

## Walking With Wolves

<b>MAIN FOCUS: Self-improvement – setting goals for physical and mental development.</b>			
<b>Programme Of Study</b>	<b>DO/GO/MEET/READ (Experiences)</b>	<b>MAKE/PRODUCE (Outcomes)</b>	<b>What do you notice?/ASSESSMENT</b>
<p><b>PERSONAL DEVELOPMENT</b></p> <p><b>To push, improve and persevere:</b></p> <ul style="list-style-type: none"> <li>• Begin to take encouragement and advice from others.</li> <li>• Keep trying after a first attempt.</li> <li>• Share with others a number of positive features of own efforts.</li> <li>• Identify a few areas for improvement.</li> <li>• Attempt to make improvements.</li> <li>• Find alternative ways if the first attempt does not work.</li> <li>• Bounce back after a disappointment or failure.</li> <li>• Show the ability to stick at an activity (or a club or interest).</li> <li>• See oneself as lucky.</li> </ul>	<p>Organise a healthy bodies event for other children in the school - organised warm ups, games, presentations.</p> <p>Set personal goals and attempt to reach or exceed them.</p>	<p>A more resilient child, willing to set ambitious goals who is able to treat success and failure philosophically.</p>	<ul style="list-style-type: none"> <li>• More independent children.</li> <li>• Children who are more aware of their skills, abilities and potential.</li> </ul>

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<b>MAIN FOCUS: Exploring, rehearsing and performing together.</b>			
<b>Programme Of Study</b>	<b>DO/GO/MEET/READ (Experiences)</b>	<b>MAKE/PRODUCE (Outcomes)</b>	<b>What do you notice?/ASSESSMENT</b>
<p><b>MUSIC</b></p> <p>To describe music:</p> <ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> </ul> <p>To perform:</p> <ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> </ul>	<p>Perform glockenspiel piece in assembly.</p> <p>Perform play / musical with red class (April).</p>	<p>An accomplished performance of a piece with glockenspiel accompaniment in assembly.</p> <p>A collaborative play / musical with red class (April).</p>	<p>More confident performers.</p> <p>Some previously undiscovered talents?</p>

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<b>MAIN FOCUS: Nutrition, teeth, bodies, digestion.</b>			
<b>Programme Of Study</b>	<b>DO/GO/MEET/READ (Experiences)</b>	<b>MAKE/PRODUCE (Outcomes)</b>	<b>What do you notice?/ASSESSMENT</b>
<p><b>SCIENCE</b></p> <p><b>To work scientifically:</b></p> <ul style="list-style-type: none"> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</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> <li>• Use straightforward, scientific evidence to answer questions or to support their findings.</li> </ul> <p><b>To understand animals and humans:</b></p> <ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types and amounts of nutrition and that they cannot make their own food and they get nutrition from what they eat.</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> <li>• Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> <li>• Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>• Identify the different types of teeth in humans and their simple functions.</li> </ul>	<p>Nutritionist? GP?</p>	<p>A healthy drink.</p> <p>A healthy snack.</p> <p>A healthy diet plan.</p> <p>An exercise plan.</p> <p>Non-chronological report texts about circulatory, respiratory, digestive systems; teeth.</p>	<p>Children more aware of the impact of eating healthily (and badly) who are keen to keep their bodies fit and healthy.</p> <p>Children able to use appropriate scientific vocabulary when talking about nutrition, teeth, bodies and digestion.</p>

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<b>MAIN FOCUS: Create own games / activities for a healthy body. Set personal physical and mental goals.</b>			
<b>Programme Of Study</b>	<b>DO/GO/MEET/READ (Experiences)</b>	<b>MAKE/PRODUCE (Outcomes)</b>	<b>What do you notice?/ASSESSMENT</b>
<p><b>PE</b></p> <p><b>To develop practical skills in order to participate, compete and lead a healthy lifestyle:</b></p> <ul style="list-style-type: none"> <li>• Follow the rules of the game and play fairly.</li> <li>• Lead others and act as a respectful team member.</li> <li>• Set goals and attempt to improve personal bests.</li> </ul> <p><b>Outdoor (and adventurous) activities:</b></p> <ul style="list-style-type: none"> <li>• Show an ability to both lead and form part of a team.</li> <li>• Support others and seek support if required when the situation dictates.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Remain aware of changing conditions and change plans if necessary.</li> </ul>	<p>Skip-hop workshop</p>	<p>An exercise plan.</p> <p>Skipping routines that can be taught in the playground.</p>	<p>Leadership qualities in children.</p> <p>Ability to work in teams to produce a plan that will benefit other people.</p> <p>Children willing to make plans and alter them according to circumstances.</p> <p>Increased organisational skills and independence.</p>

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<b>MAIN FOCUS: Healthy bodies and animals</b>			
<b>Programme Of Study</b>	<b>DO/GO/MEET/READ (Experiences)</b>	<b>MAKE/PRODUCE (Outcomes)</b>	<b>What do you notice?/ASSESSMENT</b>
<p><b>FRENCH</b></p> <p><b>To Read</b> Read and understand the main points in short written texts.</p> <p>Read short texts independently.</p> <p>Use a dictionary or glossary to look up new words.</p> <p><b>To speak confidently</b> Understand the main points from spoken language.</p> <p>Ask others to repeat words or phrases if necessary.</p> <p>Ask and answer simple questions and talk about interests.</p> <p><b>To understand the culture of the countries in which the language is spoken</b> Describe with some interesting details some aspects of countries or communities where the language is spoken.</p>	<p>Build confidence in conversation in school.</p>	<p>Identify food and drink which contributes to a healthy lifestyle. Make a labelled poster or leaflet.</p> <p>Read and make own French menus.</p> <p>Leaflet about animals.</p>	<p>Children piecing together previous and new to build conversation skills.</p>

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<b>MAIN FOCUS: Create a healthy smoothie.</b>			
<b>Programme Of Study</b>	<b>DO/GO/MEET/READ (Experiences)</b>	<b>MAKE/PRODUCE (Outcomes)</b>	<b>What do you notice?/ASSESSMENT</b>
<p><b>DT</b></p> <p><b>To master practical skills:</b></p> <ul style="list-style-type: none"> <li>• Prepare ingredients hygienically using appropriate utensils.</li> <li>• Measure ingredients to the nearest gram accurately.</li> <li>• Follow a recipe.</li> <li>• Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</li> </ul>	<p>Helene Harrison food prep session?</p>	<p>Create a healthy smoothie.</p>	<p>Children who are aware of the importance of hygiene when preparing food.</p> <p>Creative children willing to experiment and take risks with taste.</p>

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<p><b>ENGLISH</b></p> <p><b>Non-chronological reports.</b></p> <p><b>To organise writing appropriately:</b></p> <ul style="list-style-type: none"> <li>• Use organisational devices such as headings and sub headings.</li> <li>• Use the perfect form of verbs to mark relationships of time and cause.</li> <li>• Use connectives that signal time, shift attention, inject suspense and shift the setting.</li> </ul> <p><b>To use paragraphs:</b></p> <ul style="list-style-type: none"> <li>• Organise paragraphs around a theme.</li> <li>• Sequence paragraphs.</li> </ul> <p><b>To use sentences appropriately:</b></p> <ul style="list-style-type: none"> <li>• Use a mixture of simple, compound and complex sentences.</li> <li>• Write sentences that include:               <ul style="list-style-type: none"> <li>• conjunctions</li> <li>• adverbs</li> <li>• direct speech, punctuated correctly</li> <li>• clauses</li> <li>• adverbial phrases.</li> </ul> </li> </ul> <p><b>To use imaginative description:</b></p> <ul style="list-style-type: none"> <li>• Create characters, settings and plots.</li> <li>• Use alliteration effectively.</li> <li>• Use similes effectively.</li> <li>• Use a range of descriptive phrases including some collective nouns.</li> </ul>	<p>Read: a variety of non-chronological report texts.</p> <p>Visit Wolf Conservation Trust (January)</p> <p>The Wolves of Currumpaw - William Grill</p> <p>Walk With a Wolf - Janni Howker</p> <p>Eye of the Wolf - Daniel Pennac</p> <p>The Last Wolf - Michael Morpurgo</p> <p>Wolves - Seymour Simon</p>	<p>Produce a high quality report about wolves.</p> <p>Write in different voices with improved vocabulary and control.</p> <p>Organise, produce, rehearse and perform a play / musical based around wolves.</p> <p>Write a story set in an imaginary world.</p>	<p>Improved research skills.</p> <p>Appropriate formal, writing style that is clearly distinguishable from narrative writing.</p> <p>Improved control in story writing with clear structure and chosen moments of deep description.</p>

