



Phase 4

PUP'S LESSON

PSHE Lesson:

Social Play: Finding the confidence of a captain

Literacy Lesson 4

Mathematics Lesson 4

Science (Practical)

History Lesson 4

Art Lesson 4

Physical Education: Gymnastics 2

Lesson 4

Social Play: Finding the confidence of a captain

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

HOW TO HELP

CAPTAIN'S HAT

Nothing says "I'm the captain" like a big, bold captain's hat. It lets everyone know that you are in charge of you and can look after yourself. (And look rather dashing while doing so.)

But its not just captain's hats that can give us confidence and help us feel strong. We can remember the things that make us special, offer a kind gesture of help someone else be brave like the captain you are.



Tips

Once you have created your own hats create another for someone else.

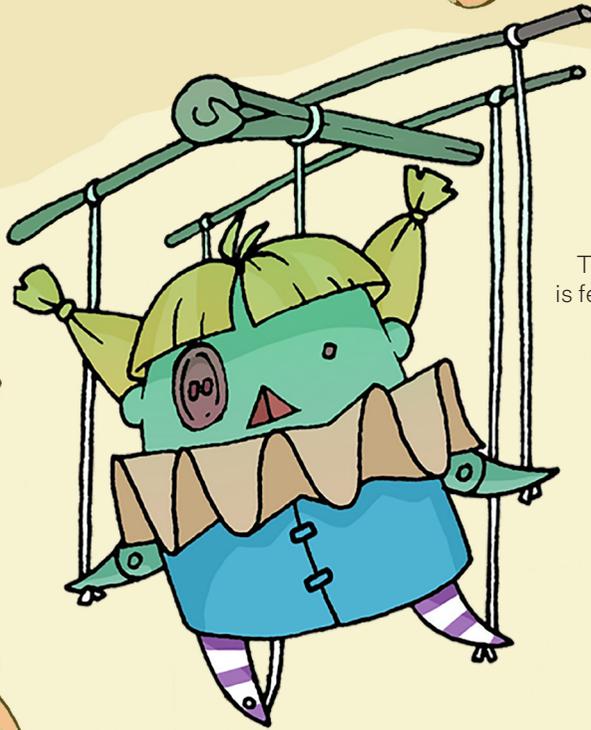
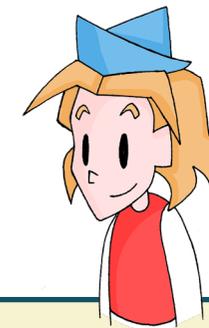
Pick out their best qualities, amazing things they have done or your favourite things, about them and decorate a hat especially for them.

ACTIVITY

BE YOUR OWN BOSS

Be Your Own Boss: Design and make your very own origami captain's hat. Designed especially to show what being your own boss means to each person. It could be a symbol of bravery, An animal or person you admire that helps you feel like a boss. But whatever it is it must be special to you.

Pretend your body and mind are the pirate ship and you are the captain - take control, care for and lead that ship to safety.



Pup



Pup feels she is not capable to do things alone and relies on others to pull her strings and control what she does. But she is her own boss and more than capable of taking care of herself.



Objectives		Extra Information
<p>Lesson 4 – Whole Class Version.</p>	<p>VCOP/S/G – Concrete Poems. (10 Minutes) GUIDANCE – Print out the concrete poem images from the Tools and Resources for the class.</p>	<p>Materials Required:</p> <ul style="list-style-type: none"> ✓ Concrete Poems worksheets ✓ Paper ✓ Pens or pencils ✓ Nursery Rhyme first drafts <p>Key Words:</p> <p>Concrete poems Poet George Herbert Proofread Cover image</p> <p>HA Extension:</p> <p>If they finish the main task in a short time have the pupils pick out any scenes from their Nursery Rhyme that could be turned into concrete poems.</p> <p>Traffic light expected lesson outcomes:</p> <ul style="list-style-type: none"> ✓ I can draw a nursery rhyme cover image. ✓ I can draw a nursery rhyme cover image with one concrete poem. ✓ I can draw my nursery rhyme cover image with more than one concrete poem.
<p>L.O:</p> <p>To Create a Cover Image Using A Concrete Poem.</p>	<p>Explain to the class that a concrete poem or a visual poem is a visual representation of what the words are describing, written in such a manner that depicts the subject. Offer the example of poet, George Herbert’s concrete poem entitled ‘Easter Wings’ which was written in 1633.</p> <p>Using the concrete poem templates from the Tool and Resources section, see if the children can write the suggested lines of text as a concrete poem on the worksheets.</p> <div style="text-align: center;"> <p>Lord, who createdt man in wealth and flore, Though foolishly he loft the fame, Decaying more and more, Till he became Molt poore: With thee O let me rife As larks, harmonioufly, And sing this day thy victories: Then shall the fall further the flight in me.</p> <p>My tender age in forrow did beginne And fill with sicknes and flame Thou didst fo punish finne, That I became Molt thine. With thee Let me combine, And feel this day thy victorie: For, if I imp my wing on thine, Affliction shall advance the flight in me.</p> </div> <p><i>Welsh Poet, George Herbert: ‘Easter Wings’ 1633 from ‘The Temple’</i></p>	



Objectives		Extra Information
	<p>MAIN TEACHING – Proofread. (15 minutes) Have the class swap their nursery rhymes with another child and proofread their classmates work, making suggestions and edits, checking for spelling, grammar, use of rhyming couplets and alliteration.</p> <p>MAIN TASK – Concrete Poem Cover Image. (30 minutes) Now the class have completed their nursery rhymes, all they need is a cover image. Ask them to draw out a cover image for their nursery rhyme in the form of a concrete poem. The cover image must display a scene from the nursery rhyme and contain at least one concrete poem. Ensure the class remember what a concrete poem is and if unsure revisit the worksheets to remind them and allow them to use it as inspiration. This can be any type of image; the important part is the poem itself.</p> <p>PLENARY – (5 minutes) Have the first three pupils who have finished their cover images read out their nursery rhyme to the rest of the class. As long as they are comfortable doing so.</p>	



Reflection	Child's Progress



Objectives		Extra Information
<p>Lesson 4 – Whole Class Version.</p>	<p>STARTING ACTIVITY – Sequence Recap. (15 minutes) Remind your pupils of their learning from the last lesson by recapping one question on the Whiteboard/IWB:</p> <p style="text-align: center;">___, ___, 33, 39, 45, 51</p> <p>Discuss how you would solve this as a class before repeating the process for the following example:</p> <p style="text-align: center;">___, 27, 32, ___, 42, 47.</p> <p>You can use further examples to build pupil confidence but once this has been achieved allow pupils to complete the following independent questions:</p> <ol style="list-style-type: none"> 1. 47, 80, 113, 146, ___, __ 2. ___, ___, 88, 119, 150, 181 3. 52, 125, 198, 271, ___, __ 4. 58, ___, ___, 346, 442, 538 5. 81, ___, ___, 42, 29, 16 6. 119, 107, ___, ___, 71, 59 7. ___, ___, 319, 276, 233, 190 8. ___, 333, ___, 265, 231, 197 <p>Ask your pupils what happened when they reached question 5? Did this cause them any problems? How did they deal with the change?</p>	<p>Materials Required:</p> <ul style="list-style-type: none"> ✓ Pencil ✓ Squared paper
<p>L.O:</p> <p>To Convert Linear Sequences Into Linear Equations.</p>	<p>MAIN TEACHING – Turning Sequences into Linear Equations. (10 minutes) So far in this series of lessons we have learned some basic algebra and linear sequences. This lesson we are going to combine these two skills to define a linear sequence through a linear algebraic equation. Show your pupils the following sequence again (with the gaps completed):</p> <p style="text-align: center;">21, 27, 33, 39, 45, 51</p>	<p>Key Words: Linear Sequence Linear Equation Algebra Nth Term Term 0</p> <p>Differentiation: If some pupils are still unsure after the first example in the main teaching section go through another example with them as a group before setting them off on the main activity.</p> <p>Traffic light expected lesson outcomes:</p> <ul style="list-style-type: none"> ✓ I can complete increasing sequences and find the increment by which they are increasing. ✓ I can complete increasing and decreasing sequences and find the increment by which they are increasing. ✓ I can find a linear equation to describe a sequence.



Objectives		Extra Information
	<p>Explain that we use 'n' to represent the term number in this sequence. For example: '21' is term 1; '27' is term 2 and '51' is term 6. We will create an expression that will look like the below, will define the sequence and allow us to find any term in the sequence with a simple calculation:</p> $6n+15 = \text{Term N}$ <p>Where 'n' is the number of the term we are looking for.</p> <p>To do this we follow the steps below to create a linear equation that will tell us any term in the series:</p> <ol style="list-style-type: none"> Find what number the sequence is increasing (or decreasing) by each time. For example, here it increases by 6 each time. We will be multiplying n by this in our final expression – so given that, we have found so far that our final expression will be: $6n + ? = \text{Term N}$ Next we need to find the number to replace the '?' with. To do this we find 'Term 0.' This may sound complicated but it is actually what term (if we followed the rule of the sequence) would come before term 1. As this sequence increases by 6 and the sequence starts with 21 all we need to do is subtract 6 from 21. $21-6=15$ Now we just replace the '?' with the number we found (15) to get our final expression: $6n + 15 = \text{Term N}$ <p>So how do we use this? Well if we wanted to find what the 100th term in our sequence would be now, rather than adding 6 100 times we can just input 100 as n to find the 100th term. For example:</p> $6n + 15 = \text{Term N}$ $(6 \times 100) + 15 = \text{Term 100}$ $600 + 15 = \text{Term 100}$ $615 = \text{Term 100}$	



Objectives		Extra Information
	<p>MAIN TASK – (30 minutes) Take your answers to the questions from lesson 3 and find the nth term algebraic expression for each of the sequences you completed.</p> <p>PLENARY – (5 minutes) Have some of your pupils choose an example question they answered and using the whiteboard explain it to the whole class. Allow the class to feedback if any mistakes are encountered.</p>	



Reflection	Child's Progress



Objectives		Extra Information
<p>Lesson 4 – Whole Class Version.</p>	<p>MAIN TEACHING – Making Noise About ‘The Scientific Method’. (10 minutes) On the whiteboard write ‘Observe’, ‘Question’, ‘Hypothesis’, ‘Test & Record’, and ‘Conclusion’. Ask the class if they are familiar with some or all of these words, allow pupils to volunteer definitions and then clearly define each word for the class:</p>	<p>Materials Required:</p> <ul style="list-style-type: none"> ✓ Sheets of aluminium foil ✓ Glasses filled with water ✓ Metal forks ✓ Rulers ✓ Whiteboard/IWB
<p>L.O:</p> <p>To Understand And Apply The Scientific Method.</p>	<ul style="list-style-type: none"> ✓ Observe: Gather information, sometimes through senses like touch or hearing. ✓ Question: Ask a question about your observation. ✓ Hypothesis: Guess an answer to your question. ✓ Test & Record: Experiment to see if your hypothesis is correct and record the results. ✓ Conclusion: Look at the results of the experiment, compare them to your hypothesis and share what has been learnt. <p>Tell them that these terms represent the steps required to accurately record an experiment and that these steps are called ‘The Scientific Method’. With the class comfortable with each of these terms, tell them that they will be using The Scientific Method whilst experimenting the sounds they can make from materials.</p> <p>MAIN TASK – (15 minutes) Activity Breakdown:</p> <ol style="list-style-type: none"> 1 Make a table with each of the steps in the scientific method in order as the heading (as in the table below). 2 Lay a ruler flat on the table, slide half of it off the table lengthwise and, while pressing the ruler firmly against the table, flick the end of the ruler hanging off the table. 3 Under ‘Observe’ describe what was seen or heard (What noise did it make? How did it move?). 4 Under ‘Question’ write ‘How will the sound change if less of the ruler is hanging off the table?’ 5 Under ‘Hypothesis’ guess what you think will happen to the ruler if you apply your question (e.g. I think the ruler will make a lower pitch noise - vibrate slower- if there is less of the ruler hanging off the table). 	<p>Key Words:</p> <p>Observe Question Hypothesis Test Analyse Prove Disprove Extrapolate False Negative Positive</p> <p>Traffic light expected lesson outcomes:</p> <ul style="list-style-type: none"> ✓ I can list the steps involved in The Scientific method. ✓ I can identify the steps of The Scientific Method in an experiment. ✓ I can form a hypothesis and apply The Scientific Method to prove/ disprove it.



Objectives		Extra Information										
	<p>6 Lay the ruler flat on the table as in step 2, this time only hang a quarter of the ruler off the table and flick the end of the ruler hanging off the table, being careful to use the same force as before.</p> <p>7 Record the results of this experiment under 'Test & Record' (Did the noise change? Did it move differently? How?).</p> <p>8 Now under 'Conclusion,' compare your hypothesis with the results of this experiment (Did you prove or disprove your hypothesis? What can you learn from this result?)</p> <table border="1" data-bbox="539 699 1514 874"> <thead> <tr> <th>Observe</th> <th>Question</th> <th>Hypothesis</th> <th>Test & Record</th> <th>Conclusion</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Mini-Plenary: After the class has completed the activity and formed their conclusions, ask a few of them to share their results with the class. Ask if their hypothesis was right or wrong. Some may feel nervous or upset that they got their hypothesis wrong; take the time to explain that disproving something is just as important as proving something in science. Tell them that not every hypothesis can be correct and we can still learn from a disproved hypothesis. Take an incorrect hypothesis for the experiment that was just done as an example (e.g. a lower pitch noise from a shorter hanging ruler) and ask the class what we can extrapolate from this result.</p> <p>Lead them to the idea that we can use this new observation to form a new hypothesis (e.g. that there will be a lower pitch noise if there is more of the ruler hanging off the table). Ask them to use the table again but this time under 'Observation' write '<i>When there is less of the ruler hanging off the table it vibrates faster and makes a higher pitch sound</i>' and under 'Question' write '<i>What happens when there is more of the ruler hanging off the table</i>'. Ask them to each come up with a new hypothesis for this new question, and to repeat the experiment with three-quarters of the ruler hanging off the edge of the table. Once this has been completed have the class discuss their results and make sure they were comfortable with each step of the process.</p>	Observe	Question	Hypothesis	Test & Record	Conclusion						
Observe	Question	Hypothesis	Test & Record	Conclusion								



Objectives		Extra Information
	<p>SECONDARY TASK – (25 minutes) Activity Breakdown:</p> <ol style="list-style-type: none"> 1 Take a fork, a sheet of aluminium foil and a glass filled with water. 2 Try to make a noise with these objects (e.g. strike the fork on the table, wobble the foil sheet, gently tap the side of the glass with a pencil). 3 Form at least one 'question' that may affect the sound made for each object (e.g. what happens when you strike the other end of the fork? what happens if the sheet is cut in half? what happens if you remove some of the water?). 4 Once you have picked your favourite question for each object, make one 'hypothesis' and perform one test for each of them, recording results and forming 'conclusions', recording everything in the table used in the previous experiment. <p>Mini-Plenary: Have the class discuss some of their conclusions for each of the objects. Ask them why they think it's important to share and discuss conclusions in science. Explain that two scientists doing the same experiment may interpret the results differently. One might think that because the noise was louder that the pitch must be higher and the other might disagree, so after discussing their conclusions they may agree to perform another experiment, working together to get better results. Explain that there are also cases of false-positives and false-negatives, where the results of the experiment are false, possibly due to faulty equipment or poor test conditions. In these cases, it's useful to have other scientists repeat the experiment to verify the first experiment, which wouldn't be possible without open sharing and discussion in science.</p> <p>PLENARY – (10 minutes) Ask them if they can think of applications for the experiments they have done today. Acknowledge any that mention further understanding the materials. Explain that every material has physical properties, and experiments such as these can help us understand those properties.</p>	



Objectives		Extra Information
	<p>Explain that because we weren't accurately recording our results (e.g. the exact frequency, number of vibrations a second, of the ruler) the results of our experiments couldn't accurately define those properties, but there are often unforeseen uses that can come out of experiments, and so it is always worth sharing results even if your results aren't 100% accurate or seem obvious.</p> <p>Ask them if they have ever heard of a Foley artist.</p> <p>Explain that Foley artists create almost every sound they hear on tv and movies, for example using coconut halves knocking together to make the sound of the hoof steps of a horse, or wobbling sheets of metal to make the sound of thunder.</p> <p>Tell the class that Foley artists follow the scientific method when they look for these sounds, observing a sound they want to recreate, asking themselves the question of how to make or record a certain sound, hypothesising how they could then make the sound and then performing tests, and recording and sharing their results.</p> <p>If there is time, play a game with the class, asking them how they think certain common sounds are made for television, using the following list:</p> <ul style="list-style-type: none"> ✓ Bones breaking = Celery being snapped in half ✓ Rain = Bacon frying in a pan ✓ Walking on grass = Shredded newspaper in a plastic bag ✓ Kiss = Kissing your own forearm ✓ Swing Set = Rusty hinge 	



Reflection	Child's Progress



Objectives		Extra Information
<p>Lesson 4 – Whole Class Version.</p>	<p>GUIDANCE – In our last lesson we looked at the toys that children took with them when they evacuated London and other cities during World War II. Today we are going to prepare our archive for the children of the future who will look back at 2020 from a historical perspective. Just as toys were important to evacuees, it is just as important that the toys of today are recorded for the future.</p>	<p>Materials Required:</p> <ul style="list-style-type: none"> ✓ Paper ✓ Pens/ pencils ✓ Small scrapbook (you can easily make one: use folded and stapled A4 paper) ✓ Disposable cameras ✓ Shoe box or another suitable holder for an archive
<p>L.O:</p> <p>To Create An Historical Archive For The Future.</p>	<p>Use an old shoebox, old school bag, plastic wallet or anything that is suitable to store your archive in.</p> <p>This last history lesson in the Toys and Play Home Learning Kit, is intended to be an ongoing activity – it may take days or weeks to collect the information that the class wants to include in their archive. Or they may complete it in an hour and that is absolutely fine too.</p> <p>STARTING ACTIVITY – Moving Forward in Time. (10 Minutes) Let us revisit our timeline – remember we stopped at the year 2020 which is present day. Today we are going to extend our timeline by 50 years so that it now finishes in the future, in the year 2070.</p> <p>Using the scale that you have already been using, add the ‘future’ section of your timeline and discuss the concept of the ‘future’ with the class.</p> <p>MAIN TEACHING – Creating an Historical Archive. (15 Minutes) In our last lesson, the class was asked to think about which of their toys they would take if they were an evacuee. Thinking now about our lives today, would they still like this toy to be the one(s) that they wish the children of the future to read about? Do they want to change their mind?</p> <p>Ask them to collect the toy or toys to have near them.</p> <p>Over the course of the previous history lessons we have learnt some important vocabulary that is used when we study history:</p> <ul style="list-style-type: none"> <li style="width: 50%;">✓ Timeline <li style="width: 50%;">✓ Present <li style="width: 50%;">✓ Artefacts <li style="width: 50%;">✓ Future <li style="width: 50%;">✓ Sources <li style="width: 50%;">✓ Historical significance <li style="width: 50%;">✓ Past 	<p>Key Words:</p> <p>Historical significance Artefact Sources Future Archive Eyewitness Catalogue</p> <p>Differentiation:</p> <p>Recap all previous vocabulary and key words to see if the class can remember their meanings?</p>



Objectives		Extra Information
	<p>Introduce the new key vocabulary for today:</p> <ul style="list-style-type: none"> ✓ Archive – a place where historical information is kept and stored in a suitable way that makes access easy. ✓ Eyewitness – somebody who has lived through an historical event and who has recorded the event through their own point of view or captured, first-hand, other people’s thoughts and experiences. <p>You have learnt that it is important that there are reliable historical sources so that the people of today can learn about the people of the past. It is important that these records and artefacts are kept safe and are available to those people who wish to research the past. The National Archives in Kew, West London, is one such place that keeps historical information safe and available.</p> <p>GUIDANCE – This is a great place to visit, and you should consider it once the archives are re-opened when it is safe to do so. Information can be found on their website: www.nationalarchives.gov.uk</p> <p>MAIN TASK – (30 minutes)</p> <p>Explain to the class that they are in a unique position, that they are experiencing and living through a significant event that has been of relevance to the whole world and will be documented in history.</p> <p>“In the future, school children, just like you will be studying history. They will be looking at significant historical events, sources, artefacts and eyewitness accounts. They will look to National Archives to carry out research, they may even contact people who are still living – just like you may do when investigating the second world war.</p> <p>Instead of being the school child who is looking back in history, you are now the person who is going to produce all these wonderful pieces of evidence that the future children will study. You are going to be the history, you are going to produce the sources, you are going to be the eyewitness. Your evidence is important, valued and deserves to be recorded so that the future children can learn from you. History is no longer something that happens to other people: history is now happening to you!”</p> <p>Ask the class to think about what kind of things could go into their archive to document the 2020 pandemic. What are their ideas? Remember, it is their archive and what they choose will be very personal to them – not always in an obvious way!</p>	<p>Traffic light expected lesson outcomes:</p> <ul style="list-style-type: none"> ✓ I can understand the importance of documenting events. ✓ I can understand the importance of documenting events and select relevant information material. ✓ I can understand the importance of documenting events, select relevant information material and organise information using a catalogue list.



Objectives		Extra Information
	<p>To create your own historical archive, you can include any of the following information:</p> <ul style="list-style-type: none"> ✓ Diary entry – encourage the class to write a diary entry from a typical day during the pandemic. Remember to record the date! ✓ Photographs – buildings, people, nature, symbols (rainbows), transport, food – all of these build a picture of the context of the world during this time. ✓ Newspaper clippings – try to make sure the date is recorded! ✓ Interviews – maybe some of the class would like to interview you, a sibling or a grandparent (via zoom etc!) and make a transcript of the interview. ✓ Drawings and poetry – art is so important and often reflects the circumstances of the time. ✓ Artefacts – (your favourite toy; you can just put an image in until you are ready to part with your toy)! <p>Over the course of the next few hours, days or weeks (whichever suits), work with the class to help them build their own archive that represents their viewpoint of the coronavirus pandemic.</p> <p>Ask the class to prepare a letter to the children of the future. It could look something like this:</p> <div style="background-color: #fff9c4; padding: 10px; margin: 10px 0;"> <p style="text-align: right;"><i>1st June 2020</i></p> <p><i>Dear student,</i></p> <p><i>I was school child in the time of the 2020 coronavirus pandemic! I am so happy that you have decided to look through my archive that I created while I was unable to go to school! Yes, that's right, all our schools closed for 3 months, for some children even longer, and we had to be 'home-schooled' by our parents!</i></p> <p><i>I have put together these ...</i></p> <p><i>...</i></p> <p><i>I hope you have enjoyed looking through all of the information. What did you think of the kind of toys that we played with back then?</i></p> <p><i>Your child's name</i></p> </div>	



Objectives		Extra Information
	<p>Once you have completed your archive, if you wish, you could help the class to create a catalogue to accompany the archive. Simplistically, this is a list of all the items that are in the class' archive and each item can be allocated a reference number:</p> <div data-bbox="602 517 1453 762" style="background-color: #fff9c4; padding: 10px; margin: 10px 0;"> <p><u><i>My 2020 Coronavirus Pandemic Catalogue</i></u></p> <p><i>CN*001 - Photograph of a local house displaying a rainbow</i></p> <p><i>CN*002 - One of my trading cards that was a really popular toy at the time.</i></p> <p><i>*child's name in initials</i></p> </div> <p>Plenary – (5 minutes)</p> <p>Have a conversation with the class regarding how they feel about being alive in the time of a significant historical event that has had an impact globally. Let the conversation go wherever it needs to. Acknowledge their fears and worries, don't try to explain them away just remind them that they are loved and supported and like all the history they have looked at, this time will pass.</p> <p>To finish on a positive note, have a discussion about all the great things that have come about due to these unprecedented times.</p>	



Reflection	Child's Progress

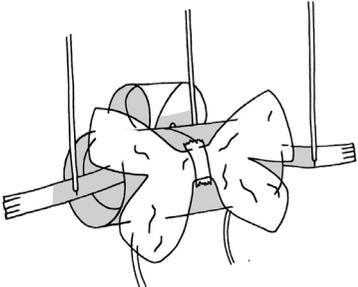


Objectives		Extra Information
<p>Lesson 4 – Whole Class Version.</p>	<p>STARTING ACTIVITY – Character ideas. (5 Minutes) It's time to decorate our Marionettes and give them some character. Take 10 minutes and look at what we drew in lesson 1 for our character ideas and see if you have the necessary objects and materials to add them onto the basic Marionette puppet. In the next part of the lesson we will add some main features to our puppet such as a Face and decorations added to the Body. If you had any new ideas along the way, then why not start thinking about using them instead? Maybe you would like to add some tissue paper wings ❶ or a big top hat ❷. List all these ideas out on sheet of paper to be used later.</p> <p>MAIN TEACHING – Adding character. (35 Minutes) You can now think of how you would like to decorate your Puppet! Take your piece of paper or card and draw out the features for your characters Face. Why not think about adding things on to make it stand out more? Try to find a variety of materials in the house! Buttons for eyes, strings for 'noodly' hair, markers and pastel colours are all welcomed for your puppets colouring and will give your character plenty of life! ❸ Once you have finished the face stick it onto the front of the small cardboard tube that we used for our Marionette's head using either PVA glue or some tape ❹.</p> <p>Next we will decorate our puppet's Body – You could draw out and decorate your own shapes to be stuck onto the Larger cardboard tube or just decorate the tube as it already is by using some of the ideas listed above ❺.</p> <p>If you think your puppet needs an accessory why not make and add that too? Think about Bags or hats made of cardboard. Or how about a funny version of you or a friend that you know? Simply print out a photo and make a mini mask for your puppet to wear. The possibilities are endless!</p> <p>MAIN TASK – (10 minutes) Explain to the children that they are about to decorate and add accessories to their Marionettes and can continue to develop ideas after the lesson.</p> <p>PLENARY – (10 minutes) Select 4 children and ask them to show off what the personalities of their puppets are.</p>	<p>Materials Required:</p> <ul style="list-style-type: none"> ✓ Pencil ✓ Paper ✓ Coloured Pencils or Pens ✓ Craft Paints ✓ Brushes ✓ PVA Glue and Spreaders ✓ Tape ✓ Scissors ✓ Pre cut circle shapes (from paper or card- these will be used as blank puppet faces that the children will decorate) ✓ Gathered materials (depending on personal design) Plastic, Foil, coloured Tissue paper etc <p>Traffic light expected lesson outcomes:</p> <ul style="list-style-type: none"> ✓ I can decorate my marionette. ✓ I can decorate my marionette based on my original character design from the first lesson. ✓ I can decorate my marionette based on my original character design from the first lesson as well as add an additional accessory to my finished Marionette.
<p>L.O:</p> <p>I Understand How To Decorate My Marionette And Make It Unique.</p>		

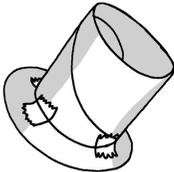


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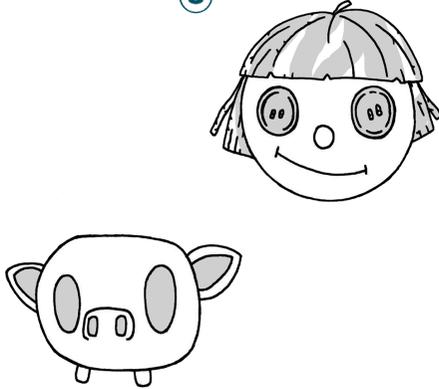
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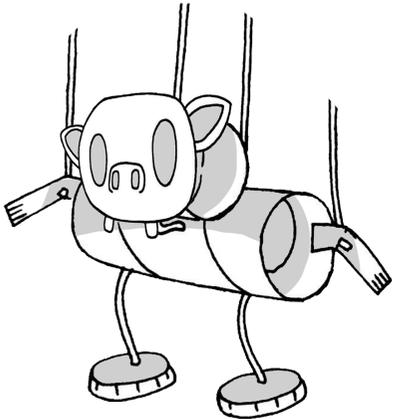
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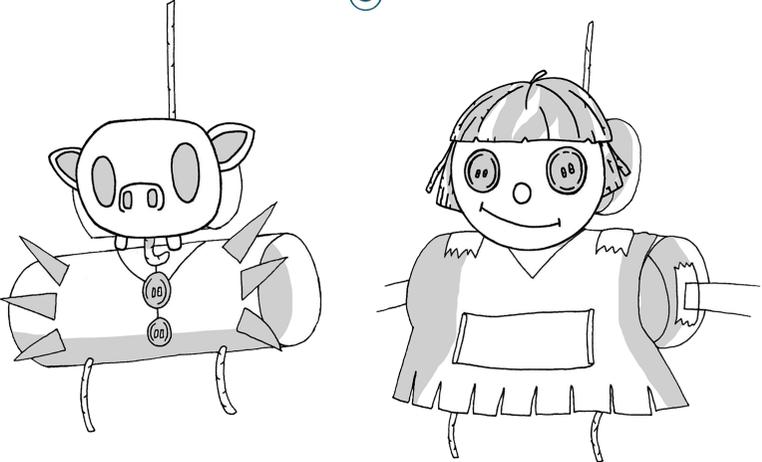
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Reflection	Child's Progress



Objectives		Extra Information
<p>Lesson 4 – Whole Class Version.</p>	<p>GUIDANCE – An environment big enough for starting activity 1 to be completed whilst maintaining current social distancing rules is necessary for this to be used. Take the time to recap social distancing rules at the start of the activity.</p>	<p>Materials Required:</p> <ul style="list-style-type: none"> ✓ Shape Reference Worksheet ✓ Paper ✓ Pencil
<p>L.O:</p> <p>To Improve My Routine With Clear Transitions.</p>	<p>STARTING ACTIVITY 1 – Pirate Ship. (10 Minutes)</p> <p>Your pupils should stand on the centre line of your exercise space and await commands from you. You can introduce eliminations, last child to perform action is out of the game.</p> <ul style="list-style-type: none"> ✓ Port – Run to left of hall. ✓ Starboard – Run to right of hall. ✓ Bow – Run to front of hall. ✓ Stern – Run to back of hall. ✓ Main Deck – Run back into centre line. ✓ Scrub the decks – Children crouch down and pretend to scrub floor. ✓ Climb the rigging – Children pretend to climb rope ladder. ✓ Captains Coming – Children salute and say ‘Aye Aye Captain’. <i>(Cross-Curricular British Values Opportunity – Due to media influence most students will perform an American salute this is a good opportunity to teach an appropriate British salute).</i> ✓ Man over Board – Children jump up in the air and land down in tuck shape. ✓ Walk the plank – Walk in a straight line. ✓ Shark attack – Children jump up on benches or lie on backs with arms in air like shark fin. ✓ Storm ahead – Children run around room. 	<p>Key Words:</p> <p>Transition Routine Theme</p> <p>Differentiation:</p> <p>HA Extension: Pupils can include the higher-level shapes, LA Support: Group work with teacher support.</p> <p>Traffic light expected lesson outcomes:</p> <ul style="list-style-type: none"> ✓ I can develop a complete routine and present this for an audience. ✓ I can develop a complete routine with clear transitions and present this for an audience. ✓ I can develop a complete routine with clear transitions and present this for an audience alongside writing a clear description of the routine I have produced.



Objectives		Extra Information
	<p>STARTING ACTIVITY 2 – Practicing our Routines. (10 Minutes) Give ten minutes for your pupils to practice their routines from the last lessons – remember they have their layouts and Shape Reference Worksheet to support them. Have some of the pupils display their routines for the class and allow the other pupils to provide feedback on their routine and use of transition.</p> <p>MAIN TEACHING – Improving Transitions for our routines. (10 minutes) Discuss with your pupils the last thing they need to do to ensure their routines are impressive is to ensure clear and smooth transitions between each of the shapes they have chosen. Ask each pupil to choose two consecutive shapes in their routine and take 5 minutes to practice developing a smooth and safe transition from one to the other before writing a description of their actions into their routine plan.</p> <p>Bring the class back together and ask some confident students to demonstrate what they have come up with and read how they have described these.</p> <p>MAIN TASK – (20 minutes) Pupils complete the above for each transition within their routine to bring it to a completed product.</p> <p>PLENARY – (10 minutes)</p> <ul style="list-style-type: none"> ✓ Have some of the pupils display their routines for the class and allow the other pupils to provide feedback on their routine and use of transition. ✓ Have your pupils’ jog gently around the learning area for two minutes followed by two minutes walking to warm down. 	



Reflection	Child's Progress