



Phase 3

GNASH'S LESSON

PSHE Lesson:

Positive posture positive mind

Literacy Lesson 3

Mathematics Lesson 3

Science (Practical)

Art Lesson 3

Physical Education

PSHE

Lesson 3

Positive posture positive mind



Gnash



Gnash feels low and worthless, especially when her wings are crooked and bent. But a little bit of water and a decent stretch helps her wings grow, unfurl and sprout bright cherry pink petals.

Take the time to speak with your pupils or child/children about how Gnash is feeling, why she may be feeling this way and if we have ever felt the same. Then explore how we can help her and/or ourselves.

HOW TO HELP

VEGGIE PUTTY

Similar to the original Posture Putty, this gooey mixture is perfect for stretching out stiff bones, except this is organic and made from natural ingredients.

TRANSLATION

Posture can impact our mood more than we think, and just like the other Posture Putty, having a good stretch can feel good.

But as this putty is organic and made from natural stuff - why not go outside and have a stretch. The air is better out there...



Tips

Make sure if you're using real leaves that you find ones that are clean and in good condition first!

Write one happy petal every day, then revisit them to remind yourself of the happy things you have thought of.

ACTIVITY

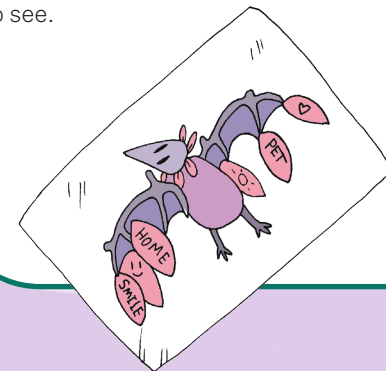
HAPPY PETALS

Create an origami petal or find a pretty leaf to paint and write a happy thought on.

✓ Make the origami petal or search around for a pretty leaf

✓ Paint the petal or leaf however you wish and write the happiest of thoughts that you want to share with others.

✓ Print or draw a large version of Gnash and stick the Happy Petals on her wings for all to see.





Objectives		Extra Information
Lesson 3 – Whole Class Version.	<p>GUIDANCE - You can use the scenarios in your pupil's stories in the future as the basis for real-world conversation on potentially how to deal with theoretical situations that may put a strain on our physical or emotional wellbeing.</p>	
<p>L.O:</p> <p>To Write The First Draft Of Your Beastie's Story.</p>	<p>VCOP/S/G – Using interjections and prepositions. (10 Minutes)</p> <p>Discuss the meaning of interjections and why they are important for a storyline to highlight action, emotion and the general vibe of any given scene. Now ask when an interjection could be used in an example scene.</p> <p>Suggested examples:</p> <ul style="list-style-type: none"> ✓ The rain was coming in fast through the open window: “(Quick!) Shut that window,” exclaimed Doris. ✓ Crumpton dropped his homemade flan: “(Oops!) I dropped my homemade flan,” cried Crumpton. <p>Encourage the pupils to think of a number of different interjections that could be used in one of these (or your own) examples and discuss why they are used.</p> <p>Now discuss the meaning of prepositions and why they are important to the journey element of a story which helps immerse the reader into the adventure. Now ask when a preposition could be used in an example scene.</p> <p>Suggested examples:</p> <ul style="list-style-type: none"> ✓ Spengler went (down) to the bottom of the ocean. ✓ Gordy travelled (across) the desert. <p>Encourage the pupils to think of a number of different scenarios in which a preposition could be used and discuss why they are used.</p> <p>Bonus exercise: See if your pupils can include an adjective into the preposition examples as well as their unique features from lesson 1.</p>	<p>Materials Required:</p> <ul style="list-style-type: none"> ✓ Story planner from previous lesson ✓ Writing materials ✓ Lined paper ✓ Dictionary and thesaurus <p>Key Words:</p> <p>Interjection Preposition Immerse</p> <p>Differentiation:</p> <p>Varied story lengths accepted for different ages and capabilities of writer.</p> <p>Take a group of LA pupils to one table during this independent writing task so you can lightly guide and keep them on task.</p> <p>Pupils have had the opportunity to bring their work home so they can work independently or with an adult to develop their plan.</p>



Objectives		Extra Information
	<p>MAIN TEACHING – BIG WRITE – Using adjectives, adverbs, interjections and prepositions within as story format. (5 Minutes) Tell your pupils they are now going to write up their stories based on the plans they have produced. Remind them they need to aim towards a finishing point and that you will warn them 10 and 5 minutes before the end of the writing session. Pupils should use pens or pencils depending on their current ability and likelihood to make mistakes which would make using a pen impractical.</p> <p>GUIDANCE – It is good to play non-intrusive classical music as the pupils write; this should be a silent activity with minimal movement during the writing time. You should provide as much natural light as possible in the writing environment and can even support this through candles on tables that are safely protected for use in a classroom environment.</p> <p>MAIN TASK – (35 minutes) Pupils independently work to write up their story from their plan. Give them a ten and five minute warning as they come towards the end of their time.</p> <p>PLENARY – (10 minutes) Ask for volunteers from the class to read the opening two paragraphs of their story – allow time for other students to comment on what they think, based on the prepositions used may happen next and offer constructive feedback. (If the pupil would feel more comfortable, they could have their partner from the mini-plenary join them and help explain the plan).</p>	<p>Traffic light expected lesson outcomes:</p> <ul style="list-style-type: none"> ✓ I wrote a first draft of my Beastie story. ✓ I wrote a first draft of my Beastie story whilst correctly using adverbs and adjectives. ✓ I wrote a first draft of my Beastie story whilst correctly using adverbs, adjectives, interjections and prepositions.



Reflection

Child's Progress



Objectives		Extra Information
Lesson 3 – Whole Class Version.	<p>STARTING ACTIVITY – Roll the dice. (20 Minutes) Roll your five dice. Write down the five numbers. Now roll them again and add up all five numbers, do this a second time and add this to first total number. This is your target number. You can use any of the four operations (+, -, x, and ÷) but only each of the first set of number once.</p>	<p>Materials Required:</p> <ul style="list-style-type: none"> ✓ Paper ✓ Pencil ✓ Small circular object (to assist in drawing circles quickly)
<p>L.O:</p> <p>To Add And Subtract Fractions.</p>	<p>MAIN TEACHING – Adding and subtracting fractions. (10 Minutes) Draw two circles on the white board and split each into 5 pieces display the fraction addition '$2/5 + 1/5 = \underline{\quad}$' above. Tell that you can solve this question easily by using the two circles – colour in two sections on the first and one on the second. Ask if I added the shaded sections together how many 'fifths' would I have? Once an answer has been given draw a third circle split into five parts and ask how many segments should be shaded to represent the answer.</p> <p>Next display the fraction subtraction '$2/5 - 1/5 = \underline{\quad}$' and draw two circles beneath divided into fifths. Tell that you can solve this question easily by using the two circles – colour in two sections on the first and one on the second. Ask if took the sections in the second circle away from the first how many 'fifths' would I have left? Once an answer has been given draw a third circle split into five parts and ask how many segments should be shaded to represent the answer.</p> <p>Repeat the example with the addition '$5/7 + 1/7 = \underline{\quad}$' followed by the subtraction '$5/7 - 1/7 = \underline{\quad}$'</p> <p>MAIN TASK – (20 minutes) Present the following questions for the pupils to solve using their paper, pencil and circular object for support.</p> <ol style="list-style-type: none"> 1. $3/5 + 2/5 =$ 2. $7/7 - 5/7 =$ 3. $4/5 - 3/5 =$ 4. $2/6 + 2/6 =$ 5. $2/7 + 3/7 =$ 6. $1/8 + 4/8 =$ 7. $5/6 - 2/6 =$ 8. $8/8 - 7/8 =$ 9. $7/5 - 5/9 =$ 10. $3/12 + 7/12 =$ 	<p>Key Words: Section</p> <p>Differentiation: HA Extension: Display the question '$3/5 + 2/10 = \underline{\quad}$' ask how could you answer this question and allow to solve independently. Repeat with the question '$4/6 - 1/3 = \underline{\quad}$'.</p> <p>Traffic light expected lesson outcomes:</p> <ul style="list-style-type: none"> ✓ I can add fractions with the same denominator. ✓ I can add and subtract fractions with the same denominator. ✓ I can add and subtract fractions with the same denominator. I can begin to do this with fractions that have different denominators.



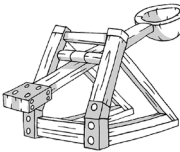
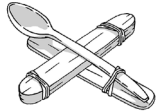
Objectives		Extra Information
	<p>PLENARY – (10 Minutes)</p> <p>Display the question '$\frac{3}{5} + \frac{2}{10} = \underline{\quad}$'. Ask your pupils how they could solve this? Draw two circles and divide into the sections in the question. Now split the first fraction from fifths to tenths – ask how many tenths three fifths is (You can use your HA pupils to support you here. Tell them to notice how the numerator is double 3 and the denominator is double 5. Tell them they can do this with any fraction – as long as they multiply the numerator and denominator by the same number it will be the same amount of the circle shaded.</p> <p>Show the question '$\frac{4}{8} - \frac{1}{4} = \underline{\quad}$' ask your pupils if they can solve this themselves.</p>	



Reflection

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Objectives		Extra Information
Lesson 3 – Whole Class Version.		
<p>L.O:</p> <p>To Build A Catapult Using My Understanding Of Potential Energy.</p>	<p>STARTING ACTIVITY – Catapults Setting the Scene. (10 Minutes)</p> <p>Set the scene for the main activity by showing some pictures of catapults. Explain that they were often used during sieges against castles, and work in the same way as a slingshot but are larger. Tell them that - as they will see when they make their own - catapults use potential energy and ask if they know what potential energy is? You can explain that potential energy is 'stored' in an object and requires special material in our case an elastic band but in the case of a full-sized catapult this was done by stretching ropes. Start a discussion by asking if they have seen catapults before and where?</p>  <p>MAIN TEACHING – Making A Catapult. (10 Minutes)</p> <p>Ask them how they will put their catapult together using the materials at hand? How can you ensure your catapult is strong?</p> <p>Give a couple of minutes to develop designs on paper.</p> <p>Reinforce how can you alter or improve your design to make it as strong as possible?</p>  <p>MAIN TASK – (30 minutes)</p> <p>Give 30 minutes for the building of a catapult - encourage the use of different designs and provide gentle direction to improve the final product in the time given. (Leave up the pictures you have provided of catapults during this time for reference for your pupils)</p> <p>PLENARY – (10 minutes)</p> <p>Start by asking for an explanation of potential energy to ensure that the key scientific idea of the lesson has been conveyed.</p> <p>Ask some of your pupils to show their catapults to the rest of the class and ask how they ensured they were strong?</p>	<p>Materials Required:</p> <ul style="list-style-type: none"> ✓ 1 cup per student ✓ 1 plastic spoon per student ✓ 6 lollipop sticks per student ✓ 4 elastic bands per student ✓ Tape ✓ String ✓ Paper ✓ Pencil <p>Key Words:</p> <p>Catapult Potential Energy</p> <p>Differentiation:</p> <p>Set limits on the materials such as the amount of string and number of elastic bands to make creating a catapult harder.</p> <p>Traffic light expected lesson outcomes:</p> <ul style="list-style-type: none"> ✓ I can build a catapult. ✓ I can build a catapult and understand potential energy. ✓ I can build a strong catapult and understand potential energy.



Reflection

Child's Progress



Objectives		Extra Information
Lesson 3 – Whole Class Version.		
<p>L.O:</p> <p>I Understand How To Translate My Drawings Into 3D Designs.</p> <p>I Understand How My Finished Castle Relates Back To My Unique Features Listed In Lesson 1.</p>	<p>STARTING ACTIVITY – Sorting materials. (10 Minutes) Tell your pupils to look at the materials they have gathered and determine how they will go together and what needs to be done first according to the castle plan you created in lesson 2. Remember your design is 2 dimensional because it's a drawing.</p> <p>2-dimensional means it's flat like a piece of paper. So, in order for our castle to work in 3D we will need to think in 3 dimensions, which in the world we live in is where you can pick up objects and turn them around. Imagine your drawing had tiny people living inside of it, if they wanted to escape the flatness of their drawn world, they would need to step up out of the page and into our world that has three dimensions.</p> <p>Try starting with a base for sticking things down on like a sheet of card or board so your castle can be moved and shown off once you're finished!</p> <p>MAIN TEACHING – Building. (10 minutes) After you have everything you need to build your castle begin by gluing and piercing together all the individual parts that make up the castle one by one starting from the ground up. Make sure you keep looking at your design from lesson 2 and your unique features that helped you draw the design.</p> <p>MAIN TASK – (30 minutes) Explain that the children are about to sort through what they have gathered for their castle and begin construction. Explain that they will start from the ground up to make things easier. Make it clear that lesson 3 can be expanded on in the children's own time and that they can continue to build and add to their castle afterwards.</p> <p>PLENARY – (5 minutes) Select three children to explain what they have built and how it relates back to their plan in lesson 2 as well as their unique features from lesson 1.</p>	<p>Materials Required: Consider the children's drawing from lesson 2 and see if objects can be matched to fit those designs. Any household objects for building the castles that can be glued or stuck down including but not limited to.</p> <ul style="list-style-type: none"> ✓ Cardboard tubes ✓ Milk lids/jugs ✓ Cardboard ✓ PVA Glue ✓ Coloured Tissue <p>Key Words: 3 Dimensional 2 Dimensional</p> <p>Traffic light expected lesson outcomes:</p> <ul style="list-style-type: none"> ✓ I can build a castle. ✓ I can build a castle based on my designs. ✓ I can build a castle based on my designs and relate the final product back to my design thoughts.



Reflection

Child's Progress



Objectives		Extra Information
Lesson 3 – Whole Class Version.		
<p>L.O:</p> <p>To Learn Some Basic Gymnastic Shapes And Use These To Create A Routine.</p>	<p>STARTING ACTIVITY – Bean game. (10 Minutes)</p> <p>① Bean Game: Pupils move around the room until the following instructions are called out then perform the corresponding action before continue to move around until another instruction is called out:</p> <ul style="list-style-type: none"> ✓ Runner bean: run ✓ Jumping bean: jump ✓ Jelly bean: wiggle arms and legs ✓ Chilli bean: shiver like it's cold ✓ Baked bean: curl in ball ✓ Beans on toast: lay down spread out on floor ✓ Broad bean: Flex arm muscles to show they're strong ✓ French bean: one hand on hip one arm in air and say 'ooh la la' <p>② Have the pupils perform some static stretches before beginning the main activity. If you are unsure what stretches are suitable please refer to lesson one for a complete warm up.</p> <p>MAIN TEACHING – Shapes. (5 minutes)</p> <p>Tell the pupils that during this lesson they will be learning some gymnastic shapes that they can use in later lessons. Tell them you will demonstrate the move and then they will be asked to copy you and hold the shape for three seconds.</p> <p>MAIN TASK – (35 minutes)</p> <p>Pupils find a space on the mats which have been laid out around the learning environment and follow your demonstrations - as above - of the following shapes:</p> <ul style="list-style-type: none"> ✓ Straight standing: Arms extended up by ears, legs together. ✓ Star standing: Arms and legs both extended out/up to make star shape. ✓ Tuck sitting/squat: Bent down in a ball, arms to the side of body. ✓ Straddle sitting: Legs straight apart at 90° angle, arms stretched out over legs. ✓ Pike sitting: Legs straight, tight together in front of body, arms stretched out over legs. 	<p>Materials Required:</p> <ul style="list-style-type: none"> ✓ Mats ✓ Benches ✓ Blocks <p>Key Words:</p> <p>Transition Straight standing Star standing Tuck sitting Tuck squat Straddle sitting Pike sitting Dish Arch Happy cat Sad cat Support Levers Wolf Stag</p> <p>Traffic light expected lesson outcomes:</p> <ul style="list-style-type: none"> ✓ I can perform some basic gymnastic shapes. ✓ I can perform some basic gymnastic shapes and develop them into a routine. ✓ I can perform some more advanced gymnastic shapes and develop them into a routine.



Objectives		Extra Information
	<p> ✓ Dish & Arch half/full: <i>Half Dish</i> - lie on your back with head, arms and legs off the floor, arms and legs bent. <i>Full Dish</i> - same as above with arms and legs straight. <i>Half Arch</i> - lie on your tummy with head, arms and legs off the floor, arms and legs bent. <i>Full Arch</i> - same as above with arms and legs straight. </p> <p> ✓ Happy cat/Sad cat: In crawling position, on all fours. <i>Happy cat</i> – Heads up, backs arched. <i>Sad cat</i> – Heads down, chest and back hollowed up towards sky. </p> <p> ✓ Support side/front/back: <i>Front support</i> – press up position, hands flat, straight arms, legs together on toes. <i>Back support</i> – start sitting in pike, push hips and bellybutton up to sky, resting on heels. and flat hands in line with shoulders, push arms straight. <i>Side support</i> – leaning on one arm push hips and body off floor facing to the side, resting on outside of foot and flat hand. </p> <p>Give the pupils 10 minutes to practice the shapes they have learnt whilst you work with more advanced students as per the HA extension task.</p> <p>Mini-Plenary: Tell pupils they are now going to mirror each other before developing a sequence from the shapes they have developed. Tell them to pay particular attention on how they move from one shape to another and that this should be slow and considered. (HA pupils should be paired together)</p> <ol style="list-style-type: none"> 1 Have them start by mirroring their partner in their use of shapes and transitions between. Have the partners swap and perform the same activity reversing roles. 2 Pairs should then work together to connect five of the shapes they have learnt into a basic routine. <p>PLENARY – (10 minutes)</p> <p>Have some of the pupils display their basic routines for the class and allow the other pupils to provide feedback on their routine and use of shapes.</p> <p>Have the pupils perform some light stretches to warm down. If you are unsure what stretches are suitable please refer to lesson one for a complete warm down.</p>	<p>Differentiation: HA Extension: Continue to demonstrate the following shapes for this group of pupils:</p> <p> ✓ Levers (half & full): Holding body weight on hands in the below positions. </p> <p> ✓ Half – feet resting on ground holding bottom up/ bottom resting on ground holding legs up. <i>Full</i> – Both feet and bottom lifted off ground. </p> <p> ✓ Position: Start sitting: <i>Straddle</i> – Legs straight apart at 90° angle. <i>Pike</i> – Legs straight together in front of body. <i>Tuck</i> – Legs together, knees bent tight. </p> <p> ✓ Wolf (sitting/jump): One leg out straight in front of body, other leg bent sitting underneath, knees together. </p> <p> ✓ Stag (sitting): One leg straight out behind body, other leg bent sitting underneath. </p>



Straight standing



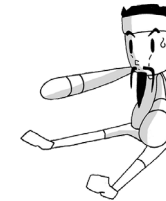
Star Standing



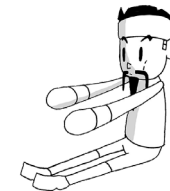
Tuck sitting/squat



Straddle Sitting



Pike sitting



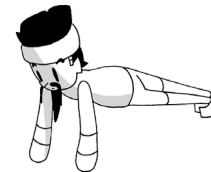
Dish



Arch



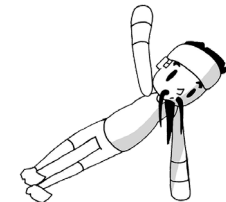
Support Front



Support Back



Support Side



**Levers Half Step 1
Bottom Up Feet Rest**



**Levers Half Step 2
Bottom Resting Legs Up**



**Levers Full
Both Bottom And
Feet Lifted Up**

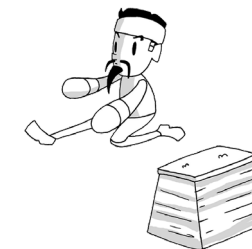


Wolf Jumping

Wolf



Stag





Reflection	Child's Progress