Year 5, Term 2, Medium Term Plan

Topic Title: Stargazers

English:

Linked text: The Lady of Shallot
In this unit, the genres that we will cover are:

- Poetry with a focus on description. The children will create stanzas describing the castle and its surroundings.
- Vocabulary gathering with art as a focus.

Linked text: Street Child
In this unit, the genres we will cover are:

- Character description- we will use descriptive sentences and ambitious vocabulary to describe Mr Spink and his behaviour.
- Informal letter- we will use emotive language to create a letter to mum about life in the workhouse.
- Setting description- we will use descriptive language and parenthesis to create a workhouse description.
- Diary entry- we will be writing diary entries from the perspective of two characters in the book, using colons for sentence structure.

Non-fiction week
Children will be immersed in non-fiction texts and extracts about Victorian life. During this time, they will explore the features of a non-fiction text including how they are set out and the organisational features.
The children will create a non-chronological report about Victorian life. They will use organisational features and subheadings to represent the information they have learnt.

Maths

Multiplication and division (3 weeks)
• recall multiplication and division facts for multiplication tables up to 12 × 12
• solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects
• recognise and use factor pairs and commutativity in mental calculations • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
• multiply two-digit and three-digit numbers by a one-digit number using formal written layout

Interpreting and presenting data (2 weeks)

- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
  • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs

R.E.:
What are the Stories of Christianity?

IALT: Explore why the Bible is a special book for Christians.

PSHE:
This term our focus is on the Upton Core Value of Respect. *Be Respectful is* also one of our golden rules. We will explore the importance of showing

IALT: Explore key stories from the New Testament and understand what they teach about the life and teachings of Jesus.

IALT: understand the role and meaning of a Parable

respect towards each other and within our community and the wider world. We will also learn about the Protected Characteristics.

Art:

Edward Hopper (1882 – 1967) American Realist Artist

We will be learning:

- To be able to begin to include measuring skills to help with proportion in their drawings.
- To be able to use shading to create mood and texture and feeling.
- To be able to use a variety of techniques to add effects eg, reflections, shadow and direction of sunlight.
- To be able to organise line, tone, shape and colour to represent figures and forms in movement.

Music

Music

Music History - Students learn from Baroque through to modern day music.

Students will be:
-Introduced to the Classical Period. Inc Baroque & Romantic
-Introduced to the 20th Century. Inc Jazz, R'n'R, Rock, Hip-hop.

Students will learn to:
-Recognise key composers from different eras of music.
-Understand how music history influences current trends.

Mandarin:

We will be learning family members and introducing families.

• To be able to confidently and accurately name different family members.

•To be able to use correct sentence structures to describe the members of their family.(我有一个妹妹/我没有弟弟）

• To be able to use numbers learned previously to describe the size of their family.（我家有三口人）

•To be able to write family wordsfollowing teacher's instruction(爸爸，妈妈，哥哥，姐姐，弟弟，妹妹，爷爷，奶奶，我）

P.E.

PE this term will consist of gymnastics and dodgeball.

Gymnastics:

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Autumn 2A - Gymnastics	WALT: • To learn and remember the seven gymnastic positions. • To perform a selection of these shapes as jumps. WILF: • To be able to show correctly a stretch shape, star shape, tuck shape, straddle shape, pike shape, dish shape and arch shape. • To be able to correctly perform some of the above positions as jumps.	WALT: • Develop our balance. • Learn nine different gymnastics balances. • Create a variety of partner balances. WILF: • To show a excellent understanding of how we perform and develop balances. • To show accuracy and development in nine different gymnastics balances. • To demonstrate excellent teamwork by creating a variety of partner balances based on the nine gymnastic positions that we will be learning.	WALT: • To travel in different ways on the floor and on level, or sloped balance beam. • To dismount the balance beam by using a variety of jumps. WILF: • To show safe and creative ways of moving from one end of a mat to the other. • To show safe and creative ways to move down a bench. • To jump off the balance beam using correct technique and showing a good landing shape.	WALT: • To learn and take part in drills which will help us get closer to doing a range of different floor skills. • To create and perform routines. • To watch other routines to develop peer assessment skills. WILF: • To take part in progressions, working towards different skills. • To work together to create a routine that includes all your team members. • To confidently perform your routine to the rest of the class.	WALT: • Perform a variety of different vaults. • Use different methods of travelling and balance from previous lessons. WILF: • To show safe mounting and dismounting of the vaults. • To travel up benches using balance to do it without falling off. • To jump off the vaults and land safely and correctly.	WALT: • To perform a sequence of movements using a variety of different equipment. • To use strength and coordination to safely climb up and down the climbing frame. WILF: • To perform a sequence of movements using a variety of different equipment. • To use strength and coordination to safely climb up and down the climbing frame.

Dodgeball:

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Autumn 2B - Dodgeball	WALT: • Refine advanced throwing techniques in Dodgeball. WILF: • Execute advanced throwing techniques with precision and power. • Consitency in applying throwing skills during drills.	WALT: • Develop strategic positions and movement skills in Dodgeball. WILF: • Demonstrate effective positioning to create advantageous situations. • Execute movement patterns to evade opponents and support teammates.	WALT: • Develop and improve catching skills in the game of dodgeball. WILF: • • Students using the correct hand positioning and body stance to catch a dodgeball securely. • Effective communication and teamwork while playing, with students positioning themselves strategically to support their teammates.	WALT: • Understand the importance of proper grip, stance, and follow-through when throwing. WILF: • • Accurate throws that reach the intended target, showing control and power. • Strategic decision-making in choosing when and where to throw during gameplay to maximise effectiveness and avoid getting caught.	WALT: • Improve dodging skills to avoid being hit by the ball in dodgeball. WILF: • • Students demonstrating quick and effective dodging movements to avoid incoming throws. • The use of different dodging techniques appropriately, depending on the speed and direction of the throw.	WALT: • Apply proper catching techniques to successfully catch balls during gameplay. WILF: • Increased confidence and accuracy in catching the ball during drills and actual dodgeball games.

Computing

Substantive Knowledge	Disciplinary Knowledge
• Networks- Using and Applying: Select, use and apply a variety of software, including searches. • Digital Literacy- Knowledge and Understanding: recognise the need for accurate searches • Digital Literacy-Using and Applying: prepare and present information in a range of forms, safely and responsibly	• To be able to create new slides and layouts • To be able to edit master slides to create template • To be able to add themes, transitions and animations to a presentation • To be able to insert audio • To be able to evaluate slide layout and make improvements • To be able to organise slides with hyperlinks

Thematic Curriculum

Topic Title:	Stargazers
Big Question:	How do we know what's out there?
Blurb overview:	In this unit, we will be learning about the Sun, Earth, Moon and the 8 planets. We will learn the movements and rotations of the solar system. We will learn about the movements of the 8 planets relative to the Sun and the movement of the Moon relative to Earth. We will learn that in the past there have been many debates of the shape of the Sun, Earth and Moon and what we have used to understand the real shape.
Celebration of Learning	Planetarium Astrodome
Text Links	Cosmic
Oracy End Point:	Present your moon orbit models. Focus: deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story. Project their voice to a large audience.

Science	
Substantive Knowledge	**Disciplinary Knowledge**
Earth and Space •To know the movement of the Earth, and other planets, relative to the Sun in the solar system. •To know and be able to describe the movement of the Moon relative to the Earth. •To know that the Sun, Earth and Moon are approximately spherical bodies. •To know how to use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	*•To know that that keeping observations as consistent as possible can improve enquiry.* *•To know how to take accurate measurements with increasing accuracy and precision.* *•To know how to think of their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.*
History	
Substantive Knowledge	**Disciplinary Knowledge**
The Space race: To know the origins of the space race and early achievements - Sputnik 1 and 2. To know the importance of Laika in the space race. To know the impact of Yuri Gagarin. To know who the first woman in space was - Valentina Tereshkova To understand motivation behind JFK's speech. To know the events leading and around the first spacewalk To know about early disasters. To know what the first space rendezvous and the space station To know when the first lunar orbit took place. To know about the first Moon landing. To know and describe space disasters e.g. Apollo 13, space stations. To know what space tourism is. To know what current surround space research or exploration.	Historical enquiry: •To know how to choose reliable sources of evidence to answer questions • to know that they need to question the reliability of sources Historical interpretation: •To know that people can represent events and ideas in ways that persuade others •To know how to give clear reasons why there may be different accounts of history •To know how to evaluate evidence to choose the most reliable forms •To know that there is often not a single answer to historical questions
Geography	
Substantive Knowledge	Disciplinary Knowledge
D&T	
Substantive Knowledge	Disciplinary Knowledge

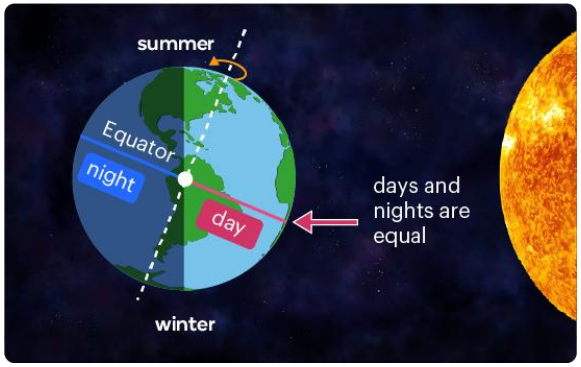
Cultural Capital		
Links with NASA Find space talks online with scientists/astronauts Astrodome visit		
	Weekly Overview	**Intended learning outcomes**
Week 1 IR	Tuesday – PD Day: Theme is Respect with a link to Protected Characteristics Our focus text is "What if everybody did that?" by Ellen Jarvick. Each class will have a copy and an online reading of it is here: Our focus text is https://www.youtube.com/watch?v=SD0apYFz5gg Suggested activities for the morning linked to the text: **1. Ripple Effect Consequence Mapping** • Draw a single small action in the center of a large poster (e.g., dropping a crisp wrapper on the school playground). • Draw radiating circles outward like a ripple in water. • Have groups write the immediate local consequence in the first ring, the wider school/community impact in the second, and the global or environmental consequence in the outer ring. • Discuss how small, seemingly insignificant choices compound when multiplied by hundreds or thousands of people. **2. Community "What If" Scenario Debates** • Divide the class into small groups and assign each a specific shared space (the school canteen, local park, digital online chatrooms, or public transport). • Give them scenarios where a minor rule is broken by one person (e.g., leaving a tray dirty, pushing in a queue, or posting an unkind comment). • Ask groups to script and roleplay a two-minute sketch showing what happens **if everybody did that**, followed by presenting a positive alternative rule. **3. Collaborative "Everybody Should" Class Charter** • Reflect on the uplifting ending of the book where the focus shifts to positive actions (*"What if everybody did that? Well, everybody should!"*). • Challenge students to brainstorm cooperative, kind, and sustainable behaviors they want to see multiplied across the school (e.g., holding doors open, recycling correctly, welcoming new peers).	*Lesson 1* All: know that discrimination means being treated unfairly based on your identity (such as age, gender, disability) Most: know that prejudice is when someone is pre-judged before they are known. Some: respond to scenarios based that involve prejudice and discrimination *Lesson 2* All: know that a stereotype is a general statement made about a group of people that is not accurate about an individual Most: know why cultural stereotyping is wrong Some: to identify and explain why stereotypes are wrong

	• Co-create an illustrated class manifesto or comic strip where the exaggerated outcome of everyone performing the *positive* action is depicted. PD Afternoon: Introduce the 9 characteristics but choose activities (one art-based) that focus on: • age • disability • religion and belief Each class to focus on a different element for the art outcome so there is diversity. Wednesday IALTs: understand the consequences of discrimination in bullying IALT: recognize and challenge stereotypes E-safety Focus: Online Reputation	
Week 2 CN	Lesson 1: Big question - How do we know what's out there? Galileo – who was he, what did he discover and why. In the past everyone believed everything in the heavens revolved around the Earth. Scavenger hunt to find facts out about Galileo. Shape of the earth – flat vs spherical, how do we know? Link to Galileo. – Cross curricular write Why do we still talk about Galileo today? Use sources such as contemporary paintings of him, paintings of his done after his death, reports by his contemporaries, maps of the solar system, modern space inventions named after him, modern information texts to build up a historical understanding him. IALT: question and evaluate reliable sources of evidence. Create a timeline on the black paper to show space events- add too across the term Drama- Galielio courtroom Galileo Galilei for Kids | Learn about this famous scientist and mathematician (youtube.com)	*Lesson 1* All: know that people can represent events and ideas in a way that persuade others. Most: give clear reasons why there may be different accounts of history. Some: know how to rank evidence in order of its usefulness. *Lesson 2* All: know that people can represent events and ideas in a way that persuade others. Most: give clear reasons why there may be different accounts of history.

	Lesson 2: Neil Armstrong, Buzz Aldrin and Michael Collins – Apollo 10 image of earth from 1969, what has happened since – International Space Station. News report (green screen) on the Moon landing. Add events to a class timeline which began with Galileo. IALT: To know about the first Moon landing. IALT: To know the events leading and around the first spacewalk See last year's smart for images etc QR codes- news report about the first landing Create a script- two people reporting, people acting landing Lesson 3: Use contemporary sources e.g. news reports, artwork, propaganda posters, sci-fi TV shows, JFKs speech to establish the hinterland of the space race. Why did it capture the attention of so many nations? Analyse the reliability of the sources to provide historical record of actual historical events. Could rank with diamond 9. Create / add to class timeline for: Sputnik 1 and 2 / Laika /Yuri Gagarin / Valentina Tereshkova IALT know the origins of the space race and early achievements.	Some: know how to rank evidence in order of its usefulness. *Lesson 3* All: know that people can represent events and ideas in a way that persuade others. Most: give clear reasons why there may be different accounts of history. Some: know how to rank evidence in order of its usefulness.
Week 3 BD	Journals notes to learn about the space race. Add to class timeline Explore images - Print off a series of images from the website and ask the children to think what the women were doing in them. How do they think they were helping the space race? Women_and_space.pdf In groups, children to explore the different women involved in the space race and then present to class so all children hear about all people and event. IALT: know the importance of women in the space race. In table groups- research a woman in space. Create a fact file/ profile in books. Share to the rest of the class.	*Lesson 1 & 2* All: children distinguish between historical fiction and evidence-based sources. Most: address historical questions related to similarity and difference between fiction and evidence-based sources. Some: the importance of comparing fiction with knowledge

	Lesson 2: Double page spread about space disasters Look at some sci-fi films showing space disasters e.g Apollo 13, Gravity, you tube dramatisations etc. How far can these be used as historical sources? Gather info and sort into fact / opinion. Create page for a non-fiction space book. Acknowledge sources. Create an alternative fictional report (or drawing / comic strip) alongside it. IALA when the first lunar orbit took place. IALT know and describe space disasters e.g. Apollo 13, space stations, the Challenger disaster 1986, the Columbia disaster 2003 IALA the first space rendezvous and the space station, and its global importance. Add key dates to the timeline Pick 3 space disasters to write about on a double page spread. Purpose- to put in a non-fiction book.	different historical sources when we construct our understanding of the past. *Lesson 3* All: Most: Some:
Week 4 MS	Lesson 1: What is Space Tourism? Look at the sources available online. How is scientific fact used to persuade? Create an advert for space tourism. IALT know what space tourism is. IALT know what current surround space research or exploration. Lesson 2: Earths movements, spin, axis and effects of this. Practical activity . Using the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky by examining why the sun appears to move and the arguments for the Earth's rotation. IALT: know how to use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Use an interactive globe or a model of the Earth with a light source (representing the sun). Demonstrate the rotation of the Earth on its axis. As the model rotates, highlight the hemisphere experiencing daylight and the one in darkness. **Explain key terms:** **Rotation:** The spinning of Earth around its axis. **Axis:** An imaginary line that goes from the North Pole to the South Pole. **Orbit:** The path of Earth around the sun. **Guided Practice (20 minutes)** Divide students into small groups and provide each group with a flashlight and a globe or ball. Ask them to replicate the Earth's rotation by having one student hold the flashlight (as the sun) while another rotates the globe. Students must identify which areas are in sunlight and which are in darkness. Circulate among groups, prompting discussions about their observations.	*Lesson 1* All: should know the earth rotates on an axis Most: can explain the link between the earths rotation and day and night Some: can link the earths rotation to the seasons (summer/winter) *Lesson 2* All: are able to say how many planets there are which rotate around the sun and which is closest and furthest away. Most: can name the planets in order using the mneumonic Some: *Lesson 3* All: can name the planets in order Most: can state the differences in orbit times of planets and give reasons for which they would like to live on Some:

Independent Activity (20 minutes)
Students will create a labelled diagram showing the Earth's rotation and its effect on day and night.
They will write a short paragraph explaining the concept based on their understanding.
Encourage students to use the key vocabulary words discussed earlier.



Double page- sun in the middle, earth on left side, writing about day and night.
Mandarin- give them the diagram and annotate/write the paragraph

Lesson 3: Investigation – **Does the Earth move around the sun?**
IALT: know the movement of the Earth, and other planets, relative to the Sun in the solar system.
IALT: know that that keeping observations as consistent as possible can improve enquiry.
IAL: That the movement of the Earth and other planets is relative to the Sun in the Solar System.

Pose the question 'Does the Earth move around the sun' to the children.

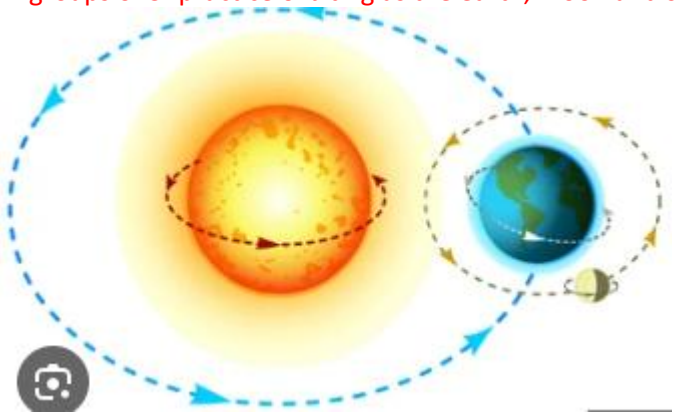
Sun - The Sun is a star and the centre of our solar system.
Earth - Earth is the planet on which we live.
Rotating - Earth is always rotating, this means it is spinning on its axis.
Shadow - A shadow is formed when an opaque object blocks the light.
Observe - When we observe, we look closely and can use other senses too.
Solar system - The solar system is the name for our Sun and the planets that orbit it.
Sun - The Sun is a star and the centre of our solar system.
Orbit - Orbit is when something travels around a star, planet or moon

Group activity. Solar System DIY (Planets orbiting the sun) Paper craft for kids school projects (youtube.com)

Sticky knowledge task- Photo sheet and recall 3 facts about any planet

	Lesson 3: How long does it take for other planets to orbit? Which planet would you prefer to live on? Why? Record in books and then present – oracy *IALT: know how to think of their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.* *Double page spread? Around the room information on each planet. Chn to list their orbit times. Can they put this information in a table (order in journal as they go – fastest to orbit, slowest to orbit etc) compare to earth times* How Long is a Year on Other Planets? | NASA Space Place – NASA Science for Kids **Mercury**: 88 days **Venus**: 225 days **Earth**: 365 days **Mars**: 687 days **Jupiter**: 4,333 days **Saturn**: 10,759 days **Uranus**: 30,687 days **Neptune**: 60,190 days *Children at the end to answer the question (put on sticker) which planet would you prefer to live on and why?* *Two lessons-* *Draw solar system on a double page spread. Title- How long is a year on other planets? Write the time and a question for each planet.* *Around the room planet information- answer the questions. Stick in the question sticker and answer which planet they would choose to live on and why*	
Week 5	Lesson 2: Describing the movement of the Earth relative to the Sun in the solar system by learning the order of the planets and how they move in the solar system. Create group models of this IALA: The order of the planets and how they move around the sun.	*Lesson 1 & 2*

CN	*IALT: know how to take accurate measurements with increasing accuracy and precision.* the order of the planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. We can use a mnemonic device to help us remember this order. A common mnemonic device is: My Very Excellent Mom Just Served Us Noodles. Planets Functional Model Activity - Year 5 Science - Twinkl Merge with previous week- don't plan Moon Merge lesson 1 and 2. Lesson 1 key skills and knowledge. Paired work in books. Lesson 2 – pairs to groups to make physical presentations of the orbit of the moon etc. Lesson 1: Movement of the Moon around Earth – make as practical as possible – roleplay IALT know and be able to describe the movement of the Moon relative to the Earth. Orbit: The circular path an object takes around another object due to gravitational forces. Phase: The different appearances of the Moon as seen from Earth, caused by the changing angles of sunlight. Lunar Cycle: The cycle of the Moon through its phases, taking approximately 28 days to complete. Moon phases demonstration Moon Phases Demonstration - YouTube  	All: know the moon has different phases and how long a whole cycle takes Most: be able to describe the different phases of the moon Some: *Lesson 3* All: know the moon has different effects on the earth due to gravity Most: Describe the relationship between the Earth, the Moon, and the Sun Some:

	Moon phase timeline Mandarin- just drama Non- Mandarin- drama and drawing In groups of 3- practice orbiting as the earth, moon and sun- ensuring an understanding of the process  Draw diagram- half a page of the orbiting Lesson 3: Impact of the Moon on Planet Earth. Quiz Celebration of learning?	
Week 6 IR	Lesson 1: Make moon orbit diagrams – oracy – present your diagram to the class. Physical - Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story -Project their voice to a large audience IALT: To know that the Sun, Earth and Moon are approximately spherical bodies. • **Moon Observation:** Begin with a visual presentation of various images of the Moon taken at different phases (New Moon, First Quarter, Full Moon, Last Quarter). Ask students to observe and discuss. • **Whole-Class Discussion:** Conduct a brief discussion about what they see. Relate their observations to the concept of the Moon orbiting the Earth. • **Input (15 minutes):** • **Direct Instruction:** The teacher explains the movement of the Moon using diagrams. Use a model or globe with a basketball representing Earth and a smaller ball for the Moon. Show and explain: • The Moon's orbit around the Earth takes approximately 28 days.	*Lesson 1* All: Most: Some: *Lesson 2* All: Most: Some: *Lesson 3* All: Most: Some:

- The gravitational relationship between the Earth and Moon and its effect on tides.
- Introduce terms such as "orbit," "phase," and the "lunar cycle".
- Incorporate engaging visuals (videos, simulations) to illustrate the concept effectively.

- **Activity (20 minutes):**
  - **Group Work:** Divide students into pairs. Each pair will create a timeline of the Moon's phases by using cut-outs showing the different phases of the Moon. Each cut-out can be placed on a strip of paper to visually represent a lunar calendar.
  - **Demonstration:** Groups can use flashlights to simulate the Sun's light on their Moon models to observe how light affects the appearance of different phases.

Comic strip of moon phases- black card- some kind of pen that writes on black card
Partner work- photo sheet
(Oreos)

IALT know the effect of the movement of the moon on planet Earth
Effect of the movement of the moon on planet earth
How does the Moon affect life on Earth? | Natural History Museum (nhm.ac.uk)

Possible Non-Chron double page spread activity.

- Begin with a demonstration of how gravity works using small balls to represent Earth and the Moon. Ask the students to predict what would happen if the Moon moved closer to Earth. This will engage students right away and stimulate curiosity.
- Pose the question: "What do you think the Moon does to our planet?" Collect responses on the whiteboard.
- Present a brief PowerPoint presentation, covering key concepts about the Moon's effect on Earth, touching on gravity, tides, and lunar phases.
- Use visual aids such as images or videos to illustrate each point clearly.
- Introduce key terminology: gravity, tides, lunar phases. Provide definitions alongside visuals where possible.

Independent Activity

- Students will create a double page spread on the effects of the Moon. They should include illustrations, key facts, and definitions, encouraging creativity.
- Provide clear instructions on what the poster must include (e.g., definition of tides, illustrations of tidal changes).

Non-chron report- How does the moon affect life on Earth? Possible movement into week 6. Provide images on stickers Chunk and write.

Week 7	R.E. What are the Stories of Christianity? IALT: Explore why the Bible is a special book for Christians. IALT: Explore key stories from the New Testament and understand what they teach about the life and teachings of Jesus. IALT: understand the role and meaning of a Parable Rev Matt possibly coming in to do four 30 minute sessions to talk about parables. **Activity 1:** • Display a large image or poster of the Bible divided into Old and New Testaments. • Give small groups Bible story cards (e.g. Creation, Noah, Moses, Jesus' Birth, Feeding the 5000, Good Samaritan, Easter). • Sort them into *Old Testament* or *New Testament*. Discuss: "Which stories are about Jesus?" "Why do you think Christians read the New Testament to learn about him?" Partner task: Each pair draws a mini "Bible timeline" strip with pictures of 3–4 stories that Christians believe are important. **Activity 2:** "Have you ever learned something important through a story or film?" "Why might Jesus have used stories to teach?" • Explain that *parables* are short stories with hidden meanings that help people understand moral or spiritual lessons. **Task:** 1. Read or watch a version of a parable — e.g. *The Good Samaritan* or *The Lost Sheep*. 2. In groups, pupils act out the parable in their own words — but with a modern twist (e.g., The Good Samaritan becomes *The Helpful Stranger at School*). 3. Each group performs their short play to the class.	**All:** Recognise that the Bible is a special book for Christians and name some stories it contains. **Most:** Describe key stories from the New Testament and explain what they teach about the life and teachings of Jesus. **Some:** Explain the purpose of parables and discuss the deeper meanings or lessons they teach about how Christians should live.

	Discussion: • What was the message of your story? • How does it link to Jesus' teachings about kindness, forgiveness, or love?	