

WORLD IN MOTION



MOVE TO THE BEAT

Suggested Learning Intentions

- To be able to respond to and interpret music and sound imaginatively through movement.
- Know about the sound characteristics of some common instruments.
- Understand the need to sequence sound and movement.
- Be able to preserve the music they have created.

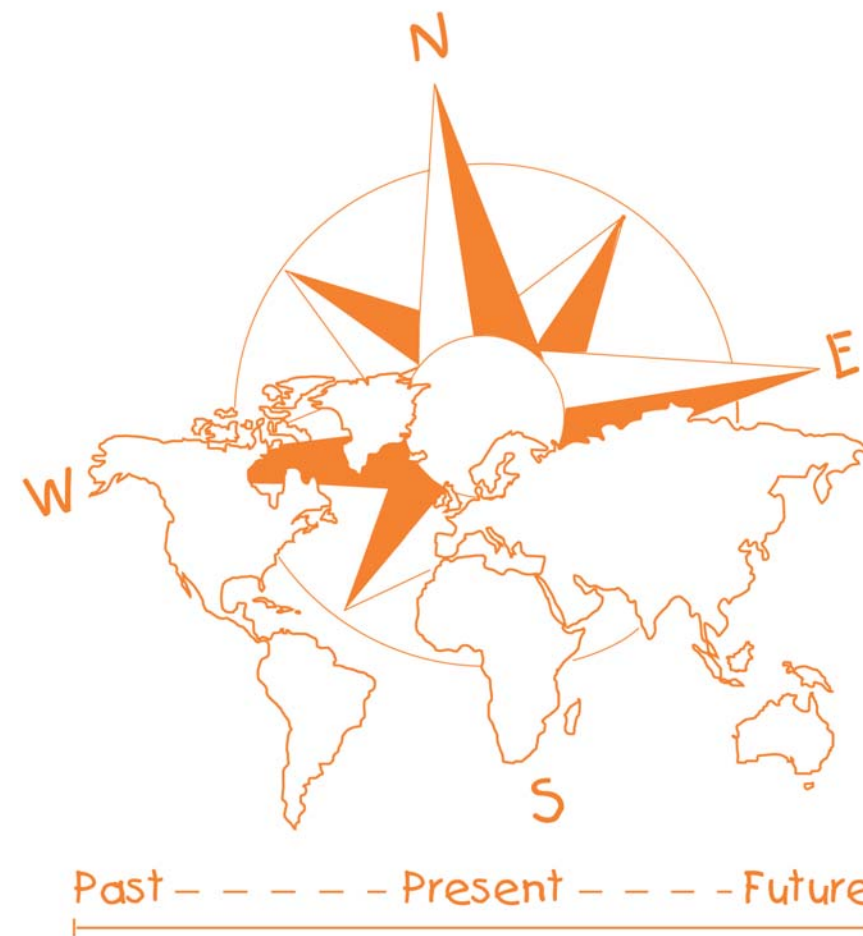
Suggested Activities

Listen to and discuss a range of poetry that has a distinctive rhythm and beat, for example, 'The Highway Man', 'The Night Mail'. Listen to a variety of music, for example, slow/sad, fast/happy or smooth/flowing.

Respond to each piece of music through movement and talk about the response. Discuss possible contrasts in movements, for example, heavy/light, narrow/wide, high/low, fast/slow, sudden/sustained or rhythmic/free.

Talk about how you could create a melody to represent a certain movement. Create a simple piece on tuned/untuned percussion instruments to accompany slow, fast, short or flowing movements. Put together a sequence of contrasting movements. Perform the sequence of movements to each other and then create a simple sound track or series of sounds to match the movements. Discuss what instruments to use and how to play them best in order to reflect the characteristics of the movement. Use ICT software such as 'Compose World Junior' to perform and record this sequence.

Create a simple pattern to represent a machine in operation, with different parts moving at different speeds to create interesting patterns around a steady pulse. For example, winding up, movement, action of machine and slowing down.



Key Stage: 2 Years: 5/6

The Arts

- the work of artists;
- percussion instruments;
- 3D wire figures;
- sketches;
- drama.

Personal Development & Mutual Understanding

- keeping safe;
- how movement affects us;
- a journey through life.

The World Around Us

- movement and energy;
- place.

Physical Education

- flight in gymnastics;
- different body actions;
- sequencing movements.

FOCUS

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Past

Present

Future

ARE MY EYES PLAYING TRICKS?

Suggested Learning Intentions

- Understand how artists use a variety of media and processes in their work.
- Be able to use a range of mark making techniques.
- Understand how to use some visual elements.
- Know a variety of techniques for joining materials.

Suggested Activities

Discuss how Alberto Giacometti portrayed action in his sculptures, for example, Man Walking (drawing), Walking Man (sculpture) and Le Chien. Consider how he gave the impression of movement. Discuss the materials he used and suggest the process by which he worked.

In order to build up a reference for further work, take action photographs of each other in the playground or make a pencil or charcoal sketch of figures posing in class. Focus on proportion, shape and angles of joints and develop an appreciation of the terms, 'obtuse' and 'reflex' angles.

Make some figures by working with soft wire, (turned over at the ends and secured with masking tape). Manipulate it to create a skeleton figure of about 20-30 cm long. The wire body should clearly display an action based on one of the preparation sketches or photographs. Cover the wire with thin strips/pieces of Mod-Roc to create the Giacometti type figures. Brainstorm ideas as to how the figures may be finished (paint abstractly or more realistically with clothes and skin colour). Display and talk about the work and describe which aspects are most pleasing. Consider how well action and movement were portrayed, explaining how this was achieved.

BEAT THE SPORT (DRAMA)

Suggested Learning Intentions

- Know how to respond to beats.
- Be able to create movement sequences using sound and rhythm.
- Know how to improvise a script.
- Be able to create a choral poem.
- Be able to perform for an audience.

Suggested Activities

Collect action photographs of sports. Act out and review a range of different sports in action using a drum beat to change the actions.

Refine a sport into four specific action movements and freeze each action (for example a penalty kick in football, firing an arrow in archery bowling a ball in cricket, using the beam in gymnastics). Develop a range of different sports actions and link them together in slow motion (from a tennis serve, to swimming the crawl, to sprinting, to rally driving, to saving a goal, to basketing a ball, to weight lifting). Add music to the sequence for example 'We are the champions'. Review and evaluate each sequence in performance.

Explore a whole class activity of being on the stand as fans at a football match. Begin by coming into the stand in friendship groups. Sing a football song or chants and move appropriately for example swaying with hands in the air. Use a pupil to move an imaginary ball to each goal mouth to score and allow the fans to respond vocally and visually. Refine the chosen moments into a slow-motion sequence.

Explore the language used as fans during a football match and record words, phrases, chants and comments into a choral poem. Revise the poem for performance. Add sound effects and movement. Each pupil word processes and illustrates a copy of the poem.

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KEEPING SAFE ON THE MOVE

Suggested Learning Intentions

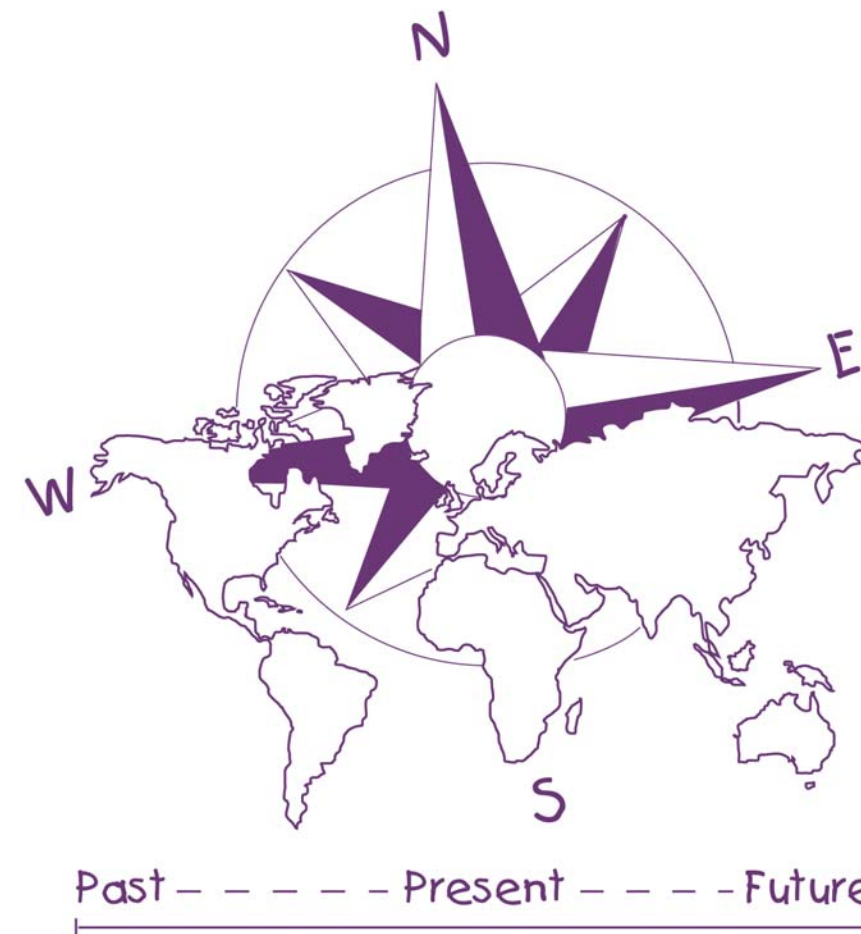
- Recognise the risks inherent in different situations.
- Understand some of the consequences of actions.

Suggested Activities

Brainstorm the most dangerous places in the community where personal safety is threatened. Display the responses graphically and identify the three most dangerous places.

Discuss what is meant by the 'critical moment' of an accident - when a possible accident turns into a real accident, the fraction of a second when you can still change your mind. Identify from a selection of scenarios the 'critical moment'. For example at a pedestrian crossing a child doesn't pause to look at oncoming traffic before stepping of the pavement (stepping off the pavement being the 'CM'), a young boy texting a message on his mobile phone, without looking crosses the road (stepping on the road). Work in pairs and discuss what the child could have done before moving off the pavement.

In pairs, reflect on a time in their recent past (positive or negative) that they can place in to one of the categories of the initial list. Write and illustrate the incident including - what happened, where did it happen. Identify the 'Critical Moment'. How did it turn out? What did you learn from the experience? Pair and share experiences.



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Personal Development & Mutual Understanding

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The World Around Us

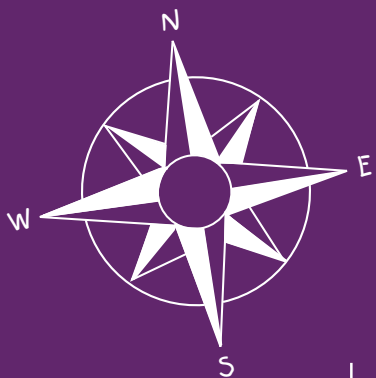
- movement and energy;
- place.

Physical Education

- flight in gymnastics;
- different body actions;
- sequencing movements.

FOCUS

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Past

Present

Future

CULTURE AND IDENTITY

Suggested Learning Intentions

- Recognise and value the diversity of groups within the community.
- Recognise that traditions, festivals and celebrations are unique to different cultures.
- Recognise the positive contribution made by different groups to the life of the community.

Suggested Activities

Read the story 'Scrapbook Summer' by Dave Duggan from the CCEA Primary Values Pack. Explore the characters from 'Scrapbook Summer' and discuss how we can make misconceptions about people who we do not know based on appearances and assumptions.

Find out about cultural identity, what it means to you, the clothes, songs, symbols that are associated with it. Appreciate that this could be different from your neighbour, cousin, friends.

Use ICT software such as the 'Interlinks' CD-ROM to become aware of the cultural diversity within Northern Ireland. Become familiar with the cultures and traditions from another minority group in their community, for example, Indian, Chinese or travelling community. Invite a member of this community to school to talk about their own identity. Find out about their contribution to the wider community, including the jobs they do. Design and make a community tree to illustrate the diversity that exists at a national level in Northern Ireland. A good example is from 'That's Not Fair' by Barry and Trish Millar. Reflect on the work and talk about how your initial attitude may have changed.

GROWING AND CHANGING

Suggested Learning Intentions

- Know how the body grows and develops.
- Understand that growing and changing are continuous throughout life.

Suggested Activities

Brainstorm some of the changes that can take place in a lifetime. In groups design a 'growing and changing timeline' chart, to sequence and illustrate the stages we pass through from birth to old age. On each stage of the timeline, think about the growth that takes place and summarise the groups' views on the chart. In groups, identify the time(s) of greatest change. Look at the variation that exists within the class to reassure that growth rates are individual and unique to each person.

Individually, design and illustrate a 'growing and changing time line'. Include information gained from home, for example, birth weight, ages when milestones were met, recent changes. Compare time lines with others and discuss the similarities and differences (again emphasising that we are all unique). Identify times on the individual time lines when you were physically able to climb on top of things, jump off something, open or close things but weren't mature enough to realise that what you were doing could have been dangerous. Describe some of these memories in the group;

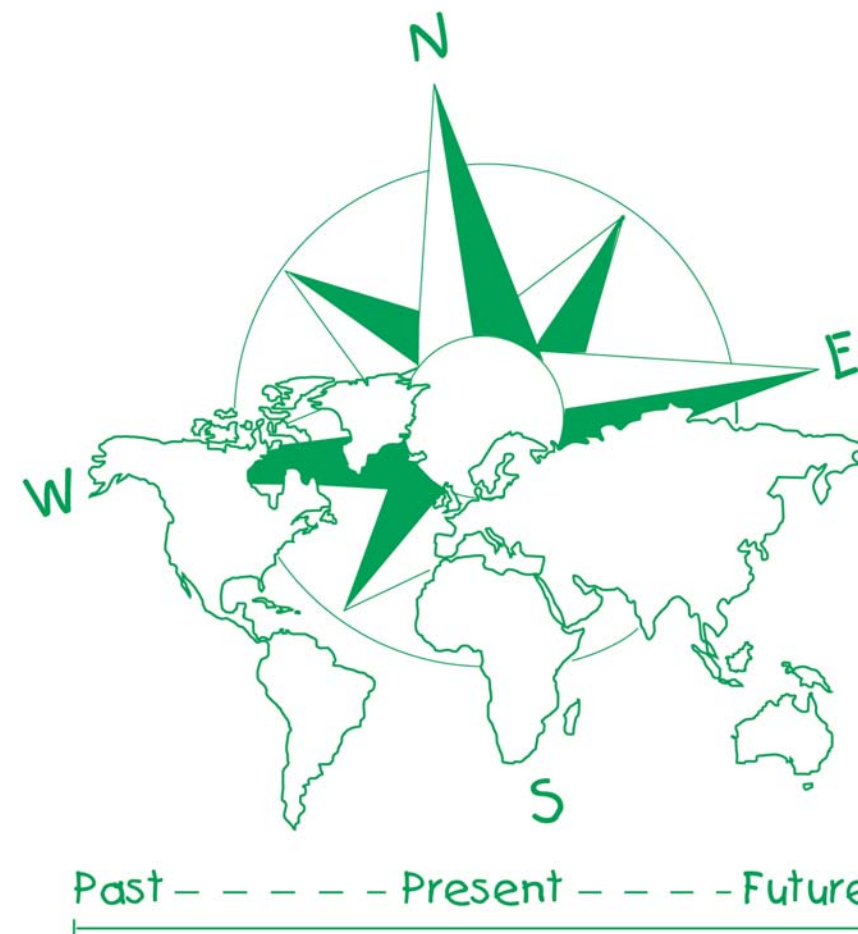
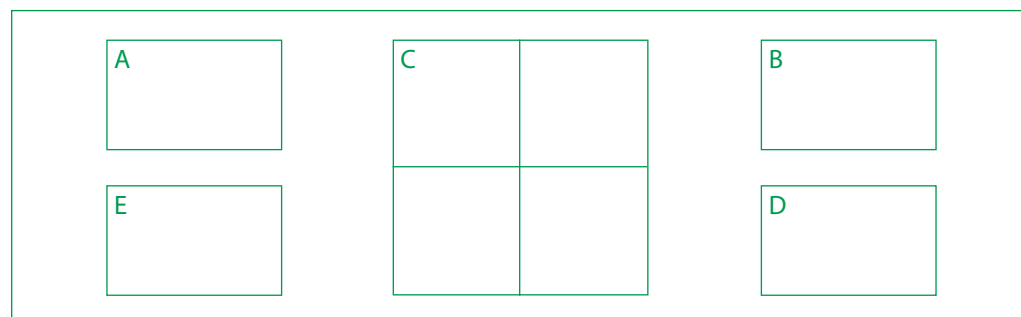
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SUGGESTED PRACTICAL SCENARIO

(early 20th Century)

- Divide the class into groups of five, each group is a town: two are textile villages (A & D), two are farming villages (B & E) and one town is home to a shipbuilding industry (C).
- Invite each group to name their village/town.
- Provide a number of job titles to each village/town and allow children to select one, for example,
 - Textile villages: machinists, bricklayers, doctor, teachers.
 - Farming villages: farmers, ploughmen, teachers.
 - Shipbuilding: skilled and unskilled labourers.
- Take the children to a large area laid out with mats as shown below and ask them to go and stand on the mat which represents their village.
- Provide scenarios, such as:
 - The textile industry is being concentrated in the town because it's cheaper, nobody is buying your goods, what are you going to do?
 - The tractor has overtaken the work of the ploughman, you're unemployed, what do you do?
- As more children choose to move to the big town, explain the following scenarios:
 - Due to population increase in the town, people are getting sick, they need medical support (doctor moves).
 - Now there are more children in the town, more schools are opening and teachers are needed (teachers move).
- Allow the children on the town mat about two minutes to talk to four other people, encourage them to find out who they are, what they do and how they came to move to the city (don't allow children to step over the mat, this will highlight the loss of their sense of space).
- Back in the classroom give time for children to share their personal experiences, including how it felt when more and more people went to live in the town or left the villages.



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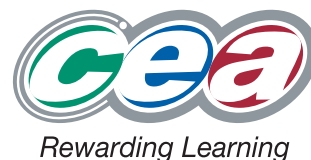
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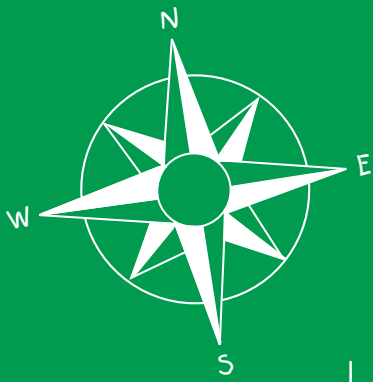
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MODELS, MACHINES AND FLIGHT

Suggested Learning Intentions

- Understand changes that have advanced due to advances in technology.

Suggested Activities

Discuss how people travelled to discover new lands in the past (Christopher Columbus) and compare this with how future explorers will travel to new worlds in the Solar System. Research how the International Space Station functions as a staging post for this exploration.

Generate a list of interesting findings about space exploration and agree as a class the most interesting. Create a time line of the space race to the Apollo Moon landings (for example, first animal in space, first man in space, first woman in space, first space walk, etc).

INNOVATION

Suggested Learning Intentions

- Understand that forces affect movement.
- Know some of the ways in which forces affect movement.
- Know how to use an energy source when designing and making.

Suggested Activities

Make a collection of toys, models and pictures of machines that people used both in the past and present and compare. Explore and talk about how they work, the materials used to make them and the people who used them. Group the toys and models according to a chosen criteria and display, for example, using a 3-way Venn diagram.

Use the collection to provide opportunities to ask and answer different types of questions.

Investigate how movement and distance are affected by forces and friction.

INNOVATION (continued)

Visit the transport galleries at the Ulster Folk and Transport Museum to find out about different forms of transport through the ages.

Find out about electricity as an energy source and relevant safety issues. Use batteries and bulbs to construct circuits. Investigate materials that conduct electricity. In groups, use knowledge acquired to design and make switches. Choose to design and make a battery powered model, for example, a lighthouse, a battery powered vehicle, a clown's face with a rotating bow tie or that has a nose that lights up.

Research the use of water and wind power as natural energy sources. Make group presentations. Design and make a variety of models using different energy sources, for example, a wind-up paddle boat, a rocket or a balloon powered buggy.

Consider current innovation in transport, for example, satellite navigation in vehicles or space travel. Use Roamer as an illustration of a programmable device. Generate ideas for designing transport for the future.

PEOPLE MOVEMENT

Suggested Learning Intentions

- Understand some of the reasons for and effects of people movement.
- Know how to use a range of traditional and digital resources for research.
- Understand the importance of recording information systematically.

Suggested Activities

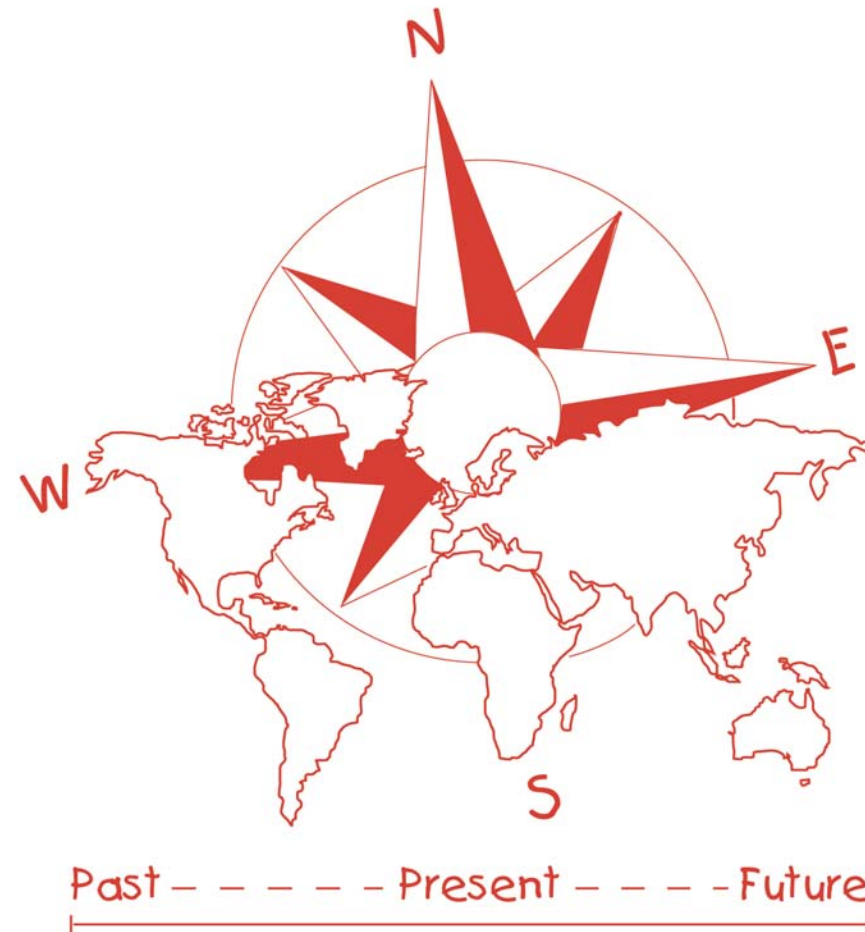
Find out about people movement in the past in your local area. Explore the effects of people movement in a practical scenario (see overleaf). Discuss personal experience of people movement, for example, my aunt goes to work in Belfast, my cousin moved to Liverpool to go to university or my uncle lives and works in Canada.

Write to or interview relatives to find out about any moves they may have made, advantages and disadvantages of the move and how they felt etc. Consider the places we have to go to and from in our everyday lives and the reasons for these moves. Use ICT software such as 'Numberbox 2' to record, analyse and present data in an appropriate format.

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FLIGHT

Suggested Learning Intentions

- Know how to combine different ways of moving safely and confidently.
- Understand how to listen to and follow simple instructions.
- Know how to use a variety of equipment safely.

Suggested Activities

Use the theme of 'Flight' as a stimulus for movement. Practise jumping on the spot with good control and co-ordination. Emphasis on safety in 'take-off' and landing - bend knees, heels off the floor, back straight when landing. Explore, practise and refine jumping and landing on the ground, then progress to jumping and landing from small apparatus i.e. a bench, before practising jumping from a height i.e. a trestle.

Combine jumping and landing with other movements, such as travelling, balancing and rolling. Develop and practise a simple sequence of movements on the floor that includes - travelling movements, jumping and landing and a balance. Repeat and refine movements. Demonstrate sequence to others. Discuss and evaluate sequences of self and others.

Practise jumping and landing of larger apparatus i.e. a large trestle or gymnastics box. Ensure safe practice at all times. Use a variety of apparatus to combine travelling, flight, balancing and rolling movements. Develop, practise and refine a simple sequence, using the variety of apparatus, to include a range of movements. Encourage children to change speed, direction, shape and levels as they move. Observe and evaluate the sequences of others.

Note: Teacher must teach all necessary safety points and have mats where children will be landing.



CONTRIBUTION TO THE DEVELOPMENT OF SKILLS

Throughout the areas within this ICL there are opportunities to provide experiences which help to develop the skills of Communication, Using Mathematics, using ICT and Thinking Skills and Personal Capabilities.

Using Mathematics

- Explore and use the language associated with lines and angles;
- Construct and label bar charts on given axes;
- Calculate the passage of time between two given dates or times;
- Use programmable devices such as Black Cat and Logo to explore position, movement and direction.

Communication

- Listen actively and respond with clarity using appropriate vocabulary to demonstrate understanding of task;
- Use different sources to identify and select relevant information/materials for the task/activity;
- Talk in a structured way keeping to the point to suit the needs of audience and purpose;
- Use appropriate language to explain their thinking and to justify and support ideas and opinions;
- Listen and respond to a wider range of questions;
- Collaborate with others by listening carefully, making contributions and asking questions that are responsive to the ideas and views of others;
- Begin to reflect on the manner in which they have talked and how well they have managed the conventions of talk;
- Select appropriate sources to include a widening range of authors/texts, web information etc;
- Choose/use an appropriate method to select, collate and organise information, in collaboration with teacher and peers;
- Decide if they have achieved their purpose in reading and begin to suggest ideas on how to improve or extend their reading;
- Begin to show signs of empathy with characters and situations by attempting to reflect on thoughts, feelings and experiences;
- Work collaboratively as a group, recording and reporting their findings with appropriate detail;
- Read independently from a wide range of texts for enjoyment and/or a specific purpose;
- Establish the purpose of the task and begin to identify the audience;
- Discuss and identify the form, style and structure to be used;
- Generate and organise ideas for writing;
- Express explicit meanings and/or attitudes and give reasons for their views;
- Convey and organise ideas, opinions and information clearly;
- Work with classmates on collaborative projects;
- Work (with or without adults) in pairs, small groups or as a whole class to represent information or ideas for a given purpose.

CONTRIBUTION TO THE DEVELOPMENT OF SKILLS

Using ICT

- Access, select, edit and use information from a range of given digital sources and resources;
- Research, collect, organise, present and analyse information/data to support a topic using a range of digital sources and resources;
- Create and redraft work combining text, sound and/or graphics presenting and communicating it in a variety of ways showing an awareness of audience and purpose;
- Carry out and edit a series of instructions to solve problems using digital devices or environments;
- Solve problems by investigating, testing and refining using digital devices or environments.

Thinking Skills and Personal Capabilities

Managing Information: Asking more focused questions using their own and others' ideas to identify and locate information. Relating current activities to prior knowledge. Beginning to plan next steps, breaking tasks into sub-tasks and setting goals.

Thinking Problem Solving: Summarising to show understanding. Sequencing, ordering and ranking along different dimensions. Making comparisons and connections. Testing predictions and looking for evidence. Generating options and suggesting solutions to problems. Being systematic in a task. Explaining methods and opinions, giving reasons for choices and actions.

Being Creative: Taking time to use imagination for enjoyment. Showing curiosity, listening to and sharing ideas and experiences. Generating ideas and options, building and combining ideas. Enjoying the unexpected, usual and surprising. Having experiences with all their senses. Experimenting and investigating real-life issues. Working with Others: Developing habits of collaborative learning. Showing the ability to learn from shared and modelled activities. Becoming adept at turn-taking, sharing and co-operating. Deciding what needs to be done and taking personal responsibility for aspects of the work. Showing fairness and respecting other people's feelings and ideas.

Self Management: Checking that they are achieving their purpose by talking about what they are learning. Checking their work for accuracy and precision. Persevering with tasks. Reviewing how the work was carried out and some aspect that might be improved. Beginning to work towards personal targets. Seeking help from other people. Developing an awareness of their personal strengths and limitations.



WORLD IN MOTION

Digital Resources

ICT Software	Suggested Websites
<p>Interlinks Become a British Isles Explorer Egyptians Decisions 3 Encarta Encyclopaedia 2001 Encarta World Atlas Information Workshop Lego Robolab The Map Detectives Roamerworld</p>	<p>www.nga.gov/kids/stella/stella2.htm Census.nisra@dfpni.gov.uk www.education.lanl.gov/RESOURCES/science_at_home/SAH.rocket.html www.mos.org/sln/Leonardo/LeoHomePage.html www.unicef.org www.oneworld.org/sef www.hri.ca/inde.htm (Children's Rights' Section) www.crocodileclips.com/m6_4_1.htm (downloadable simulation software to construct model circuits) www.bbc.co.uk/ni/learning www.channel4.com/learningshop Wikipedia space exploration site www.bigpic.biz (One World Centre Citizenship website for kids) www.magni.org.uk (National Museums and Galleries of Northern Ireland) www.esa.int/esaHS/index.html www.spaceflight.nasa.gov/history/ Wikipedia space exploration site</p>

Traditional Resources

Books/Teaching material	Audio/Visual (Media Texts)
<p>Planning for Progress in Art and Design - p41 (Northern Ireland Education and Library Boards) Music Box Songbook, Barry Gibson (BBC Books:1987) ISBN: 0563213434 Appusskidu (A&C Black) The Way Things Work, David Macaulay and Neil Ardley (Dorling Kindersley:2004) ISBN: 1405302380 Footsteps into Science, Douglas P. Newton and Lynn Newton (Stanley Thornes Ltd:1987) ISBN: 085950669X Search Out Science, M. Horn, A. Orchard, B. Peters, G Gething, F Marshall and D. Ward (Longman:1990) ISBN: 0582062470 Happy Heart: v. 2, Health Education Authority (Nelson Thornes:1990) ISBN: 0174231679</p>	<p>Dance of the Tumbler by Rimsky-Korsakov Dancing Doll by Poldini The Acrobats from the 'Bartered Bride' by Smetana The Clock by Haydn: Symphony no. 101 The Viennese Musical Clock from Hary Janas Suite by Kodaly 32 pieces for mechanical clocks by Haydn CCEA Resource – Music at KS 2 – "The Twittering Machine" BBC Radio, Today and Yesterday, The World Around Us: People on the Move, includes: Invasions The Developing World A Better Life and The World Around Us: The Way We Live – 'Changing Times' Spring 2004 (cassette order code 040261) Teacher's notes and interactive material available on the 'today and yesterday' website BBC Television, 'The World Around Us – Science' Spring 2004 Forces and Energy</p>

Traditional Resources

Books/Teaching material	Audio/Visual (Media Texts)
<p>Primary School Gymnastics: A Teaching Manual KS2, Val Sabin, (Val Sabin Publications: 2002)</p> <p>Lift Off - Introducing Human Rights Education within the Primary Curriculum Cross Border Primary Human Rights Education Initiative 2003, Age 8-10, (Amnesty:2003)</p> <p>Primary Values (CCEA:2001)</p> <p>That's Not Fair!: A Resource for Exploring Moral Issues in Primary and Middle Schools, Barry Miller and Trish Miller (Religious and Moral Education Press:1992) ISBN: 0080404529</p> <p>Safety (Healthy Schools), Schools Health Education Unit (KCP Publications:2000) ISBN: 1902361555</p> <p>Commonwealth Games 2002 Spirit of Friendship Education Pack</p>	<p>The International Space Station primary school kit (available from Armagh Planetarium)</p> <p>4Learning Videos: 'Action Forces' order code: 187111 (see website)</p>

Organisations

Useful Contacts	Places to Visit
<p>To request census data call the Northern Ireland Statistics and Research Agency: 028 90348160</p>	<p>Ulster Folk and Transport Museum Ulster American Folk Park Armagh Planetarium shows</p>

Please note that the above resources are those that have been recommended by teachers who have contributed to the development of this ICL. At the time of printing, the suggested websites are live.

