SESSION:2017/ 2018 Class/Group:P6 Date: April- June (7 weeks)

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| CURRICULAR AREA: IDL- Wojtek the War Hero Bear | SUCCESS CRITERIA How will I know? What will I look for? What does a ‘good’ one look like? (e.g atleast 5….) (3) | CROSS CURRICULAR LINKS | |
| ORGANISER:  Modern Languages: listening for information  Literacy and Language: Reading- tools for reading, finding and using information, Understanding, analysing and evaluating. Writing- tools for writing  Social studies- people, past events and societies | 1. I can use basic words and phrases in Polish and take part in prepared conversations. 2. I can describe the history of World War 2 with a focus on the Polish army 3. I can read a variety of different texts and build a chronology of events 4. I can recognise primary and secondary sources and can explain what bias is 5. I can share my learning with others (adults and peers) | * Expressive Arts * Health and Wellbeing * Literacy and English * Maths * RME | * Sciences * Social Subjects * Technologies |
| OUTCOMES:  I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding.  **MLAN 2-01a**  *I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection.*  ***LIT 2-13a***  *Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.*  ***LIT 2-14a***  *To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.*  ***LIT 2-18a***  *I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.*  ***LIT 2-24a***  I can use primary and secondary sources selectively to research events in the past.  **SOC 2-01a**  I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.  **SOC 2-06a** | RESOURCES Edubuzz L3 Polish resources  Wojtek Warhero Book  Ducksters for kids  National Geographic  Imperial War Museum  National Museum of Scotland  (all online) | KEY VOCABULARY  War  Conflict  Mascot  Poland  Support  Integration  Words and phrases associated with L3 learning |
| SUGGESTED LEARNING AND TEACHING ACTIVITIES(Develop purpose of learning and provide evidence) (Include Pupil Input) (2) | | ASSESSMENT EVIDENCE (say, write, make do) The artefact/thing – drawn from activities – How will they show? (2) Say – Children will complete a unit of language learning in Polish (basic phrases).  Make- Children will make an animated cartoon with their personal response to the unit of learning.  Write- Children will write a number of news articles about the events of the books. Children will write a number of diary entries as characters from the book.  Do- We will create our own travelling mascot (as decided by the children). Children will take turns to take mascot home and record a diary entry for him.  Holistic Assessment  Children will make a phrase book of basic Polish words and phrases suitable for a visitor to Poland. | |
| Week 1- Introduction to novel and general themes. What was World War 2? PPT 1- introduction to Wojtek. Shared reading extract 1. Polish learning pack, greetings, hello, saying your name, how are you?  Week 2- Poland during WW2 (ppt4) and War and Journeys (PPT 10), Polish learning pack, counting numbers 1-10, likes and dislikes. Introduce idea of primary and secondary sources, bias in historical evidence.  Week 3- The Polish army in Scotland (ppt11). Animal mascots (PPT 9) Shared reading extract 2. News articles. Polish learning pack Weather, Seasons.  Week 4- Visit to Polish Consulate and meet the author- preparation for this. Children to make a video to share. Children to create questions for author. Children to practise paired conversations. Shared reading extract 3.  Week 5- Polish Christmas. Shared reading extract 4. Polish learning pack, songs and activities.  Week 6- Gallery of learning in gym hall- learning shared with parents and other children. Children to split into groups of 3-4 to prepare for this event. See attached format  Week 7– Holistic assessment, next steps | |
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| Successful Learners  and able to   * use literacy, communication and numeracy skills * use technology for learning * think creatively and independently * learn independently and as part of a group * make reasoned evaluations * link and apply different kinds of learning in new situations | Confident Individuals  and able to   * relate to others and manage themselves * pursue a healthy and active lifestyle * be self aware * develop and communicate their own beliefs and view of the world * live as independently as they can * assess risk and take informed decisions * achieve success in different areas of activity | Effective Contributors  and able to   * communicate in different ways and in different settings * work in partnership and in teams * take the initiative and lead * apply critical thinking in new contexts * create and develop * solve problems | Responsible Citizens  and able to   * develop knowledge and understanding of the world and Scotland’s place in it * understand different beliefs and cultures * make informed choices and decisions * evaluate environmental, scientific and technological issues * develop informed, ethical views of complex issues |

OUTCOMES:

Event:

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| Team | Topic | Activity |
| 1 | Polish language | Speaking, colour flag, using bilingual dictionaries, |
| 2 | Polish language | Speaking, map activity using chromebooks |
| 3 | Polish language | Speaking, listening stations (using netbooks and audio files created by the children) |
| 4 | Polish consulate | Colouring in pictures, plan journey, retell trip |
| 5 | Zoologist- Bears | Factfile about bears |
| 6 | Technology/ Art | Showcase work- let children experiment |
| 7 | WW2 | PPT, quiz |
| 8 | Wojtek | Colour bear, what the author said when we met |

Activities will be dependent on the age and stage of visiting classes.

Gallery of learning will begin with a general introduction and a video played (made by the children)