be generated by any further practical investigation.
Level 5:Make further predictions from results and use these to test out the likely pattern in data that would be generated by any further practical investigation.

Explaining evidence:
Level 2: recognise the link between cause and effect in simple, familiar situations. Begins to notice simple patterns in results.
Level 3: provide explanations for simple patterns in results, referring to everyday experiences in explaining reasoning.
Level 4: relate explanations of patterns in results to scientific knowledge and understanding and make generalisations about what evidence indicates.
Level 5: Provide straightforward explanations for differences in repeated observations or measurements,

Evaluation:
Level 2: review their work and recognise some of the difficulties encountered. With support, suggest how these might have been avoided.
Level 3: suggest how an enquiry, of their own and others, might be improved. With support, recognise some of the limitations and significance of evidence.
Level 4: suggest how much to trust results. Explain why similar enquiries yield different results. With support, considers the spread of repeated measurements and recognise some limitations of their evidence.
Level 5: Identify how much to trust results and justify decisions. Consider the spread of repeated measurements. Recognise some of the limitations of their evidence.
Evaluate the effectiveness of their working methods, making practical suggestions for improving them.

Medium Term Plan- SUMMER
Year 5/6
RE- Hinduism

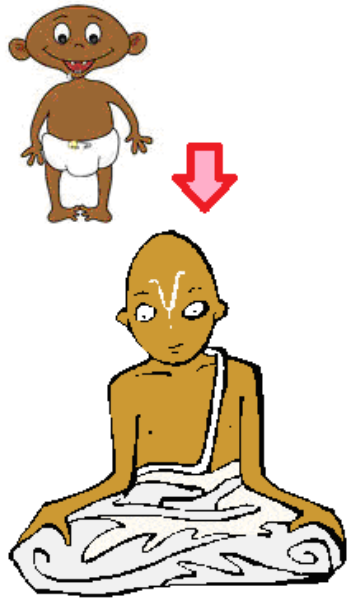
Lesson Title, Learning Objective(s) & Key RE skills and vocab	Teaching and learning (whole class and differentiated group/individual work)	Resources	Assessment - Reflection

1. HINDUISM A journey to India	To be able to understand how Hinduism began. To be able to explain why Hinduism is a varied a religion.	<u>Starter:</u> • Guess the topic, pupils to guess what the unit of study is – clues on power point slide. <u>Tasks:</u> 1. Introduction to India and the birth place of Hinduism from the Indus Valley Civilisation and a founder unknown. *Hinduism has its roots in an ancient civilisation known as the Indus Valley Civilisation which flourished between 3500 and 1500BCE. The civilisation ended around the same time a nomadic people called the Aryans arrived in India. Hinduism developed from the religious ideas of both peoples and therefore there is no one founder.* *Hinduism is the oldest of the world's living religions and there are over 750 million Hindus in the world today. Hindus do not call their religion 'Hinduism', but refer to it simply as **sanatana dharma**. This means 'eternal teaching', 'eternal law' or 'eternal truths'.* 2. Hinduism is a varied religion. *Hinduism was not founded by an individual person and it developed slowly over a long period of time. For these reasons it is a varied religion.*  - Reading on '**The blind men and the Elephant'.** - *All the men are right but only in part; they were telling part of the whole truth. Like the elephant, Hinduism too is made up of very many different parts. For Hindus, though beneath all the variety there is one unchanging reality. This is called **Brahman**.* <u>Plenary:</u> • Think / Pair / Share • Odd one out • True / False	• PowerPoint 1 – Introductions to India • Act out or experiment with different truth perspectives through the story: Mystery bag of items. • PowerPoint presentation of the Elephant/ Blind men story and questions. • Six Blind Men – YouTube clip **http://www.youtube.com/watch?v=iBqgr5xZLzo** • p6 or 34– Introducing Hinduism, Sue Penney Text Book 	Q: Is the elephant like everything around us, what truths do you have? Q: Do different people see things in different ways, why? Q: Is what we learn at school only one version of a story? What have you learned? 1. About your own thoughts? 2. About different people in your class? 3. About different people in the world?

2. HINDUISM Beliefs about God	To be able to explain what the Trimurti is. To be able to explain why there so many Gods. To be able to explain why people believe in different gods, what they know.	<u>Starter:</u> • Review lesson 1; important ideas about truth perspectives. Q: What is God? Ideas bank – describing words, imagery, experience. <u>Tasks:</u> 1. What is God like? 2. Brahman (gods and goddesses or avatars) Images of God. *Brahman most commonly refers to an unchanging ultimate reality which many Hindus believe exists beyond the ever-changing, everyday world of appearances.* *Legend has it that a wise man taught his son about Brahman by asking him first to put some salt in water and then to take it out again. Of course, the salt dissolved and the son could not take it out. His father told him that the presence of Brahman in the world is like the salt in the water; invisible but everywhere.*  3. This is the sacred symbol and sound "Aum" or "Om" which is Brahman. *There are many explanations of its meaning but they all lead to Brahman.* 4. Who are the Trimurti? *There are three gods which Hindus believe are most important collectively called the* ***Trimurti.****.* ***Brahma*** *(the creator),* ***Vishnu*** *(the preserver) and* ***Shiva*** *(the destroyer). They work together in a never-ending pattern.* - The perfect Garden storyboard. – imagine such a beautiful garden place, use each of the Trimurti gods and explain how the garden comes into being and regenerates, how it is tended to and all that dies and extinguishes is destroyed to keep the garden perfect. - Russian Dolls exercise, what elements of you can be separated and described? Q: Explain how the three gods work together?	• PowerPoint • Act out the salt into water in groups for further reflection • Sue Penney Foundation Issue: Hinduism books p8 - 11 • Encyclopaedia of Religions: Hinduism p14-15 • Hindu Top Trumps: Hindu Gods game • Class Clips 3632 – Hindu beliefs about God http://www.bbc.co.uk/learningzone/clips/hindu-beliefs-about-god/3632.html • Class Clips 4796 – Explanation of Hindu gods http://www.bbc.co.uk/learningzone/clips/explanation-of-the-hindu-gods/4796.html 	Q: How can our ideas about God be so different and so similar? Brahman is likened to salt dissolving in water; Q1: Why do you think this is a particularly useful illustration? Q:2 Can you think of your own 'word picture' to illustrate this idea?

3 HINDUISM Beliefs about God the Creator	To be able to explore the Hindu concept of God as creator. What part do believers say God played in Creation? To be able to explain and think about how I think the world should be treated.	<u>Starter:</u> • Q: What makes up the world around us? Q: What elements are unique and specially designed? Q: How was the world created? Q: How do you make sense of the existence of the world? <u>Tasks:</u> 1. Brahman and the creation story – Students should illustrate in their own words and pictures the creations story according to followers of Hinduism. How were human beings created? *Before the world, before the sky, before space, there was nothing but ocean: a flat, rolling lake that lapped the edges of emptiness and the void beyond. Floating on the water was a giant snake: Ananta, the Serpent King. In his coils, eyes closed, undisturbed, lay the Lord Vishnu. God, asleep. Water, snake, god: nothing moved. Stillness…perfection.* *Then in the deepest recesses of the world, a sound began. A slow*  *gathering, a humming, a throbbing. It grew and pulsed and filled the emptiness: a power, an urge, a throbbing itch of energy. It billowed and gathered into a single echoing syllable, folding in on itself endlessly, endlessly, like a beating heart: OM…..OM……OM……OM….*	• PowerPoint • The Hindu creation story worksheet • Sue Penney Foundation Issue: Hinduism books • Story board with fill in the gaps or a more ridged framework • Class Clips 8377 – The Bishnoi Hindus, protectors of nature **http://www.bbc.co.uk/learningzone/clips/hindu-bishnoi/8377.html** • Class Clips 8377 –Hindus and the environment **http://www.bbc.co.uk/learningzone/clips/hindus-and-the-environment/3630.html** • Class Clips 8377 –Hindus and Christians on the environment **http://www.bbc.co.uk/learningzone/clips/a-short-history-of-the-environment/3160.html**	Q: What do religions teach about the Earth? <u>Reflection:</u> For Hindus, God is not outside nature. All living things are regarded as **sacred** because they are all part of God. Since nature is sacred it is good in itself, and should be treated with **respect** and **compassion**. It is not to be manipulated, polluted, exploited or depleted. Flowers represent the beauty and bounty of nature. They play an important part in Hindu worship.  "I am a **vegetarian** because of my religion which teaches me that the divine spirit is in everything; human, animal, rivers, trees and mountains. To respect God I have to respect the world."

4 HINDUISM The story of the gods?	To be able to explore the stories of the gods (avatars). To be able to explain how we could live in a world of darkness and light.	Starter: • Explore the idea of an avatar, look at the forms of Vishnu – Rama and Krishna Tasks: Q: Why do we express our beliefs in story? Q: Why do we enjoy religious stories? 1. Explore the story of the Ramayana and or Krishna. - Video 'Religions around the world' – Hinduism, Ramayana and Krishna - Write a short story where good wins over evil. - Create a story cube and assemble - Retell the story and illustrate - Create a dance to illustrate the most important message of the story for Hindus  *The Ramayana is the poem of Rama and his wife Sita. They are the ideal couple and the story tells of how Rama rescues his kidnapped wife from the evil demon king Ravana. This victory is seen by many Hindus as the triumph of good over evil.* The story explains how Vishnu and the other gods walk upon the earth to protect its goodness. Plenary: • From the **Bhagavad Gita,** Krishna reveals: *'Whenever the Sacred Law falls, and evil raises its head, I take embodied birth. To guard the righteous, to root our sinners, and to establish the Sacred Law, I am born from age to age.'*	• PowerPoint • Teacher Resource: http://www.youtube.com/watch?v=-tKT-dKp07M • Animated virtual stories from Hinduism; pictures and narration: Rama and Sita http://www.bl.uk/learning/cult/sacred/stories/ • Video – Religions of the World, Our World Faiths animated. - Ramayana OR - Krishna • YouTube – Avatar clip http://www.youtube.com/watch?v=1QEFrI-D_3c&feature=related http://www.youtube.com/watch?v=x2UlEGC2lkk&feature=related • Class Clips 3624 – Rama and Sita http://www.bbc.co.uk/learningzone/clips/rama-and-sita/3624.html • The Mahabharata http://kids.asiasociety.org/stories/mahabharata	Research another god or goddess; Ganesha, Shiva Hanuman, Kali, Durga, Lakshmi: http://www.sanatansociety.org/hindu_gods_and_goddesses.htm Research another of Vishnu's avatars and their stories. http://www.youtube.com/watch?v=hTk37Km8JKw&feature=related http://www.youtube.com/watch?v=hPQFx6gyDaI&feature=related Q: What form has Vishnu taken, Draw a simple picture. Q: What did the avatar of Vishnu do? Q: What does this avatar tell us about Vishnu and that of Brahman? Q: What does the story tell us about God, about ourselves and about the world? Hmwk/ Assessment Question: Is Hinduism and religion of one God or many?

5 HINDUISM Living a Hindu life a) Birth customs and the sacred thread ceremony	To be able to explore what special occasions happen when joining Hinduism. To be able to explain why religions mark important moments.	<u>Starter:</u> • What special occasions or ceremonies have you been through? (Religious, non-religious, rites of passage) Q: Discuss what effect have they had on you? Have they changed you in any way (physically, mentally, spiritually)? Q: Discuss whether other people treat you differently having been through an important ceremony? Q: Discuss why these ceremonies are important? <u>Tasks:</u> 1. Read p42-43 Hinduism Textbook; Sue Penney - What is a special ceremony? - Outline what **samskars** are. - Write down the key elements of the **birth, naming** and **sacred thread** ceremonies using correct vocabulary, full sentences and detail. - Give reasons why these religious ceremonies are important and what Hindus believe about them. - Reading horoscopes, what does is say about us and what lies in store in the future. 2. Watch the BBC Class clips; jot down important things said about these ceremonies and any other details different to those in the textbooks. 3. Imagine you have attended one of these rituals for a baby/ child. Write a letter about it to someone you know. - What happened? - What did it mean? - The thoughts and feelings of the people there (especially the parents). - Your thoughts and feelings at being there. 4. Create a card to express the sentiment of one ceremony studied. - Draw beautiful designs, images and symbols for the front cover. - Write a well wishing note to the recipient <u>Plenary:</u> • Spider-diagram: List the key elements at the centre of any special ceremony, religious, non-religious. ॐ Being together, gathering, community, belonging	• p42/3 – Introducing Hinduism, Sue Penney Text Book • Class Clips 5920 - Hindu ceremonies, birth, naming, sacred thread. http://www.bbc.co.uk/learningzone/clips/hindu-ceremonies/5920.html	Q: Why do we make important moments? Q: Why are babies and children so important? Q: Why is celebrating birth important? Q: How do religious ceremonies help us to explore what life means? 

6 HINDUISM Living a Hindu life b) Karma; actions and deeds	**To be able to explain how a Hindu lives a good Hindu life.**	Starter: • The Soul? Close you eyes and with your finger point to where your mind is, point to your heart, and point to your soul. - Suggest that the brain is a complex mass; 1.5kg of blood and nerve cells, that your heart is a muscular pump the same size as your fist….so where is your 'self', what makes us unique? Some scientists argue that we are nothing but a mix of chemicals, bones, muscles and organs. However, both religious and non-religious people believe that humans are much more than the physical body and that we have something special….a spirit, soul or self. Our soul is our self. *Hindus call the soul, the **Atman** and Hinduism teaches that each living being has a soul. The Atman is part of **Brahman.** (Our **individual soul** is part of a **universal soul.**)* Tasks: 1. Q: Why are people so concerned with how to live? Q: How do people live a good life? – A few key rules, laws or attitudes to help people to do this. 2. Read p22-23 Hinduism Textbook; Sue Penney - Write down the key vocabulary: **Atman, Dharma, Karma, Moksha, Samsara.** - Illustrate important Hindu beliefs about karma, reincarnation and samsara in diagram. 3. Q: What do you think about the idea that the way we live now affects what will happen to us? 4. Design and play a snakes and ladders karma game Plenary: • Prayer; devise a prayer about living life to the glory of God, of absolute goodness, actions/deeds etc…	• PowerPoint • Sue Penney Foundation Issue: Hinduism books p22 • Snakes and ladders game boards • YouTube – My name is Earl http://www.youtube.com/watch?v=LyAKsyDN_04 	Q: How can our belief about living life be so different and so similar? Q: How does God want us to live? Q: Is there life after death? Q: What is the meaning of life?

7 HINDUISM Living a Hindu life c) Ways of Worship: In the home	To be able to explore how Hindus worship. To be able to explain and explore how we express our beliefs in ritual and sacred spaces.	<u>Starter:</u> • Discuss: Q: What is worship and what are the aims of worship? <u>Tasks:</u> 1. Q: Why might worshiping with family be important? 2. Q: Why might dedicating a space for God in our homes be important for believers? 3. Q: What objects would help you to worship God? 4. Q: How and what responsibility do you think it requires to maintain a shrine? - Read p16-17 Hinduism Textbook; Sue Penney. Write down the key vocabulary **Puja, Shrine, Murti.** - Complete questions 1-4 of the textbook. - Complete the diagram; draw and label the puja tray and shrine worksheet. - Q:Why is doing ordinary tasks worship for Hindus? - Demonstrate the elements of the puja; re-enact and explain with a theatre of learning using music, incense, objects, religious quotations. - **Make a shrine:** Using a shoe box, students could make a space fit for worship; add illustrations or objects to help them with the aims of worship reflecting on Hindu ideas and practices.  ***Puja,*** *Hindu worship, make take place in a temple or at home. Puja at home tends to bring together the whole family. It takes place before the family shrine usually decorated with pictures and statues of the* ***gods.*** *The family members light a lamp and pray together each day at the shrine. A family will choose gods to worship depending on their family background but their worship may take their focus onward to understand* ***Brahman.*** *Objects in the shrine appeal to the five senses of sight, sound, smell, taste,	• PowerPoint • Teacher/ student resource website and activities: Puja **http://www.asia.si.edu/pujaonline/puja/background.html** • p16-17 – Introducing Hinduism, Sue Penney Text Book • Class Clips 4799 – Puja at Home **http://www.bbc.co.uk/learningzone/clips/puja/4799.html** • Class Clips 5918 – Prayer at home **http://www.bbc.co.uk/learningzone/clips/hindu-prayer-at-home/5918.html** • **Make a shrine**: suggested equip a. Shoe box b. Coloured paper, card c. Colouring pens, felts d. Glue e. Candle, tea light f. Material, cloth g. Incense sticks	<u>Reflective Hindu prayers:</u> **1. The Bhagavad Gita 9: 26:** 'If anyone offers me A leaf, flower, fruit or water with devotion, I accept that gift from the giver who gives himself.' **2. Rig Veda 3. 6. 10:** 'We meditate on the glorious light of God. May it inspire our minds.' **3. The Upanishads 1.1. 28:** 'Om! From untruth lead us to truth, from darkness lead us to light, from death lead us to immortality.' Q: How do words, thoughts and actions help us to worship God? Q: How do sacred spaces help us love and respect God? Q: What are the similarities and differences in my worship to a Hindus worship?

8 HINDUISM Living a Hindu life d) Worship and Meditation	To be able to explain what meditation and yoga is and its purpose. To be able to explain how Hindus use deep reflection.	Starter: • Gather students in a circle sitting around the classroom/ on the floor. * If possible space take them to the chapel or theatre. Discuss: Q: What do they know about reflection, meditation, yoga? Q: What are the aims of such actions? Q: How and why does a Hindu use meditation? • Prepare students to involve them in a guided meditation. • Light incense sticks and or candles for focus Tasks: 1. **Calming and Breathing** **a.** Gather the children to sit cross legged on the cushions, left palm over the right palm; b. Keep the back straight and also relaxed as that will allow a natural flow of energy up and down the spine; c. Have the children close their eyes; d. Practise deep breathing for a few moments, e. Breathe in to a count of three, hold the breath and breathe out to a count of three; f. As you breathe, you breathe in fresh energy, love, joy and peace. They are entering and spreading throughout your body. g. As you breathe out, imagine any negative feelings — sadness, boredom, anger or tiredness — coming out through your nose and leaving your body and disappearing. Once the children's bodies, emotions and minds are quiet, they are ready for the fourth step: true meditation -turning inside for their own answers and wisdom. Guide the children to expand their imagination and awareness through guided imagery. 2. .....Guided Meditation..... 3. **Activity, productive awakening** • Slowly bring your attention back to your body. Feel all your body parts. Slowly wriggle your fingers and toes. Rotate your head. When you are ready, slowly open your eyes. 5. **Grounding:**	• Adapted meditation. http://www.buddhanet.net/e-learning/buddhism/meditate/light.htm	Q: What have you enjoyed about the meditation? Q: What did you learn from the meditation?

Please remember
When you are speaking, you will do so in a very slow, relaxed voice, pausing to let the scene sink in, so that the child, whose eyes are closed and who is focusing inward, can easily visualise and feel the scene. The way you use your voice is very important. You will find it best to drop your voice by a few tones, speaking more and more slowly, with a soothing quality.

Guided Light meditation:

Imagine that you are a tiny tea light candle. Someone walks toward you and lights your wick. You are now giving out a small glow of orange light. Slowly, your whole body becomes an orange colour. Feel yourself giving out warm orange light. Someone lifts you up and places you on the shrine table.

Your warm orange light is like the brightness of wisdom. You are now shining brightly, as bright as you can be, to drive away the darkness of ignorance. Your light symbolizes the God's teachings. His teachings help and guide us when we are in darkness. When we do unkind deeds and get angry, it is as if we are in darkness. We need the light of the God's teachings to help us.

Your light helps to remind people not to remain in darkness but to brighten themselves with God's teachings.

You are the bright orange light. Feel yourself expanding, your light going out further and further, until it shines through the whole temple, then further until it shines through the whole country, and still further until it covers the whole world. You are as big as the whole world and your light breaks through all the darkness and shines out in every direction. Your light of wisdom is touching all of space. Continue giving out orange light in every direction.

9 HINDUISM Living a Hindu life e) Ways of Worship: In the Temple	To be able to explore where and how Hindus worship. To be able to explain how being together helps to express our beliefs.	<u>Starter:</u> • Everyone has a special place; these are our own spaces and they matter a lot: our own room, corner, school desk or somewhere that doesn't belong to us but where we can go to be ourselves. Theses spaces provide us with many things, a place to **do** things, a space to simply **be.** Q: What are some of your special places? Q: What do the places/ space allow you to do or be? Q: Why is this place and what it offers important to you? Q: Do you share any important places with others, a space to be together and not alone? <u>Tasks:</u> Q: why do religious believers gather together to worship and express their beliefs? **http://www.bbc.co.uk/learningzone/clips/worship-in-a-hindu-shrine/3619.html** 1. Read p18-19 Hinduism Textbook; Sue Penney. Write down the key vocabulary **Mandir, etc.**  - Complete questions 1-3 of the textbook. - Design a building suitable for use as a mandir; a place to worship God. 2. Watch RE online video: make notes about special places, actions, beliefs, rewards. **http://pow.reonline.org.uk/hinduism_video.htm** 3. Make a rangoli pattern. *A **rangoli** is a colourful design made on the floor near the entrance to a house to welcome guests. Rangoli patterns are traditionally drawn with the fingers using flour, rice grains or **coloured chalk.*** *The Rangoli pattern can be square, rectangular or circular – or a mix of all three. They are often symmetrical. Rangoli motifs are usually taken from nature.*	• PowerPoint • Teacher/ student resource website and activities: Temple worship, video at the bottom **http://www.asia.si.edu/pujaonline/puja/temples.html** • Sue Penney Foundation Issue: Hinduism books p18/19 • Video – Around the World in 80 Faiths: Hindu worship • RE online – Inside the Hindu Mandir. 10 min aprox, narrated exploration of worship and beliefs at the Mandir. **http://pow.reonline.org.uk/hinduism_video.htm** • Class Clips 3619 – Hindu temple worship **http://www.bbc.co.uk/learningzone/clips/worship-in-a-hindu-shrine/3619.html** • **Rangoli patters:** suggested equip a. Coloured chalk b. Coloured paper, concrete floor • Class Clips 6547 – Hindu temple opened **http://www.bbc.co.uk/learni**	 Q: How does being together help to express our beliefs? Q: Why is having a special place important? (individual or communal)

10 HINDUISM Festivals and celebrations f) Diwali/ Holi/ Kumbha Mela/ Durga festivals etc…. Interfaith calendar: **http://www.bbc.co.uk/religion/tools/calendar/faith.shtml?hindu**	To be able to explore what pilgrimage is and explore an important Hindu festival, place, time, or space. To be able to explain how being together helps to express our beliefs.	Starter: • Everyone looks forward to a time of great importance; they mark new beginnings like a New Year, remember key stories of God or people of God, they maybe once in a life time journeys that can be a pilgrimage for both the outside body and inner spirit. All have a lasting importance for believers. Q: What are your favourite times of the year, festivals, why? Q: What's so special about India for Hindus? Q: What is a festival? Q: What is a pilgrimage? Tasks: * (ICT opportunities) 1. Research a special Hindu festival. p28- 33 Hinduism Textbook, Sue Penney. Q: For what reasons do people go on a pilgrimage? Q: What do believers do on a pilgrimage? - Illustrate in a flow chart the preparations and activities made for a particular festival. Use words, pictures and sequence the special events. - Draw a living graph about a particular pilgrimage; what emotions are they feeling, what are they doing, what journey are they making? - In pairs: Design a PowerPoint presentation of a Hindu festival or pilgrimage. Share your knowledge with the class. - Design a rangoli pattern for a particular festival Plenary: - Refer back to lesson objectives. Students to self assess using traffic light system (or thumbs up/down/sidewards).	• Teacher/ student resource website on pilgrimage and special places **http://hinduism.iskcon.com/practice/501.htm** • Class Clips 4795 – Diwali, Ramayana and new beginnings **http://www.bbc.co.uk/learningzone/clips/diwali-and-new-beginnings/4794.html** • Class Clips 4788 – Diwali and lakshmi **http://www.bbc.co.uk/learningzone/clips/the-diwali-festival-and-its-significance/4788.html** • Class Clips 3575 – Diwali **http://www.bbc.co.uk/learningzone/clips/kamyas-diwali/3575.html** • Class Clips 8351 – Hindu Durga festival **http://www.bbc.co.uk/learningzone/clips/hindu-durga-festival-in-india/8351.html** • BBC Clip – Kumbha Mela **http://news.bbc.co.uk/player/nol/newsid_6270000/newsid_6277500/6277555.stm?bw=bb&mp=wm&news=1&nol_storyid=6277555&bbcws=1**	Q: What similarities and differences are there from Hindu festivals/ pilgrimages and my own? Q: Why do we go to places that have special meaning? Q: How do public displays of faith help to express our identity/ beliefs/ community?

11 HINDUISM Living a Hindu life g) love; an arranged commitment	To be able to explore and explain what happens at a Hindu Wedding. To be able to explore what special ceremonies say about what is most important.	<u>Starter:</u> • Discuss; What is love? How is it expressed? What key moments show love? • Word association game: love, marriage, wedding  <u>Tasks:</u> 2. Read p44-45 Hinduism Textbooks; Sue Penney - Define **Marriage, Wedding, Arranged marriage.** - Complete questions 1-4. 3. Watch Apu's Wedding in the Simpsons. 4. Read and complete the Hindu Marriage worksheet. 5. Demonstrate the elements of the Hindu wedding; re-enact and explain with a theatre of learning using music, incense, objects, religious quotations. - see p175-176 of Making RE Make Sense (DRY) * students could be sent to a particular teacher for this lesson and produce a questions to ask list. (Room for an outside speaker in the future or a trip to the Mandir) Q: What are the advantages and disadvantages of your parents choosing you a suitable partner? Q: Although Hindu marriages are arranged, tradition insists that the couple should enter their marriage freely. Why do you think that this is so important? <u>Plenary:</u> • Hot seating 2: teacher asks the questions of the pupil, other pupils agree, disagree or sit on the fence using thumbs up/down/sidewards. • List 3 things your neighbour has learnt today.	• PowerPoint • p44-45 Hinduism Textbook; Sue Penney • Making RE Make Sense; section 13, teaching about Hinduism • Hindu Wedding worksheet and questions • The Simpsons - Apu's arranged wedding. **Season 9 episode 7: The Two Mrs.** * *Clip slightly fuzzy in parts: 20 min in full.* http://www.iwatchsimpsonsonline.com/s09e07-the-two-mrs-nahasapeemapetilons/ • East is East – Wedding clips, Islamic/Asian arranged marriage http://www.youtube.com/watch?v=yfoqUYoKwfQ&feature=related • Class Clips 3623 – Hindu Marriage http://www.bbc.co.uk/learningzone/clips/hindu-marriage/3623.html	Q: Why do married Hindu couples want to be like Rama and Sita to each other? Q: What are the advantages and disadvantages of an arranged marriage? Q: What is the most important part of a marriage/ wedding? Q: Identify and explain what is most important about weddings (religious / non-religious)? a) Marking important moments. b) Expressing beliefs c) Traditions and ritual d) Being together, family and community <u>Marriage vows:</u> 'I am the wind and you are the melody. I am the melody and you are the words.' 'Into my will I take thy heart.'

12 HINDUISM Living a Hindu life g) Death customs	**To be able to explain w**hat Hindus believe about death and beyond.	Starter: • Discuss: Have you attended a funeral, what were some of your thoughts, feelings, beliefs, actions? • Q: Why is marking the end to someone's life important? • Post-it; write down questions you have about death, Hindu beliefs about rebirth, death etc…place them on the board for plenary review. Tasks: 1. Read p44-45 Hinduism Textbooks; Sue Penney - Define **Cremation, Funeral pyre, shroud.** - Complete questions 1-4. Q: What part to families play in the death of a relative? Q: When does the soul discard one body and take another? Q: What is the Hindu relationship between the body and soul? *Explaining rebirth; **The Bhagavad Gita** says:* 'As a man puts off his worn out clothes and, puts on new ones, so the embodied (living) soul puts off worn out bodies, and goes to others that are new.' 2. Recap ideas about the soul: ***Samsara:** The cycle of birth, death and rebirth which controls all of life. If one is righteous and dutiful a living being can open the door to breaking the cycle of samsara and reaching **liberation**.* ***Moksha:** When the cycle of samsara is broken the soul can be liberated. This journey is essential as souls travel through various lives to overcome the temptations of the world.* Q: What is liberation? 3. Create a living graph and plot the journey of a living soul through 3 lives and liberation. Plot deeds, emotions etc that evaluate Hindu beliefs about the cycle of samsara and moksha. 4. Read the 'state of moksha' and discuss the Hindu beliefs abou an end to death. Plenary: • Review, answer the questions set at the start on a "post-it":	• PowerPoint • Class Clips 3626 – Death in Hinduism http://www.bbc.co.uk/learningzone/clips/death-in-hinduism/3626.html • Class Clips 8376 – Living amongst the death: Around the World in 80 faiths http://www.bbc.co.uk/learningzone/clips/hindu-aghori/8376.html • Animated virtual stories from Hinduism; pictures and narration: Natchiketa and Yama http://www.bl.uk/learning/cult/sacred/stories/	Q: Is death the end? Q: Is there life after death? Q: Is death a sad or hopeful occasion for a Hindu? Q: Can death be seen as a welcomed release from life?

The state of moksha:

The soul that passes through the heavenly door arrives at the world of the gods…it casts away the works of good and evil…the soul arrives at the place that is invincible, the home that is beyond improvement, the throne that is supremely luminous. Here sits the Supreme Being and asks, Who art thou? He replies, What thou art, I am. Who am I? The Real? What is the Real? It embraces the universe. Thou art the

Hope for the flowers by Trina Paulus:

"How does one become a butterfly?" she asked pensively.
"You must want to fly so much that you are willing to give up being a caterpillar."
"You mean to die?!" asked Yellow, remembering others…
"Yes and No" he answered. "What looks like you will die but what's really you will still live. Life is changed, not taken away. Isn't that different from those who die without ever becoming butterflies?"

12 HINDUISM EVALUATIONS	To be able to state what I have learned about Hinduism and Hindu believers. To be able to explain what I have learnt about myself from Hinduism and Hindu believers.	Evaluations questions and review • See coloured evaluations bubbles sheet…Students choose several questions to answer on their studies and development: Eg. Q: What has been the most interesting aspect of your study? Why? Q: What has been challenging, what would you do differently? Why? Q: What has been something you have changed your mind about? Why? Q: What advice would you give to someone starting this module? Why? • Write a diary entry to express your ideas about the module. • Create a 'Little book of' Hinduism – A5 booklets to match areas of study. • Module test • Comparative religions assignment; looking at an aspect of religious life. Eg. 1. Beliefs about God 2. Religious observance/ way of life 3. Rites of passage 4. Birth/ death customs 5. Cycle of life and death 6. Marriage 7. Religious festivals 8. Search for truth  	• Evaluation bubbles • Modular test (possible)	Q: What have you learned about Hinduism and Hindu believers? Q: What have you learned about yourself from your study?

Learning about religion

Level 2:

I can use religious words and phrases to identify some features of religion and its importance to some people.

I begin to show awareness of similarities in religions

I can retell religious stories and suggest meanings for religious actions and symbols

I identify how religion is expressed in different ways.

I can identify some religious artefacts and symbols.

Level 3:

I can use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. (including special clothes, food, artefacts etc.)

I make links between beliefs and sources, including religious stories and sacred texts.

I begin to identify the impact religion has on believers' lives.

I describe some forms of religious expression

Level 4:

I use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.

I describe some similarities and differences both within and between religions. E.g. places of worship, special books, praying

I describe the impact of religion on people's lives.

I suggest meanings for a range of forms of religious expression.

I can show that I understand three or more things that are
sacred to Muslims, Christians or Buddhists.

Level 5:

I use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. (e.g I can make a link between and discuss a Bible verse and the impact it might have on a Christian.-The Parables, Psalms, 10 Commandments)

I describe why people belong to religions.

I understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this.

I explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions

Learning from religion

Level 2:
I can ask, and respond sensitively to, questions about my own and others' experiences and feelings.
I recognise that some questions cause people to wonder and are difficult to answer.
In relation to matters of right and wrong, I recognise my own values and those of others
I can explore and understand how religious beliefs can be expressed through senses, symbols and pictures
Level 3:
I identify what influences me, making links between aspects of my own and others' experiences.
I ask important questions about religion and beliefs, making links between my own and others' responses, lives and beliefs.
I make links between values and commitments, and my own attitudes and behaviour.
I respect that people have different religious beliefs
Level 4:
I raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments.
I apply my ideas to my own and other people's lives.
I describe what inspires and influences myself and others.
I can apply the principles of a religious idea in my own life
Level 5:
I ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to my own and others' lives.
I explain what inspires and influences me, expressing my own and others' views on the challenges of belonging to a religion.

<u>Learning Themes:</u>
1. Beliefs and Questions- What key beliefs people hold about God,
the world and humans
2. Inspirational People- Why some figures, e.g. founders, leaders
and teachers, inspire religious believers
3. Teachings and Authority- What sacred texts and other sources say
about God, the world and human life
4. Religion and the Individual- What is expected of a believer following
a religion and the impact of belief on people's lives
5. Religion, Family and Community- How religious families and communities
practise their faith and the contributions this makes to local life

6. Worship, Pilgrimage and Sacred Places- Where, how and why people worship,
including the importance of some particular religious sites
7. The Journey of Life and Death- Why some occasions are sacred to believers
and what people think about life after death
8. Symbols and Religious Expression- How religious and spiritual ideas are expressed
9. Beliefs in Action in the World- How religions respond to global issues e.g. human rights, fairness, social justice and the importance of the environment.

Knowledge, skills and understanding

Learning about religion- Pupils should be taught to:

- describe the key aspects of religions, especially the people, stories and traditions that influence their beliefs and values
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
- identify and begin to describe the similarities and differences within and between religions
- investigate the significance of religion in the local, national and global communities
- consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them
- describe, and begin to understand, religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding
- use and interpret information about religions from a range of sources.

Learning from religion- Pupils should be taught to:

- reflect on what it means to belong to a faith community, communicating their own and others' responses
- respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- discuss their own and others' views of religious truth and belief, expressing their own ideas
- reflect on ideas of right and wrong and their own and others' responses to them
- reflect on sources of inspiration in their own and others' lives.

Barningham CEVC Primary School
Year 5/6
Summer
Medium Term Planning
DT- Fairground rides

Subject	Key DT Skills & Vocabulary	Learning Objectives	Suggested Activities & Recorded work.	Resources	Cross Curricular Links	Vocabulary
DT Context: Fairground rides- Fairground ride	**Key Vocabulary:** Designing: eg design proposal, criteria, exploded diagrams, labelled drawings, improvements, construction kits, modify Making: eg cutting jig, cladding, finishing technique, assembling, components Knowledge and understanding: eg circuit, series and parallel circuits, control, motor, chassis, secure connections, switch/short circuit, pressure switch, speed, motor spindle, pulley, wheel, axle, motor mounting clip Materials Flexibility Strength Suitability Properties **<u>Investigating:</u>** L2: I can generate ideas and plan what to do next based on my experiences of different materials and components. L3: I can generate ideas and recognise that my designs have to meet different needs. L4: I can generate ideas by collecting and using information myself. I can take the user's view into account.	Can I investigate products? Context: Fairground rides.	Ch look at a range of products and evaluate using given areas. The present their findings in a a table (differentiated using skills grid). ∇ Visit a fairground, or use a video or photographs of rides that have rotating parts. Discuss the children's experience of such rides. – *How does the ride turn?* – *Can you see the mechanism which turns the ride?* – *What are the different parts called?* – *How are the components joined together?* ∅ The children could examine a collection of toys and other appliances in which there are electric motors *eg toy vehicles, battery-operated fan, battery-operated shaver, cassette player.* ∅ With the children, look at mechanisms in which a belt and pulley is used *eg car fan belt, electric sewing*	• batteries, motors with small pulleys to fit, elastic bands (up to 20 cm), switches, crocodile connecting leads, aluminium foil • construction kit components including pulleys, pulley wheels • cotton reels • wood scraps which might be used as a base • construction material suitable for making a framework *ie*	Links to this unit Science: Unit 6G 'Changing circuits' (short unit) Information technology: Unit 6C 'Control and monitoring – What happens when…?' Literacy: Teach children to use the most appropriate form for communicating their ideas about their vehicle and to recognise that this is dependent on the stage of the process. Link this to their knowledge of different sorts of	• designing *eg model, mock-up, select, modify, improvements, design proposal, criteria* • making *eg framework, construct, temporary joins, permanent joins* knowledge and understanding *eg rotation, spindle, axle, drive belt, pulley, electric motor, speed, framework, horizontal, vertical, electric*

	L5: I can draw on various sources of information to generate ideas. I use my understanding of the characteristics of familiar products to develop and communicate my ideas. Ideas Diagrams Labels Plans Accurate Measurements **<u>Planning</u>** L2: I can use models, pictures and words to describe my designs. L3: I can make realistic plans for achieving my aims (sequence). I can clarify my ideas and use words, labelled sketches and models to communicate my designs. I can think ahead about the order of my work. L4: I can produce step by step plans. I can show alternative ideas using words, labelled sketches and models. I can show that I am aware of constraints. L5: I can clarify my ideas through detailed discussion and modelling. Making Cutting Joining Moulding **Making** L2: I can select suitable tools, techniques and materials and explain my selections. I can use tools to assemble and join materials in a variety of ways. L3: I can select suitable tools, equipment, materials and techniques.	Can I investigate materials? Context: Possible materials for a fairground ride. Can I create ideas? Context: Fairground rides-theme park.	*machine, record player turntable, vacuum cleaner, roller blind.* Safety: Ensure that these appliances are not plugged in or running when being examined. Ch look at a range of materials and make notes on materials/resources that could be used to make the product using given prompts. Record in table format. (differentiated using skills grid). Ch discuss SC for a good produc. Model to ch, Ch design a product (labelling, measuring) and make step by step plans. ((differentiated using skills grid). ∇ Ask the children to investigate different ways of making a framework to hold the model *eg build the model on a baseboard, use card and straws, use a framework with added triangles or diagonals, use a construction kit.* Consider carefully how to support the rotating part on a well-supported axle or a spindle.	*wood strips and card corners OR card boxes* • doweling or stiff wire for making spindles or axles • variety of materials for making the rides *eg card, reclaimed materials* • assorted paper, ribbon, string, elastic bands, paper plates, adhesive, sticky tape, saws, drills and bits • tools for cutting and shaping the above materials • **computer and interface connection**	text. Speaking and listening: Teach strategies for talking in groups eg a procedure for dealing with different ideas or disagreement at the evaluation stage	*circuit, switch, gearing up or down, computer control, mechanism*

	I can use tools with some accuracy to cut, shape and join components. I can measure and mark out my materials. L4: I pay attention to the finish (strength and appearance) and the function. I select and work with a range of tools and equipment. I can measure and mark out my materials. L5: I can use a range of tools, materials, equipment, components and processed with precision. I can work from my own plans and modify them when appropriate. Making Cutting Joining Moulding **Making** L2: I can select suitable tools, techniques and materials and explain my selections. I can use tools to assemble and join materials in a variety of ways. L3: I can select suitable tools, equipment, materials and techniques. I can use tools with some accuracy to cut, shape and join components. I can measure and mark out my materials. L4: I pay attention to the finish (strength and appearance) and the function. I select and work with a range of tools and equipment. I can measure and mark out my materials. L5: I can use a range of tools, materials, equipment, components and processed with precision.. I can work from my own plans and modify them when appropriate. Evaluation Purpose Finish	Can I design and create an electrical circuit for my product? Context: Fairground ride-theme park.	∇ Show the children how a model can be controlled with a computer. Motor speed and direction can be controlled and a sequence of operations can be developed by the children writing a simple program of instructions. ∅ The children could use elastic bands and pulley *eg cotton reels on spindles* to investigate transferring movement from one axle to another. ∅ The children could use construction kit components to investigate and to change the speed of rotation, using belts and pulleys. The children could use a pulley on an electric motor with an elastic band to produce rotation of cotton reels on a spindle or a drinks can on an axle. Hold the electric motor in different positions to discover the best arrangement. Discuss the importance of an electrical circuit. Model to ch. Ch design and create an electric circuit for their fairground ride. Draw diagram and label. (differentiated using skills grid).			

	Quality **Evaluating:** L2: I can recognise what I have done well as my work progresses. I can suggest things to do better in the future. L3: I can identify where on-going evaluations have led to improvements in my product. L4: I continually reflect on my design, bearing in mind the way it will be used. I can identify what is working well and what can be improved. L5: I test and evaluate my products in relation to their intended purpose. I am aware of resources as a constraint to my work. I evaluate my product and my sources of information.	Can I create a product? Context: Fairground ride-theme park.	Using plans, step by step plans etc, ch create their product. Use SC. Ch encouraged to evaluate work throughout the making process. (differentiated using skills grid). ⊕ Discuss which type of ride the children will make *eg roundabout type (horizontal rotation) or Ferris wheel type (vertical rotation).* Restrict the children's choices to one of these for simplicity and manageability; explain to the children the aspects of the design that are set (*eg according to materials available)* and those aspects about which they have free choice *(eg colour, finish, style).* Ask the children to list their design criteria in order of importance. '*To be successful our fairground ride should……'* ⊕ Discuss how they will finish their model. ⊕ Ask the children to make a model of the mechanism they will use by employing a construction kit or simple card box to hold the components. (They should be able to play around with and alter this preliminary model			

		Can I evaluate a product? Context: Fairground rides- theme park.	quickly and easily at this stage. This 'mock-up' could be taken as equivalent to a design drawing for this project). ⊕ Ask the children to make the rotating part of their product first and ensure that it can be rotated freely by hand. ⊕ Then the children can add the electric motor and drive belt. After this the children can finish their ride *eg by adding cladding, colour, seats.* Using prompts, ch evaluate their product. (differentiated using skills grid). ⊕ Ask the children to evaluate their product by referring to their own criteria for success. – *Does the model rotate freely without the motor?* – *Does the motor drive the ride at the right speed?* – *Is the product an interesting fairground ride?* – *Does the product have a strong and stable framework?* Children's models can be connected to the computer via an interface. Using appropriate software, features *eg flashing bulbs and buzzers* can be controlled.			

Barningham CEVC Primary School
Year 5/6 Medium Term Plan
SUMMER
3D Art- Structures

	Learning Objectives	Whole class teaching/learning including differentiated activities (inc differentiation)	Cross curricular links	Resources	Expected Outcomes
A	• **Contour patterns** To draw contour lines on paper. To add colour to create patterns.	• Teacher to demonstrate drawing contour lines free hand, reminding children of previous geography work on contours and their role on maps. Include some close together for steep gradient and some far apart for flat land. Also include at least one high point with series of small, close contours. • Children, in sketch books, to draw their own contours, using ideas modelled by teacher. • Repeat on white cartridge paper for display. • Add coloured patterns using pencil crayons, each 'band' in-between contours to be a separate colour / pattern. • Once started, complete for early work. **Differentiation**; HA/MA at least 10 different contours, each with a different pattern. LA / SEN; at least 6 different contours each with a different pattern. • Plenary; introduce the idea of planning their own landscape for their village, in mixed ability groups, using contours. Each group to have plan of contours by the end of the session.	Geography- work on contour lines. Speaking and listening- group work to plan model landscape.	IWB, Sketch books, Sharp pencils, Pencil crayons, A4 cartridge paper, Corrugated card to show how model landscape will be made,	Practise contour pictur sketch books. Started display copy of contour picture with coloured patterns. Group plan of contours that are needed for mo landscape.
B	**SCULPTURE** • Make models following a theme using a range of materials.	**Creating a new village** • Draw contours from plan onto corrugated card, cut out. Each child to cut out at least 2 of the contours needed. • On a large sheet of thick cardboard create the relief of the village using contours made of card. Some trimming may be needed once they are arranged. • Stick to the base to create relief. • Cover with green fabric for land.(stick with PVA glue) • Discuss where rivers run; i.e. from high ground to low ground. • Children to plan and stick on blue fabric / crepe paper to create river on their landscape. **Differentiation;** Groups to be mixed ability with support from Teachers / TA as and where needed. Every child should have a go at cutting out one or more of the contours.	Geography- work on contour lines. Speaking and listening- group work to plan model landscape.	Cardboard, corrugated card, scissors, PVA glue, Green fabric, Blue fabric/ blue crepe paper.	Landscapes with conto covered in green fabric and rivers added.

C	**SCULPTURE** • Make models following a theme using a range of materials. WALT; make 3D shapes from nets. WILF; you being able to cut out and join a net to form a cuboid. **NB to be done in a maths lesson!!!**	• Demonstrate how to make cuboids out of thin card, demonstrate use of tabs to hold item together. • Demonstrate how to make triangular prisms out of thin card, again use tabs to hold item together. • Children to make a selection of cubes / prisms made from brown card to represent houses / shelters. • and suggest ways of making the roof, so materials can be collected for next art lesson. **Differentiation;** To be done in maths sets, top set to make cubes and triangular prisms, lower set to make only cubes.	Maths – work on 3D shapes and nets.	Card Brown card for making model houses. Scissors, PVA glue,	Children know how to make triangular prisms and cuboids. Completed houses / shelters made (ready fo roof)
D	**SCULPTURE** • Make models following a theme using a range of materials. WALT; use materials to add finishing effects. WILF; your group to complete the village so it looks 'real', using a range of different materials.	• Ask the children to complete their model landscapes by making; 1. shelter roofs 2. forest / bushes 3. animals 4. bridges * Items can be made from salt dough (brown and green for trees), card, paper, lollipop sticks, matchsticks, art straws, etc. * All items need to be attached to the model landscape by the end of this lesson. **Differentiation;** Return to mixed ability groups from lesson B. Children should decide in each group who is responsible for each task.	Speaking and Listening; group work planning and completing model landscape. Discussion about optimal citing of village.	Scissors, PVA glue, art straws, card, paper, matchsticks, lollipop sticks, salt dough,	Completed landscape v village in place.
E	**DRAWING** • HA/MA WALT; to make maps (using tracing techniques) with a key. • WILF; a map of your village with a coloured key to show the different landuse. LA/SEN WALT; to colour and label a map. WILF; you to colour your map and label each item.	**Mapping the Village** • Show the children an aerial photograph of their model village. Show the children an oblique photograph. Point out how the shapes of the buildings change when looked at from above. Compare the two views. Discuss what looks strange or cannot be identified. • Trace the shapes and features of the village, if necessary enlarge the photograph on the photocopier first. • Colour the shapes and make a key to show what the different coloured shapes are. • Draw on contours. • Teacher to add grid squares to a photocopy of the aerial picture to be used in geography and maths for grid reference work. **Differentiation;** HA/MA to trace shapes and features, as described above. LA/SEN; provide children with pale photocopy of their village, they should then colour and label appropriately.	Maths; grid references. Art; tracing. Geography; map symbols.	Vertical and oblique photographs of the model villages, tracing paper, crayons.	Each child to have a ma of their own village, coloured and annotate