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## Mini Adventure: Egyptians

### Coverage overview: Opportunities for Learning

<b>Bold: Essentials</b>	<ul style="list-style-type: none"> <li>Bullet points - milestones (Milestone 2 for year 3/4, milestone 3 for year 5/6)</li> </ul>	<b>Highlighted:</b> When specific area of bullet point is being covered only
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<p>Science: Milestone 2 only (Year 5 and 6 planned for separately):</p> <p><b>To work scientifically:</b></p> <ul style="list-style-type: none"> <li>Identify differences, similarities or changes related to simple, scientific ideas and processes.</li> <li>Use straightforward, scientific evidence to answer questions or to support their findings.</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul> <p><b>To investigate sound and hearing:</b></p> <ul style="list-style-type: none"> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>Identify how sounds are made, associating some of them with something vibrating.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse; background-color: #fff9c4;"> <thead> <tr> <th colspan="4" style="text-align: center; padding: 5px;"><u>Our class</u></th> </tr> </thead> <tbody> <tr> <td style="width: 25%; height: 150px;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </tbody> </table> <p>Art:</p> <p><b>To develop ideas.</b></p> <p><b>Milestone 2:</b></p> <ul style="list-style-type: none"> <li>Collect information, sketches and resources.</li> </ul> <p><b>Milestone 3:</b></p> <ul style="list-style-type: none"> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> </ul> <p><b>To take inspiration from the greats.</b></p> <p><b>Milestone 2:</b></p> <ul style="list-style-type: none"> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> </ul> <p><b>Milestone 3:</b></p> <ul style="list-style-type: none"> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> </ul> <p><b>To master techniques.</b></p> <p><b>Milestone 2:</b></p> <ul style="list-style-type: none"> <li>Use clay and other moldable materials.</li> <li>Mix colours effectively.</li> </ul> <p><b>Milestone 3:</b></p> <ul style="list-style-type: none"> <li>Use tools to carve and add shapes, texture and pattern.</li> <li>Create a colour palette based upon colours observed in the natural or built world.</li> </ul>	<u>Our class</u>								<p>History:</p> <p><b>To investigate and interpret the past</b></p> <p><b>Milestone 2:</b></p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p><b>Milestone 3:</b></p> <ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> </ul> <p><b>To build an overview of world history</b></p> <p><b>Milestone 2 and 3:</b></p> <ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use evidence to ask questions and find answers to questions about the past.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul> <p><b>To communicate historically</b></p> <p><b>Milestone 2:</b></p> <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</li> </ul> <p><b>Milestone 3:</b></p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, continuity, century, decade, legacy.</p>
<u>Our class</u>										

Areas taught discretely: Maths, Reading and Writing, P.E, R.E, Computing and Science (Year 5 and 6)

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Session 1 – History Day at Whaplode

Session no and NC Areas	Learning Objective: Today I'm getting better at... Assessment focus: Milestone	Introduction:	Differentiated Learning (and success criteria):		AFL
			Milestone 2 (Year 3/4)	Milestone 3 (Year 5/6)	
Session 2: <i>History</i>	<p>To get better at investigating and interpreting the past.</p> <p>Year 3/4</p> <ul style="list-style-type: none"> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul> <p>Year 5/6</p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> </ul>	<p>Begin by introducing the topic of Egypt. Ask the children what they would like to know. For example: -What did they eat? -What jobs did they have?</p> <p>Children to begin to generate a Simple Minds on the board.</p>	<p>Basic (Y3)</p> <p>Children to look at the available questions that are on the board. Using this, children to then choose one and research facts about it. When they have done this, children to write a list of the facts that they have found (list). What are the answers to these questions?</p> <p>S.C: I can research the answers I can put them in a list.</p>	<p>Basic: (Year 5)</p> <p>(Children must use more than one source to find information and note the sources they have used, e.g. books, websites)</p>	
			<p>Advancing (y4)</p> <p>Children to choose one of the questions to become an expert on. When the children have gathered enough facts, they are to summarise as a paragraph (summarise). Which are your most interesting facts?</p> <p>S.C: I can: Find the information Write a paragraph of the facts you have found.</p>	<p>Advancing (Year 6)</p> <p>(Children must use more than one source to find information and note the sources they have used, e.g. books, websites)</p>	
			<p>Deep (Y4)</p> <p>Children to choose one of the questions and research facts about it. Children to then choose their own presentation method for showing the answers to the questions (compose). How might you respond to this question?</p> <p>S.C: Present information for the facts you have found.</p>	<p>Deep (Year 6)</p> <p>(Children must use more than one source to find information and note the sources they have used, e.g. books, websites)</p>	

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SEN:		EAL:	AGST:	Resources:	
Session no and NC Areas	Learning Objective: Today I'm getting better at... Assessment focus: Milestone	Introduction:	Differentiated Learning (and success criteria):		AFL
			Milestone 2 (Year 3/4)	Milestone 3 (Year 5/6)	
Session 3: History	<p>To get better at investigating and interpreting the past.</p> <p>Year 3/4</p> <ul style="list-style-type: none"> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul> <p>Year 5/6</p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> </ul>	<p>Begin by showing the children different photos of artefacts relating to Ancient Egypt.</p> <p>Children now need to apply their existing knowledge to infer about what the artefacts tell us.</p> <p>Teacher is to model an example</p> <ul style="list-style-type: none"> <li>- Show an artefact (mask)</li> <li>- What do we know? (it was a person, important etc)</li> </ul> <p>Children repeat for other pictures.</p>	<p>Basic (Year 3)</p> <p>Children are to look at the given artefacts and state what it tells them (state). What can you learn from this artefact?</p> <p>S.C: I can look closely at the artifact. I state what it tells me about the past.</p>	<p>Basic: (Year 5)</p> <p>(Ensure children look at a wide range of artefacts during this session)</p>	
			<p>Advancing (Year 3 and 4)</p> <p>Children to compare some ancient artefacts with those found today (compare). How are the artefacts similar and different?</p> <p>S.C: I can: Look at the objects Compare how they are the same and different.</p>	<p>Advancing (Year 5 and 6)</p> <p>(Ensure children do more than one comparison to ensure they have seen a wide range of artefacts during the session)</p>	
			<p>Deep (Year 4)</p> <p>Children to choose one of the artefacts that are shown. Children to then recommend an artefact that can be presented in a museum. Children to write a letter of recommendation to the museum (recommend). Why might the museum want this artefact?</p> <p>S.C: Choose one of the artefacts and recommend one to the museum.</p>	<p>Deep (Year 6)</p> <p>Children look at a range of artefacts and generate a claim about the past. E.g. 'Egyptians liked cats'. Children then have to justify why they think this is the case, drawing on the evidence from the texts. (justify) How does the evidence support your claim?</p> <p>S.C: Create a statement about Egyptians and justify it using the evidence you have.</p>	

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Session no and NC Areas	Learning Objective: Today I'm getting better at... Assessment focus: Milestone	Introduction:	Differentiated Learning (and success criteria):		AFL
			Milestone 2 (Year 3/4)	Milestone 3 (Year 5/6)	
Session 4  History	<p>To build an overview of world history</p> <p>Year 3 and 4:</p> <ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use evidence to ask questions and find answers to questions about the past.</li> </ul> <p>Year 5 and 6:</p> <ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use evidence to ask questions and find answers</li> </ul>	<p>Explain to the children that they will be learning about the daily routine of an Egyptian child, but before we do this can the children think about their own daily routine?</p> <p>Model recording daily routine.</p>	<p>Basic: (Year 3)</p> <p>Complete daily routine. (complete) Children have template which provides key milestones from their daily routine. E.g. Waking up, having lunch, going to bed. Children add other events from their day.</p> <p>S.C: I can write what I do in a day.</p>	<p>Basic: (Year 5)</p> <p>None – milestone statements are the same.</p>	
			<p>Advancing: (Year 3 and 4)</p> <p>Children have a list of events from their daily routine (not all events from the day, just a few to prompt them). They organise the events into chronological order, as well as adding their own ideas. (organise)</p> <p>What order do you do things in each day?</p> <p>S.c: I can: Organise the events on the list. Add my own ideas to show what I do in a day.</p>	<p>Advancing (Year 5 and 6)</p> <p>None – milestone statements are the same.</p>	
			<p>Deep: (Year 4)</p> <p>Children create an overview of their daily routine (create). No events or prompts provided. How might you show what you do in a day?</p> <p>Create an overview of your daily routine.</p>	<p>Deep (Year 6)</p> <p>None – milestone statements are the same.</p>	

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	to questions about the past.				
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			Milestone 2 (Year 3/4)	Milestone 3 (Year 5/6)	
Session 5: <i>History</i>	<p>To build an overview of world history.</p> <p>Year 3 and 4:</p> <ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use evidence to ask questions and find answers to questions about the past.</li> </ul> <p>Year 5 and 6:</p> <ul style="list-style-type: none"> <li>Describe the characteristic</li> </ul>	A time portal is to 'appear'. Children to read the information that has been presented from a scroll. Read the text as a class. Information should outline the daily routine of a child.	<p>Basic</p> <p>Children to create a list of things that an Egyptian child would do in a day, according to the scroll (list). What did Egyptian children do?</p> <p>S.C: I can read what Egyptian children did. I can use this to write a list.</p>	<p>Basic: (Year 5)</p> <p>None – milestone statements are the same.</p>	
			<p>Advancing</p> <p>Children to read the information about Egyptian daily life and then compare with their own daily routine (compare). How was Egyptian life different to ours?</p> <p>S.C: I can: Read the information presented in the scroll. Compare the scroll with my own daily routine.</p>	<p>Advancing (Year 6)</p> <p>None – milestone statements are the same.</p>	

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	features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use evidence to ask questions and find answers to questions about the past.		<p>Deep</p> <p>Children to have a range of different headings. Children to select an appropriate heading and use this to create a non-chronological report based on Egyptian life (select). How might you order your information for your non-chronological report?</p> <p>S.C: Use headings to create a non-chronological report.</p>	<p>Deep (Year 6)</p> <p>None – milestone statements are the same.</p>	
SEN:	EAL:	AGST:		Resources:	

**BIG WRITE TO TAKE PLACE IN WRITING SKILLS SESSION – NON CHRONOLOGICAL REPORT ON EGYPTIAN EVERYDAY LIFE**

Session no and NC Areas	Learning Objective: Today I'm getting better at... Assessment focus: Milestone	Introduction:	Differentiated Learning (and success criteria):		AFL
			Milestone 2 (Year 3/4)	Milestone 3 (Year 5/6)	
Session 6: <i>History</i>	<p>To get better at building an overview of world history.</p> <p>Year 3 and 4:</p> <ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Describe the social, ethnic, cultural or</li> </ul>	<p>Mummification: Begin by showing the four different canopic jars. Ask the children to discuss what they think these are for and why they would be important for Egyptians. Give the children extra information that only rich Egyptians could afford them. Does this give you any extra information?</p> <p>Use the powerpoint (<a href="http://www.twinkl.co.uk/resource/t2-h-4343-ancient-egyptian-mummies-and-">http://www.twinkl.co.uk/resource/t2-h-4343-ancient-egyptian-mummies-and-</a></p>	<p>Basic</p> <p>Using the powerpoint, children to be given a range of specific images. They are to label the images based on the information that has been presented (label). Can you label the picture?</p> <p>S.C: I can listen to the information I can choose the correct image I can label the image with the relevant information</p>	<p>Basic: (Year 5)</p> <p>None – milestone statements are the same.</p>	

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	religious diversity of past society.  Year 5 and 6: • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  • Describe the social, ethnic, cultural or religious diversity of past society.	<a href="#">mummification-lesson-teaching-pack</a> ) to explore the mummification process discussing their beliefs as they learn about it.	Advancing  Using the powerpoint, children to write effective notes based on the information they are given (explain). What happens at each stage of the mummification process?  S.C: I can: Listen to the information Explain each stage.	Advancing (Year 6)  None – milestone statements are the same.	
			Deep  Children to be given images of mummification and write an instructional text about how to mummify someone (create). How might you mummify a person?  S.C: Write instructions on how to mummify someone.	Deep (Year 6)  None – milestone statements are the same.	
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Session 7: History	To get better at communicating historically  • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change	Remind the children that they have been communicating historically in their writing and explain that this can be improved by using historical vocabulary, like real historians do.  Share the vocab for years 3 and 4 first, (dates, time period, era, change, chronology) and discuss meanings. Then add the year 5 and 6 words (continuity, century, decade, legacy) and discuss the meanings. Encourage children to listen for these as they watch the video:	Basic  Children to be given some images that are relating to the life of Tutankhamun. Using this, they are to write down the events that surround this (arrange). Can you arrange the information about Tutankhamun? List of y3/4 milestone vocab on table to support.  S.C: I can listen to the information I can select the correct image I can write the events that happened.	Basic: (Year 5)  Children have year 5/6 milestone vocabulary to support.	

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	<ul style="list-style-type: none"> <li>• chronology.</li> </ul> <p>Year 5 and 6: Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul>	<p>Share with the children the video of Tutankhamum. World of Mysteries – Tutankhamun. (Planning 2016-2017, Year 3)</p> <p>Explain that they are going to be looking at all information that is associated with his life. On the board, present some key words that might be appropriate for this session</p> <p>-tomb -Tutankhamun -pharaoh -Howard Carter</p>	<p>Advancing.</p> <p>Children to listen to the video and then write facts based on what they have heard and seen (organise). Can you organise the information that you have seen? List of y3/4 milestone vocab on table to support.</p> <p>S.C: I can: Listen to the video Make notes on what has been told</p>	<p>Advancing (Year 6)</p> <p>Children have year 5/6 milestone vocabulary to support.</p>	
			<p>Deep</p> <p>Children to use the information to create a chronological timeline including dates to support the information that they have found (construct). Can you construct a timeline using dates? List of y3/4 milestone vocab on table to support.</p> <p>S.C: Listen to the video and create a timeline.</p>	<p>Deep (Year 6)</p> <p>Children have year 5/6 milestone vocabulary to support.</p>	
SEN:		EAL:	AGST:		Resources:

Session no and NC Areas	<p>Learning Objective: Today I'm getting better at...</p> <p>Assessment focus: Milestone</p>	Introduction:	Differentiated Learning (and success criteria):		AFL
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Session 8: <i>History</i>	To get better at building an overview of world history.  • Compare some of the times studied with those of other areas of interest around the world.	Discuss who Howard Carter was and why he was important to discovering the tomb. Discuss what they already know and what they would like to know.  Work through the PowerPoint, drawing on relevant information allowing children to make notes.	Basic  Titles to be given and fill in the facts (complete?) what have you found out about Tutankhamun and Howard Carter?  S.C: I can read my notes. I can use my facts to complete titles given.	Basic: (Year 5)	
			Advancing  Children to write down the key facts that they have found out about the discovery of the tomb (organise). Can you organise the information in chronological order  S.C: I can: Understand the facts Organise the facts.	Advancing (Year 6)	
			Deep  Children to note down five different questions that they want to know about Tutankhamun and Howard Carter. Children then answer them when they discover the answer. (compose?)  S.C: Answer questions based on Howard Carter and Tutankhamun.	Deep (Year 6)	
SEN:	EAL:	AGST:		Resources:	

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Session 9: <i>History</i>	To get better at building an overview of world history.  • Compare some of the times studied with those of other areas of interest around the world.	Now the children have looked at Tutankhamun and his discovery, children to write down one question that they would like to ask Howard Carter if they could meet him. Then use hot seating to ask him questions. Model where required.  <i>Explain that they are going to use all the information in order to create their own movie. Use a template for them to create this with different headings so that they can do their own voice over.</i>	No BAD learning today  Create an iMovie based on the discovery of the tomb and the life of Howard Carter.	Basic: (Year 5)	
				Advancing (Year 6)	
				Deep (Year 6)	
SEN:		EAL:	AGST:		Resources:

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<p>Session 10: <i>Science</i></p> <p>To get better at investigating sound and hearing</p> <ul style="list-style-type: none"> <li>• Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>• Identify how sounds are made, associating some of them with something vibrating.</li> </ul>	<p>Begin by discussing with the children what sound is. Talk about what they already know. Complete a preliminary mind map with the children to see what they do know. Colour code where appropriate to add questions or things that they are not quite sure about.</p> <p>Use the Twinkl lessons to discuss about vibrations. Ask the children to feel their vocal cords vibrating as they speak. Children work in groups to place rice on a drum and see the vibrations when they bang the drum. They will use a tuning fork and place it in water to see the vibrations through the water. Explain these activities using the Lesson Presentation - use iPad to take photos of the experiments.</p>	<p>Mixed Ability Groupings</p> <p>Using a data logging app, explain to the children that they are going to see what the noise levels are at different points of the school. Give the children a bird's eye map of the school and the children are to see how noisy different areas of the school are using the decibel metre. Discuss how it works and model how they are going to fill in their information.</p> <p>When the children return to the classroom, discuss any anomalies or differences between their answers and their partners. Children to write this as an evaluation.</p>	<p>Basic: (Year 5)</p> <p>Planned for separately.</p>	
		<p>Basic</p> <p>Use the example and the suggestions to scaffold their explanations (report). Can you use what you have found out to write some ideas?</p> <p>S.C:</p> <p>I can look at the data I can write the sound level in each part I can then explain why some places are noisier</p>	<p>Advancing (Year 6)</p> <p>Planned for separately.</p>	
		<p>Advancing</p> <p>Use the example to scaffold their explanations (infer) How might the sound be different throughout the day?</p> <p>S.C:</p> <p>I can Record the sound Give my own explanations</p> <p>Deep</p> <p>Write their own explanations (assess). How might you present the sound levels in different classrooms?</p> <p>S.C</p> <p>Gather the data, present in a table and explain what has been found.</p>	<p>Deep (Year 6)</p> <p>Planned for separately.</p>	
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			Milestone 2 (Year 3/4)	Milestone 3 (Year 5/6)	
Session 11: Science	<p>To get better at investigating sound and hearing</p> <ul style="list-style-type: none"> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>Identify how sounds are made, associating some of them with something vibrating.</li> </ul>	<p>Continue exploring different sounds and talk about vibrations. Explain how vibrations work by using the garage band app on iPads to show the movement of sound. Explore further to show in real life what happens when a guitar is played. Use the slow-mo camera on iPads to show how the vibration of sound moves. Clarify any misconceptions with the children as needed.</p> <p>Use the lesson presentation in order to discuss how the ear works and how we hear sounds using the information and diagram.</p>	<p>Basic</p> <p>Children to use the prompts, examples and key words to plan their programme to give a fact file about how different sound travels (State). What are the key things to know for how sound travels?</p> <p>S.C: I can gather evidence from different sources I can order my facts I can present my facts for a programme.</p>	<p>Basic: (Year 5)</p> <p>Planned for separately.</p>	
			<p>Advancing</p> <p>Children to use the prompts and examples to plan their programmes to give a fact file. Children to think about how they might want to present the information (explain). Who would find your information useful?</p> <p>S.C: I can: Gather facts Present them as I choose.</p>	<p>Advancing (Year 6)</p> <p>Planned for separately.</p>	
			<p>Deep</p> <p>Children to use the prompts to plan their programmes. Children to gather all their information in order to write an explanation text that can be used as part of a voice over on a video (discuss) How might you say something so that it is clear to the audience.</p> <p>S.C: Gather facts and write an explanation text Use this as a voice over for a programme.</p>	<p>Deep (Year 6)</p> <p>Planned for separately.</p>	

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			Milestone 2 (Year 3/4)	Milestone 3 (Year 5/6)	
Session 12: Science	<p>To get better at investigating sound and hearing</p> <ul style="list-style-type: none"> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>Identify how sounds are made, associating some of them with something vibrating.</li> </ul>	<p>Explain to the children that this is going to be an investigation lesson where they are looking at sounds that are higher and lower.</p>	<p>Children to work through a book creator that looks at the following areas:</p> <p>Vibrations in instruments: Children to have the opportunity to look at some different instruments that are being played. The instruments are to be played in normal time and slow mo beside each other so that they can see the difference between the two. Children to use this in order to write what they notice when the instruments are played</p> <p>Pitch: Draw references to music when looking at pitch. Check understanding of this with the children. Using some different instruments, allow children to see whether they are able to alter the pitch by doing different things to the instruments (guitar, piano, symbol etc). Children could also explore on garage band for different ideas that also show pitch.</p> <p>Vibrations: When the children have explored this, children to then look at how vibrations are made with the shapes. On the tables, children to take slow mo videos and add them to their book creator adding information for what the vibrations show</p> <p>When the children have done this, children to see whether they are able to create their own pan pipes using straws, their challenge is to make each straw create a sound of a different pitch. They should achieve this by cutting the straws to different lengths. Children to then explain how they can change the pitch on their</p>	<p>Basic: (Year 5)</p> <p>Planned for separately.</p>	
				<p>Advancing (Year 6)</p> <p>Planned for separately.</p>	
				<p>Deep (Year 6)</p> <p>Planned for separately.</p>	

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			pan pipes on the straw pan pipes activity sheet.		
SEN:		EAL:		AGST:	Resources:

Session no and NC Areas	Learning Objective: Today I'm getting better at... Assessment focus: Milestone	Introduction:	Differentiated Learning (and success criteria):		AFL
			Milestone 2 (Year 3/4)	Milestone 3 (Year 5/6)	
<b>Session 13: Science</b>	<p>To get better at investigating sound and hearing</p> <ul style="list-style-type: none"> <li>• Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>• Identify how sounds are made, associating some</li> </ul>	<p>String Telephone</p> <p>Explain that sounds can travel in different ways. Recap knowledge from the second session (session 10). Children to watch the <a href="http://www.bbc.co.uk/education/clips/z47w2hv">http://www.bbc.co.uk/education/clips/z47w2hv</a> explaining how distance can affect the loudness of a sound as it travels. Explain how sounds get quieter as it travels. Explain how sounds get quieter</p>	<p>Basic</p> <p>Once children have created their own string telephone using the resources that have been given to them, children to then use the scaffolds to write an explanation for how the sound moves in the telephone (complete). What words can you fill in the gaps to complete the sentences?</p> <p>S.C: I can read the sentences I can choose the appropriate word I can check the sentence makes sense.</p>	<p>Basic: (Year 5)</p> <p>Planned for separately.</p>	

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	of them with something vibrating.	as it travels the further away from them, using the presentation to support.  Children to create their own string telephone using the resources to support.	<p>Advancing</p> <p>Once children have created their own string telephone using the resources that have been given to them, children to then use the key words to write an explanation for how the sound travels (explain). Which words could you use to explain how sound travels?</p> <p>S.C: I can: choose the words Create sentences to explain.</p>	<p>Advancing (Year 6)</p> <p>Planned for separately.</p>	
			<p>Deep</p> <p>Once the children have created their own string telephone using the resources, children to then write an explanation for how sound travels (compose). How does sound travel in a string telephone?</p> <p>S.C: Create a string and explain how it works.</p>	<p>Deep (Year 6)</p> <p>Planned for separately.</p>	
SEN:		EAL:	AGST:		Resources:

Session no and NC Areas	Learning Objective: Today I'm getting better at... Assessment focus: Milestone	Introduction:	Differentiated Learning (and success criteria):		AFL
			Milestone 2 (Year 3/4)	Milestone 3 (Year 5/6)	
<b>Session 14: Science</b>	<p>To get better at investigating sound and hearing</p> <ul style="list-style-type: none"> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> </ul>			<p>Basic: (Year 5)</p> <p>Planned for separately.</p>	

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	<ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> </ul>			Advancing (Year 6)  Planned for separately.	
				Deep (Year 6)  Planned for separately.	
SEN:		EAL:		AGST:	Resources:

Session no and NC Areas	Learning Objective: Today I'm getting better at... Assessment focus: Milestone	Introduction:	Differentiated Learning (and success criteria):		AFL
			Milestone 2 (Year 3/4)	Milestone 3 (Year 5/6)	
<b>Session 15: Science</b>	To get better at investigating sound and hearing  <ul style="list-style-type: none"> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> </ul>	<b>Sound Proofing</b>  Begin by looking at statements that are true or false using the presentation. Share and discuss the answers with the children. Children to discuss with partners why there might some situations where sound is needed to be absorbed. Share different ideas with the class - see lesson presentation.	<b>No BAD learning today</b>  A band need to sound proof their studio and they have asked the children to find the best material to contain sound. Children to test the different materials using their iPads to record the sound levels. (decibel meter). Children to have access to: <ul style="list-style-type: none"> <li>Newspaper</li> <li>Tin foil</li> </ul>	<b>Basic: (Year 5)</b>  Planned for separately.	

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	<ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> </ul>		<ul style="list-style-type: none"> <li>Bubble wrap</li> <li>Tea towels</li> <li>Sheets of cotton wool</li> <li>Egg boxes</li> </ul> <p>Once the children have tested the range of materials, children to then use the differentiated sheet to fill in their results where they are writing a letter to the band to recommend the best material and why. Model an example of writing, where appropriate.</p>	<p>Advancing (Year 6)</p> <p>Planned for separately.</p>	
				<p>Deep (Year 6)</p> <p>Planned for separately.</p>	
SEN:	EAL:	AGST:		Resources:	

Session no and NC Areas	Learning Objective: Today I'm getting better at... Assessment focus: Milestone	Introduction:	Differentiated Learning (and success criteria):		AFL
				Milestone 2 (Year 3/4)	Milestone 3 (Year 5/6)
<b>Session 16: Science</b>	<p>To get better at investigating sound and hearing</p> <ul style="list-style-type: none"> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> </ul>	<p>Making music</p> <p>Start by giving the children the opportunity to experiment using garage band and creating different sounds with the different instruments. Using this, children to then complete the Q and A activity sheet to check misconceptions.</p>	<p>Basic</p> <p>Children to use the resources available in order to create their own musical instrument, using the input to aid them with ideas. Once they have designed and created their instrument, children to then evaluate using the sheet to support with key words (complete) What words can you use to answer the questions?</p> <p>S.C:</p>	<p>Basic: (Year 5)</p> <p>Planned for separately.</p>	

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	<ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> </ul>	<p>Work through the presentation to show how sound is created with different instruments and how they can make different sounds. Discuss ideas with a partner. Watch the BBC clip to gather ideas for how junk can create different sounds and pitches. Also show them the following link for how sound travels through a pipe and can create different pitches  <a href="https://www.youtube.com/watch?v=K_T-w3D2QKY">https://www.youtube.com/watch?v=K_T-w3D2QKY</a></p> <p>Once the children have completed their instrument, they are to perform it to the class. Bubble and block their designs with partners.</p>	<p>I can design my instrument          I can make my instrument          I can evaluate instrument          I can explain how it works</p>	<p>Advancing (Year 6)           Planned for separately.</p>	
			<p>Advancing and Deep</p> <p>Children to use the resources available in order to create their own musical instrument, using the input to aid them with ideas. Once they have designed and created their instrument, children to then evaluate their instrument (assess). How does your instrument work?</p> <p>S.C:          I can:          Design and make my instrument          Evaluate its effectiveness and explain how it works.</p> <p>S.C:          Design and create the instrument and evaluate it.</p>	<p>Deep (Year 6)           Planned for separately.</p>	
SEN:	EAL:	AGST:		Resources:	

<p>Session no and NC Areas</p>	<p>Learning Objective:          Today I'm getting better at...          Assessment focus:          Milestone</p>	<p>Introduction:</p>	<p>Differentiated Learning (and success criteria):</p>		<p>AFL</p>
			<p>Milestone 2 (Year 3/4)</p>	<p>Milestone 3 (Year 5/6)</p>	

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<b>Session 17: Art</b>	To get better at developing ideas.  Year 3 and 4: • Collect information, sketches and resources.  Year 5 and 6 • Collect information, sketches and resources and present ideas imaginatively in a sketch book.	Begin by explaining that they are going to be looking at Egyptian pots that would have been found 1000's of years ago.  Children will have the opportunity to look at some different styles through using google images. Children to discuss what they think the pots would have been used for in those days.  Draw attention to thumb pots and coil pots.	No BAD learning today  Children will have the opportunity to look at some different pots that would have been found 1000s of years ago. Children to complete the following information about them: -shape -design -uses -technique -colours -materials -add ons (handles, lips etc.)  Children to look at a range of different images and then complete an evaluation sheet (pages on iPad) to look at the skills that have been used to create the pots. Children to also give the pots a 5 star system on each of the design points to evaluate the effectiveness of what it is.	No BAD learning today  (Children collect information and images and decide on a way to present them in their sketch book. E.g. Creating a pic collage, printing pictures separately and adding notes.	
SEN:	EAL:	AGST:		Resources:	

Session no and NC Areas	Learning Objective: Today I'm getting better at...  Assessment focus: Milestone	Introduction:	Differentiated Learning (and success criteria):		AFL
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<b>Session 18: Art</b>	<p>To get better at taking inspiration from the greats.</p> <p>Year 3 and 4: • Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Year 5 and 6: • Give details (including own sketches) about the style of some notable artists, artisans and designers.</p>	<p>Now the children have had the opportunity to look at different designs, children will now be able to think about what they want their pot to look like in the style of Egyptian pots.</p> <p>Model to the children how they are able to create different swirls or patterns with their pencil, drawing attention to the fact that the harder they press with their pencil, the deeper the groove in their pot design.</p>	<p>Basic</p> <p>Children to select a pot outline that they want to use in order to design their own pot. Children to think carefully about the size, depth and placement of their patterns when they create their designs (illustrate). What design will your pot have?</p> <p>S.C: I can look at existing designs I can select ones that I like I can illustrate my design through sketching.</p>	<p>Basic: (Year 5) (Design to be stuck into sketchbook and children to write notes about the features they have included and how it is similar to the pieces they looked at last session)</p>		
			<p>Advancing and Deep</p> <p>Children to design their own pot outline using the inspiration from the examples in the previous session. Children to then add their patterns to their pots (design). How might you design your pot in the style of an Egyptian?</p> <p>S.C: I can: Look at previous examples Design my pot and add patterns.</p>	<p>Advancing (Year 6) (Design to be stuck into sketchbook and children to write notes about the features they have included and how it is similar to the pieces they looked at last session)</p>		
			<p>S.C: Use examples from the Egyptian times to design your own pot.</p>	<p>Deep (Year 6) (Design to be stuck into sketchbook and children to write notes about the features they have included and how it is similar to the pieces they looked at last session)</p>		
SEN:		EAL:		AGST:		Resources:

Session no and NC Areas	Introduction:	Differentiated Learning (and success criteria):	AfL
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	Learning Objective: Today I'm getting better at... Assessment focus: Milestone		Milestone 2 (Year 3/4)	Milestone 3 (Year 5/6)	
<p><b>Session 19 and 20: Art</b></p>	<p>To get better at mastering techniques</p> <p>Year 3 and 4: • Use clay and other mouldable materials.</p> <p>Year 5 and 6: • Use tools to carve and add shapes, texture and pattern.</p>	<p>Through modelling, show the children how they are able to create their own pots using one of two techniques. Show children the coil and thumb pot and that they can choose their favourite.</p> <p>Model how they are able to add height and width using these skills. Model how they can constantly adapt to make it in the style that they want. Look at causes of the pot collapsing and how it can be limited. Allow children the opportunity to create their own pots using these skills, getting the shape to the desired outcome.</p> <p>Once the children have had the opportunity to create their pots, model how they can add patterns to their pots. Draw attention that they need to be careful so as not to damage their pot and need to restart. Look at some examples from the previous sessions to support. Model how to use the carving knife to add detail. Look at how depth can create a different feeling.</p>	<p>No BAD learning today</p> <p>Practical session</p> <p>Deep could look at adding their own lips/handles for effect.</p>	<p>No BAD learning today</p> <p>Ensure children use tools to carve patterns and texture into their pots, in accordance with Year 5/6 milestone.</p>	
SEN:	EAL:	AGST:		Resources:	

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<b>Session 21 and 22: Art</b>	<b>To get better at mastering techniques</b>  Year 3 and 4: • Mix colours effectively.  Year 5 and 6: • Create a colour palette based upon colours observed in the natural or built world.	Once the children have created their pots, look at how different colours can be created with the primary colours: R+Y =Orange B+Y= Green R+B=Purple R+B+Y = Brown  Children to use the colour wheel to fill in/give one that is already created (paper plates).  Model to the children different techniques for painting their pots. Allow children to test different areas to know if they like a design before applying to their pot.  Once the designs are completed, children to use the evaluation page from session 16 to look at their own design - walking gallery to be used.	No Bad Learning  Practical lesson  Deep to experiment with blending colours together.	No BAD learning  Ensure that children create colour palette based upon the colours they have seen on Egyptian pieces examined in their sketchbooks.	
SEN:	EAL:	AGST:			Resources: