

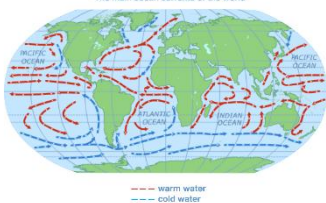




Autumn Term 2 2021 – Class: Kirkstall

Class Text/s	Wolf Brother by Michelle Pavers		
Subject/ Breadth of Study/ Threshold Concepts	Milestones to Meet / Key Objectives	Lesson Activities	Review and impact of teaching
English	To learn and apply grammar and punctuation skills. To plan, write and edit a pieces of different genres.	<ul style="list-style-type: none"> • Planning and writing Renn’s diary from Wolf Brother • Y5 skills that feed into a narrative. • Planning and writing two narratives. • Kennings poetry • Planning and writing two explanation texts. 	
Science	<p>Animals – Including Humans</p> <p>This unit focuses on the changes that human beings experience as they develop to old age. It tackles some sensitive subjects including puberty and death. As such, it is advisable to consult your school sex and relationships education policy prior to teaching this unit.</p> <p>Children will learn about the life cycle of a human being. They will investigate the development of babies and compare the gestation</p>	<p>1. Humans Timeline Describe the changes as humans develop to old age by drawing a timeline to indicate stages in the growth and development of humans.</p> <p>2. Growth of Babies Describe the changes as humans develop to old age in the context of the development of babies in their first year.</p> <p>3. Puberty Describe the changes as humans develop to old age by comparing the changes that take place to boys and girls during puberty.</p> <p>4. Changes in Old Age Describe the changes as humans develop to old age by understanding the changes that take place in old age.</p> <p>5. Gestation Periods Report findings from enquiries, including oral and written</p>	

	<p>period of humans and other animals. They will learn about the changes experienced during puberty and why these occur. The final investigation will be about the changes to the body as humans get older, as well as comparing the life expectancy of different animals.</p>	<p>explanations of results in the context of the gestation period for animals.</p> <p>6. Life Expectancy Record data and results of increasing complexity using bar and line graphs, and models in the context of comparing gestation periods and life expectancies of animals.</p>	
<p>History Benin Kingdom</p>	<p><u>Culture and Pastimes</u> <ul style="list-style-type: none"> - What is the name given to the people of the Kingdom of Benin? - When did they first settle in Benin? - What was the name of the first dynasty of rulers? - What is a 'guild' <u>Food and Farming</u> Describe what is meant by the word 'exchanged' <ul style="list-style-type: none"> - What kind of goods and produce were made in Benin? - Describe what is meant by the word 'currency'. - What was the unusual form of currency that the Edo people valued highly? <u>Settlements</u> <ul style="list-style-type: none"> - What was the purpose of the Great Walls of Benin? - How many hours did it take to build the Great Walls of Benin? - Describe what is meant by the word 'fortifications'. - What does an archaeologist do? <u>Location</u> Locate the Kingdom of Benin on a map.</p>	<p>1. <u>Location/Culture and Pastimes</u> Share what children already know about Africa. Use Twinkl lesson 1 powerpoint adapted. Where was the Benin Kingdom? – Locate on a map of Africa. What is the name of the modern day Kingdom where it was located? Discover what the name of the country was when the Ogisos ruled and what the name was that was given to the people. When did they first settle in Benin? Finally, discover the name of the first dynasty of rulers. Use one recording sheet to record their findings. Create a timeline by ordering key events.</p> <p>https://www.kingdomofbenin.com/Twinkl – Benin Kingdom resources</p> <p><small>The Kingdom of Benin was home to the Edo people who, in around 900 CE, began clearing parts of the rainforests of West Africa to build their homes. Small settlements soon grew into the larger kingdom of Igodomigodo, which was ruled by kings called Ogisos (kings of the sky). After being governed by over 30 different Ogisos, the kingdom was then controlled by a new dynasty of rulers, called the Obas. The Obas led the Edo people to great wealth and power before their kingdom eventually fell under the colonial rule of the British Empire in the late 1800s.</small></p> <p><u>Guilds = group of people who do the same job</u></p> <p>2. <u>Food and Farming</u> Using ipads. Children have a recording sheet. They find the meanings of the vocabulary, exchanged and currency and what was the unusual form of currency. Working in pairs, children research what goods and produce were made. Children choose how they want to record this – text, pictures with captions, text and pictures etc.</p> <p>Link to market scene – Richard Kimbo art.</p>	

	<p>What is the name of the modern-day country in the same place?</p> <ul style="list-style-type: none"> • What was the name of the kingdom when the Ogisos ruled 	<p>The Kingdom of Benin traded and <u>exchanged</u> a range of goods with other African kingdoms and Mediterranean traders. The primary produce of Benin was the yam. Other crops grown for trade included palm oil, beans, melons and okra. The arrival of European traders created a demand for spices like peppercorns, ivory from elephants' tusks and slaves who had been captured by the kingdom's armies. Imports included metals which were used as a form of <u>currency</u> or to make artwork, jewellery and tools. The Edo relied on exchanging goods with other traders. The cowrie shell, for example, became highly valued by the Edo and acted as a type of money.</p> <p>3. <u>What does an archaeologist do?</u> Use Twinkl lesson on archaeology – follow PowerPoint to find out what an archaeologist does. Bury the items in order to illustrate stratigraphy. Get children to bury in trays of soil – one per table. During a short break, bury Benin artefacts. Children find them and investigate using given questions on a Benin artefact PowerPoint. Take photos of groups.</p> <p>4. <u>Settlements</u></p> <p>Using ipads and a recording sheet, children first find out what is meant by the word 'fortifications'. They then research the Great Wall of Benin, choosing how to record but ensuring that they identify its purpose, hours taken to construct and how they were destroyed.</p> <p>The Kingdom of Benin is famous for its large defensive walls, sometimes called the Great Walls of Benin. Work started on the walls in the 800s, and it took another 600 years to complete the 16000km long <u>fortifications</u>. Built to protect the Edo people from invaders, the walls were constructed out of earth and made into <u>ramparts</u>, with large ditches dug for moats. <u>Archaeologists</u> think it might have taken as many as 150 million hours of digging by the Edo people to construct this incredible structure.</p>	
<p>Geography</p> <p>Ocean Currents</p>	<p><u>Physical Processes</u> What is an ocean current?</p> <ul style="list-style-type: none"> • What creates an ocean current? • Give some examples of gyres. • Describe the rotation of gyres in the northern and southern hemispheres. • Identify and label on a map the main ocean currents of the world <p><u>Human Features</u></p>	<ol style="list-style-type: none"> 1. Locate, name and label the oceans of the world. 2. What is an ocean current and what creates it? https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zmqwscw <p>Ensure that children know that currents are called gyres and explore some examples of gyres.</p> <ol style="list-style-type: none"> 3. Children explore the rotation of gyres in the northern and southern hemisphere. 4. Identify and label on a map the main ocean currents of the world 5. Explore the Great Pacific Garbage patch. 	

	<p>Describe what is known as the Great Pacific Garbage Patch</p>	<p>An ocean current is a <u>continuous</u> movement of ocean water from one place to another. Ocean currents are created by wind, water temperature, salt content and the gravity of the moon. The currents are called <u>gyres</u> and can flow for thousands of miles. One major example of an ocean current is the Gulf Stream in the Atlantic Ocean. Gyres travel clockwise in the northern hemisphere and anticlockwise in the southern hemisphere. Ocean currents affect weather patterns around the world: they transport warm water to colder areas and cold water to warmer ones. Plastic <u>pollution</u> is also</p> <p style="text-align: right;"><u>Ocean Currents</u> (nationalgeographic.org)</p>  <p>The main ocean currents of the world</p> <p>The Great Pacific Garbage Patch is a big area of rubbish in the middle of the northern Pacific Ocean. It is caught in the water currents. It formed because the gyres are circular, which traps rubbish, like floating pieces of plastic.</p>	
<p>Art and Design</p>	<p><u>Media and Materials</u></p> <ul style="list-style-type: none"> - Give examples of materials that may be used in the batik process. - Why do batik artists use a wax or a similar substance during the process? - What is often used by African batik artists instead of wax <p><u>Process</u></p> <p>How did Richard Kimbo develop his skills to create batiks?</p> <ul style="list-style-type: none"> - Why is the name of the gallery where Kimbo studied significant in relation to encouraging new artists? - What does Kimbo say was his initial inspiration for creating batiks to sell? <p><u>Styles and Periods</u></p> <ul style="list-style-type: none"> - What was Nelson Mandela well known for wearing? - Why did the shirts he wore become known as Madiba shirts? - Copy the style of a Madiba shirt to sketch your own coloured batik clothing design <p><u>Visual Language</u></p>	<ol style="list-style-type: none"> 1. Twinkl – explanations of batik. Demonstrate with wax and paint. Explain that Africans often use a thick paste instead of wax. <div style="border: 1px dashed gray; padding: 5px; margin: 10px 0;"> <p>The technique of batik cloth dyeing actually <u>originated</u> in Java, Indonesia. The process involves drawing dots and lines on cotton with beeswax using a tool called a <u>canting</u> or printing with a copper stamp called a cap. The applied wax resists dyes and so the artist can apply colour by soaking the cloth in one colour, removing the wax with boiling water, and repeating if more colours are required. Many African batik artists, like Richard Kimbo, use a thick paste made from rice, or even mud, instead of wax as their form of resist or protective layer.</p> </div> 2. How did Richard Kimbo develop his skills? Look at Kimbo's background and his gallery. <div style="border: 1px dashed gray; padding: 5px; margin: 10px 0;"> <p>Richard Kimbo started selling his batiks in 1969 after learning the skill from a teacher at the Paa Ya Paa Gallery (now an arts and cultural centre). Paa Ya Paa means 'the antelope rising' in <u>Swahili</u> – wood carvers regularly used antelopes for their subject. Symbolically, Paa Ya Paa is a spiritual <u>calling</u> and the gallery owners hope that new open-minded creative artists will express themselves and their traditions through art – just like Richard Kimbo over 50 years ago. Kimbo himself says that he decided to produce and sell batiks simply because he needed an <u>occupation</u> and money.</p> </div> 3. Look at Nelson Mandela and his Madiba shirts. Children use sketch books to copy some designs from Batik patterns similar to those used on the shirts. 	

	<p>Describe Kimbo's use of colour in the example of a batik he created.</p> <ul style="list-style-type: none"> List the features of the batik that represent African culture. Why does this batik have a dramatic style? 	<p>The famous President of South Africa, Nelson Mandela, was well known for wearing batik during his lifetime. He regularly wore loose-fitting patterned shirts (as seen on the right) to business and political meetings, instead of a formal suit. His batik clothing became known as the Madiba shirt, named after his clan.</p>  <p>4. Look at Kimbo's use of colour in examples of his work. What other features has he used? How does his work represent African culture?</p>  <p>handmade one-offs. He uses a variety of deep and vivid colours with much detail and a dramatic style.</p> <p>5. Children create their own designs. Transfer one design to paper for a calendar design – use felt pens or pencils and pen to colour.</p>	
Design and Technology			
P.E.	<p>To swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>To perform safe self-rescue in different water-based situations</p>	Swimming Sessions at Dearne Valley Leisure Centre, including water safety/survival skills.	

<p>French</p>	<p>To listen attentively to spoken language and show understanding by joining in and responding To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine</p>	<p>La Jolie Ronde Y4</p> <ol style="list-style-type: none"> 1. Identify body parts – children respond to vocabulary with actions. Use correct pronunciations. 2. Read and recite a poem. Show understanding of key vocabulary. 3. Zoo animals – imitate pronunciation – recognise written vocabulary. 4. Add adjectives to animals. 5. Identify Christmas traditions in France and compare to the UK. 	
<p>R.E</p>		<p><u>Come and See</u> Life Choices Hope</p>	
<p>PSHE</p>	<p>Think Positive I understand the link between thoughts, feelings and behaviours I understand the concept and impact of positive thinking I can recognise and manage uncomfortable feelings I understand the importance of making good choices I can use mindfulness techniques in my everyday life. I can apply a growth mindset in my everyday life</p>	<p>Yes I Can!</p>	

RHE	Module 1 of Ten Ten Scheme UKS2 Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:	Unit 1 – Religious Understanding. Unit 2 – Me, My Body, My Health. Unit 3 – Emotional Well- Being Unit 4 – Life Cycles.	
Music	To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. To compose in response to artwork.	Weekly hymn singing sessions. Listening to a different classical musician each week, children understand what the musical tradition is, the name of the musician and other works by the same artist. Children are given opportunities to express their feelings about each artist. Improvise music over an African beat to evoke the feeling of a market. Use drums and wooden instruments. Experiment with dynamics. Use a Richard Kimbo piece as inspiration.	
Computing	To explain that computers can be connected together to form systems To recognise the role of computer systems in our lives To recognise how information is transferred over the internet To explain how sharing information online lets people in different places work together To contribute to a shared project online To evaluate different ways of working together online	Lesson 1 – introduction to systems Lesson 2 – Consider how large computer systems work Lesson 3 – Parts of a computer system are not always in the same place or country Lesson 4 – Consider how people can work together when they are not in the same place Lesson 5 – Reflect on how they can work together Lesson 6 – Introduction to another way of working online	

Christmas Holidays

NB: Maths – we follow the White Rose Lesson-by-Lesson Overviews.