



## Year 5/6 Medium Term Plan – World War I



<b>Term</b>	Autumn 2022		
<b>Key text</b>	Private Peaceful – Michael Morpurgo		
<b>Key Vocabulary</b>	Powers, Allied, Central, assassinated, conscription, no man’s land, remembrance, armistice, front line, Treaty of Versailles, trench, alliance, truce, ceasefire		
<b>Ongoing objectives through this topic</b>	<ul style="list-style-type: none"> <li>- Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</li> <li>- Give some reasons for some important historical events</li> </ul>		
<b>Topic curriculum coverage and content</b>			
<b>Lesson WALT</b>	<b>Subject covered within lesson</b>	<b>Curriculum content covered within lesson</b>	<b>What will this look like when it’s achieved?</b>
Lesson 1 WALT: understand the key events and powers of WWI	History and Geography	<ul style="list-style-type: none"> <li>- Use dates to order and place events on a timeline</li> <li>- Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</li> <li>- Give some reasons for some important historical events</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- Recognise the different shapes of countries</li> </ul>	Children will <ul style="list-style-type: none"> <li>- Know the dates of WWI</li> <li>- Know who the powers were</li> <li>- Explain why WWI was started and by whom</li> </ul>
Lesson 2 WALT: understand the key events of the Battle of the Somme	History and Geography	<ul style="list-style-type: none"> <li>- Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent</li> <li>- Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>- Understand how our knowledge of the past is constructed from a range of sources</li> <li>- Provide an account of a historical event based on more than one source</li> <li>- Know about changes to world environments over time</li> </ul>	Children will <ul style="list-style-type: none"> <li>- Know where the battle took place</li> <li>- Know which two countries were fighting this battle</li> <li>- Retell key events and facts of the battle</li> </ul>
Lesson 3 WALT: understand what	History	<ul style="list-style-type: none"> <li>- Present findings and communicate knowledge and understanding in different ways</li> </ul>	Children will

Remembrance is and why it is important		<ul style="list-style-type: none"> <li>- Use dates to order and place events on a timeline</li> <li>- Give some reasons for some important historical events</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the importance of remembrance</li> <li>- Know why people wear poppies</li> <li>- Understand what armistice means</li> </ul>
Lesson 4 WALT: know what life was like in the trenches	History	<ul style="list-style-type: none"> <li>- Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>- Understand how our knowledge of the past is constructed from a range of sources</li> <li>- Provide an account of a historical event based on more than one source</li> <li>- Know about changes to world environments over time</li> <li>- Compare sources of information available for the study of different times in the past</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Know what trenches are</li> <li>- Understand why trenches were important</li> <li>- Know what soldiers did in the trenches</li> <li>- Explain the difficulties of living in trenches</li> </ul>
Lesson 5 WALT: know how WWI impacted our locality – visit into Gaddesby	History	<ul style="list-style-type: none"> <li>- Make confident use of a variety of sources for independent research</li> <li>- Describe a local history study</li> <li>- Note connections, contrasts and trends over time and show developing appropriate use of historical terms</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Understand how Gaddesby contributed to WWI efforts</li> <li>- Know the impact the war had on the families in the village</li> </ul>
Lesson 6 WALT: understand women’s role in the war	History	<ul style="list-style-type: none"> <li>- Make comparisons between aspects of periods of history and the present day</li> <li>- Note connections, contrasts and trends over time and show developing appropriate use of historical terms</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Know why women were so important during WWI</li> <li>- Know what jobs women took on during the war</li> <li>- Understand how their roles changed from 1914-1918</li> </ul>
Lesson 7 WALT: know what the Christmas truce was	History	<ul style="list-style-type: none"> <li>- Use dates to order and place events on a timeline</li> <li>- Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</li> <li>- Give some reasons for some important historical events</li> <li>- Present findings and communicate knowledge and understanding in different ways</li> <li>- Provide an account of a historical event based on more than one source</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Know the events of the Christmas truce</li> <li>- Know why it didn’t happen again</li> <li>- Understand its impact on the soldiers in the trenches</li> </ul>

Discrete Teaching			
Lesson WALT	Subject covered	Curriculum content covered within unit	What will this look like when it's achieved?
Lesson 1 WALT: describe how some plants reproduce	Science	<b>Working Scientifically</b> to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> <li>- asking simple questions and recognising that they can be answered in different ways</li> <li>- observing closely, using simple equipment</li> <li>- performing simple tests</li> <li>- identifying and classifying</li> <li>- using their observations and ideas to suggest answers to questions</li> <li>- gathering and recording data to help in answering questions.</li> </ul> <b>Content Covered</b> <ul style="list-style-type: none"> <li>- the similarities and differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>- the life process of reproduction in some plants and animals</li> <li>- how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>- give reasons for classifying plants and animals based on specific characteristics.</li> <li>- Seven levels of classification</li> </ul>	Lesson 1 children will <ol style="list-style-type: none"> <li>1. explain the difference between sexual and asexual reproduction.</li> <li>2. identify the function of the parts of a flower.</li> <li>3. describe ways that plants are pollinated in order to reproduce.</li> </ol> -
Lesson 2 WALT: describe how asexual plants reproduce			Lesson 2 children will <ol style="list-style-type: none"> <li>1. explain how asexual plants can reproduce</li> <li>2. identify advantages and disadvantages to sexual and asexual reproduction in plants.</li> </ol> - explain different ways to make new plants.
Lesson 3 WALT: describe the life cycles of different mammals.			Lesson 3 children will <ol style="list-style-type: none"> <li>1. describe the process of reproduction in mammals.</li> <li>2. describe different types of mammals.</li> <li>3. describe and compare the life cycles of different mammals.</li> </ol> -
Lesson 4 WALT: compare the life cycles			Lesson 4 children will <ol style="list-style-type: none"> <li>1. explain metamorphosis and give examples.</li> <li>2. identify the stages of a bird's life cycle.</li> </ol>

			<p>3. describe the similarities and differences between the life cycles</p> <p>-</p>
Lesson 5 WALT: Classifying and the Linnaean System			<p>Lesson 5 children will</p> <ol style="list-style-type: none"> <li>1. give reasons for classifying animals based on their similarities and differences.</li> </ol> <ul style="list-style-type: none"> <li>- describe how living things are classified into groups</li> </ul>
Lesson 6 WALT: Describe and understand microorganisms			<p>Lesson 6 children will</p> <ol style="list-style-type: none"> <li>1. identify types of microorganism</li> <li>2. describe helpful and harmful microorganisms</li> </ol> <ul style="list-style-type: none"> <li>- investigate harmful microorganisms.</li> </ul>
Lesson 1 WALT: identify how to report a concern	ICT	<ul style="list-style-type: none"> <li>- Understand the need to only select age appropriate content</li> <li>- Use filters in search technologies effectively and appreciates how results are selected and ranked</li> <li>- Identify a range of ways to report concerns about content and contact in and out of school</li> <li>- Be discerning when evaluating digital content</li> <li>- Use filters in search technologies effectively and is discerning when evaluating digital content</li> </ul>	<p>Lesson 1 children will</p> <ul style="list-style-type: none"> <li>- Understand what being safe online is</li> <li>- Know how to report any concerns</li> </ul>
Lesson 2 WALT: understand how filters work			<p>Lesson 2 children will</p> <ul style="list-style-type: none"> <li>- Know what filters are</li> <li>- Know how filters work and what this means when searching online</li> <li>- Know that results are ranked and how they are selected</li> </ul>
Lesson 3 WALT: use different search engines to select age appropriate content			<p>Lesson 3 children will</p> <ul style="list-style-type: none"> <li>- Know different search engines for children</li> <li>- Know why these are used instead of others</li> </ul>

			<ul style="list-style-type: none"> <li>- Understand the information they get from these needs to be age appropriate</li> </ul>
Lesson 1 WALT: understand the significance of Mawlid al-Nabi	RE	Islam <ul style="list-style-type: none"> <li>- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and beliefs and teachings that arise from them in different communities.</li> </ul>	Lesson 1 children will <ul style="list-style-type: none"> <li>- Be able to understand the significance of different Islamic festivals.</li> </ul>
Lesson 2 WALT: understand the significance of Eid ul-Adha			Lesson 2 children will <ul style="list-style-type: none"> <li>- Successfully make connections between different festivals across Islam and the significance of festivals to all religions.</li> </ul>
Lesson 3 WALT: Identify early Islamic art			Lesson 3 children will <ul style="list-style-type: none"> <li>- Understand the importance of art to religions (specifically Islam) and the different ways art can be made in respect to a religion.</li> </ul>
Lesson 4 WALT: identify early Islamic Architecture			Lesson 4 children will <ul style="list-style-type: none"> <li>- Be able to identify different types of Islamic architecture and how it looks different to other religious buildings.</li> </ul>
Lesson 5 WALT: understand The Night Journey Story			Lesson 5 children will <ul style="list-style-type: none"> <li>- Understand the importance of the specific religious story to Islam and its relationship with the Prophet Muhammad.</li> </ul>
Lesson 6 WALT: identify modesty and Islamic Dress			Lesson 6 children will <ul style="list-style-type: none"> <li>- Understand the modern and society importance of Islamic dress and why it hasn't changed and why it is</li> </ul>

			so different from other religious outfits.
Lesson 7 WALT: identify Islam's relationships with other religions			Lesson 7 children will <ul style="list-style-type: none"> <li>- Be able to identify different aspects of Islam and their relationship overall be it similar or different from others.</li> </ul>
Lesson 1 WALT: use our voices to copy melodies and create a medley for WWI.	Music	<ul style="list-style-type: none"> <li>- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.</li> <li>- Including observing phrasing, accurate pitching and appropriate style.</li> <li>- Sing songs with a verse and a chorus</li> <li>- Perform a range of songs in school assemblies, in school performance opportunities and to wider audiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the rhythm of 'Your King and country want you.'</li> <li>- Chorus of 'It's a long way to Tipperary', then copy the words and tune.</li> </ul> <p>'Pack up your troubles', 'doo'-ing, then humming, then whistling, then singing to 'la'. Repeat, making the sounds flow.</p> <ul style="list-style-type: none"> <li>- Perform the medley of songs – record and replay</li> </ul>
Lesson 2 WALT: vary the pitch of our voices and the tempo of our singing. (The fields)			<p>Imitate four short military drum-rhythms by clapping, and understanding that these worked like a 'code' to convey orders. Listen to The fields- learn verses</p> <ul style="list-style-type: none"> <li>- In the first part (lines 1-5) the tune rises and falls in 'phrases' with melodic 'leaps', mimicking birdsong and quiet church-bells.</li> <li>- The second part (lines 6-12) is faster and busier, with ups and downs, to reflect the stream and river, the 'hustle and bustle' of the town and the sunset.</li> </ul>
Lesson 3 WALT: sing a range of songs			Trenches medley songs are adapted and fitted to familiar tunes

<p>which add new words (to fit the current situation) to familiar tunes. (Trenches Medley)</p>			<ul style="list-style-type: none"> <li>- 'Hush, here comes a whizz-bang'</li> <li>- 'When this lousy war is over' sung to 'What a friend we have in Jesus'</li> <li>- 'We're here because we're here' sung to 'Auld lang syne'</li> </ul>
<p>Lesson 4 WALT: perform a song using different singing styles and varying the tempo. (Struck in the Middle)</p>			<p>Stuck in the middle Verse 1 – singing vary tempo Verse 2, 3, 4 Verse 2 is singing 'doo', whistling and clicking-fingers. Verse 3, slow down at 'Whizz, bang, whoosh!' Verse 4, sing 'la', then 'doo' again. Verse 5 The 'coda' has a 'cheerful' tune, contrasting with the seriousness of the actual situation.</p>
<p>Lesson 5 WALT: sing songs in a range of styles and tempos using familiar tunes. (End in sight medley)</p>			<p>End in sight medley A- Remember and sing the simple words to 'We're here because we're here', set to the tune of the famous 'Auld lang syne'. B- Listen to and copy two lines at a time of 'Over there', a lively American patriotic song, written to motivate troops C- Hum the first part of 'Home! Sweet home', join in the easy words for the last three lines Listen to Bugle calls of the last post.</p>
<p>Lesson 6 WALT: sing a song with varying pitch and showing emotion.</p>			<p>Can you remember? Perform song, remembering the pauses on 'singing' and 'ringing' (verse 1), controlled emotion (verse 2), warmth and softness (verse 3),</p>

(Can you remember?)			quiet reflection (verse 4) and the long pause on the last note (coda)..
<b>Year 5 – All about ourselves</b>	French	Year 5	<b>Year 5 – All about ourselves</b>
Lesson 1 WALT: know about the body			Lesson 1 children will <ul style="list-style-type: none"> <li>- Demonstrate listening skills and show they have understood the spoken language, showing capability to name different body parts and respond.</li> </ul>
Lesson 2 WALT: describe what I look like			Lesson 2 children will <ul style="list-style-type: none"> <li>- Be able to describe themselves and put the adjectives after the noun and conjugate correctly.</li> </ul>
Lesson 3 WALT: describe what you are doing			Lesson 3 children will <ul style="list-style-type: none"> <li>- Be capable of asking what someone is doing, and identify a range of verbs.</li> </ul>
Lesson 4 WALT: Describe and identify fashion vocabulary			Lesson 4 children will <ul style="list-style-type: none"> <li>- Be able to write sentences and add detail about clothing and fashion.</li> </ul>
Lesson 5 WALT: Describe how you are feeling			Lesson 5 children will <ul style="list-style-type: none"> <li>- Successfully ask a peer how they are feeling and recognise the masculine, feminine.</li> </ul>
Lesson 6 WALT: Describe what's the matter		Lesson 6 children will <ul style="list-style-type: none"> <li>- Follow a simple story and join in with repeated phrases.</li> </ul>	
<b>Year 6 – Let's Go Shopping</b>		Year 6	<b>Year 6 – Let's Go Shopping</b>



Lesson 1 WALT: shopping conversations		<ul style="list-style-type: none"> <li>- Engage in conversations</li> <li>- Understand basic grammar rules</li> <li>- Build sentences</li> <li>- Ask and answer questions</li> <li>- Express opinions and respond to those of others</li> <li>- Read carefully and show understanding of words, phrases and simple writing</li> </ul>	Lesson 1 children will <ul style="list-style-type: none"> <li>- take part in role play, speaking in French</li> </ul>
Lesson 2 WALT: at the shops			Lesson 2 children will <ul style="list-style-type: none"> <li>- use the correct form of positional language</li> </ul>
Lesson 3 WALT: clothes			Lesson 3 children will <ul style="list-style-type: none"> <li>- use the correct form of adjectives to describe nouns</li> </ul>
Lesson 4 WALT: French money			Lesson 4 children will <ul style="list-style-type: none"> <li>- ask and answer questions in French</li> </ul>
Lesson 5 WALT: shopping lists			Lesson 5 children will <ul style="list-style-type: none"> <li>- read and interpret lists written in French</li> </ul>
Lesson 6 WALT: a shopping experience			Lesson 6 children will <ul style="list-style-type: none"> <li>- take part in role play, speaking in French</li> </ul>
<b>Year 5</b>	PSHE	BRITAIN	<b>Year 5</b>
Lesson 1 WALT: Identities	Year 5	<ul style="list-style-type: none"> <li>- Talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people</li> <li>- Explain what community is and what it means to belong to one</li> <li>- Explain why and how laws are made and identify what might happen if those laws are broken</li> </ul>	Lesson 1 children will <ul style="list-style-type: none"> <li>- Identify and discuss the importance of identities.</li> </ul>
Lesson 2 WALT: Communities			Lesson 2 children will <ul style="list-style-type: none"> <li>- Learn about the importance of communities in Britain.</li> </ul>
Lesson 3 WALT: National government			Lesson 3 children will <ul style="list-style-type: none"> <li>- Develop a working understanding of the national government</li> </ul>
Lesson 4 WALT: Local government			Lesson 4 children will <ul style="list-style-type: none"> <li>- Be able to relate the national and local government and their individual rules and importance to Britain.</li> </ul>
Lesson 5 WALT:			Lesson 5 children will

Respecting the law	Year 6	<p>Thinking Positive</p> <ul style="list-style-type: none"> <li>- describe how their thoughts, feelings and behaviours influence each other;</li> <li>- explain the range and intensity of their feelings to other;</li> <li>- name some strategies to deal with unhelpful thoughts;</li> <li>- know how to make an informed choice;</li> <li>- appreciate how making good choices can make us happy;</li> <li>- understand how mindfulness techniques can be used in their everyday lives;</li> <li>- describe the difference between a growth mindset and a fixed mindset; identify strategies for facing a challenge.</li> </ul>	<ul style="list-style-type: none"> <li>- Reason with why the law should be followed and respected.</li> </ul>
Lesson 6 WALT: Britain			<p>Lesson 6 children will</p> <ul style="list-style-type: none"> <li>- Have an overall general better understanding of Britain.</li> </ul>
<b>Year 6</b>			<b>Year 6</b>
Lesson 1 WALT: understand the link between thoughts, feelings and behaviours			<p>Lesson 1 children will:</p> <p>The Cognitive Triangle</p> <ol style="list-style-type: none"> <li>1. to deepen their understanding of good and not-so-good feelings,</li> <li>2. to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</li> </ol> <ul style="list-style-type: none"> <li>- To consider what positively and negatively affects their physical, mental and emotional health.</li> </ul>
Lesson 2 WALT: understand the concept and impact of positive thinking.			<p>Lesson 2 children will:</p> <p>Thoughts Are Not Facts</p> <ol style="list-style-type: none"> <li>1. To deepen their understanding of good and not-so-good feelings,</li> <li>2. to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</li> </ol> <ul style="list-style-type: none"> <li>- To consider what positively and negatively affects their physical, mental and emotional health</li> </ul>
Lesson 3 WALT: recognise and			Lesson 3 children will: Facing Your Feelings

<p>manage uncomfortable feelings.</p>			<ol style="list-style-type: none"> <li>1. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</li> <li>- To consider what positively and negatively affects their physical, mental and emotional health.</li> </ol>
<p>Lesson 4 WALT: understand the importance of making good choices.</p>			<p>Lesson 4 children will: Choices and Consequences</p> <ol style="list-style-type: none"> <li>1. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</li> <li>2. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</li> <li>- To learn that their actions affect themselves and others.</li> </ol>
<p>Lesson 5 WALT: use mindfulness techniques in my everyday life</p>			<p>Lesson 5 children will: Being Present</p> <ol style="list-style-type: none"> <li>1. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</li> <li>- To consider what positively and negatively affects their</li> </ol>

			physical, mental and emotional health.
Lesson 6 WALT: apply a growth mindset in my everyday life			Lesson 6 children will Yes, I Can! 1. To face new challenges positively by collecting information, looking for help, making responsible choices, and acting. - To consider what positively and negatively affects their physical, mental and emotional health
<b>Year 5 Athletics</b>	PE		<b>Year 5 Athletics</b>
Lesson 1 WALT: develop our chest pass and triple jump.	Year 5 – Athletics	<ul style="list-style-type: none"> <li>- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>- Use running, jumping, throwing and catching in isolation</li> <li>- Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	Children will <ul style="list-style-type: none"> <li>- Practise chest pass with no step- leaning and legs as well as arm push</li> <li>- Demonstrate a hop step and jump then combine.</li> <li>- Work as a team in sprinting relay.</li> </ul>
Lesson 2 WALT: develop our javelin throws and use of leg bend and arm fling in standing long jump.			Children will <ul style="list-style-type: none"> <li>- Work as a team in sprinting relay add obstacles.</li> <li>- Straight arm throw with a step, body rotation and leading elbow.</li> <li>- Bend knees and use arms for momentum in long jump – fall forwards if needed.</li> </ul>
Lesson 3 WALT: develop our vertical jump and speed bounce techniques.			Children will <ul style="list-style-type: none"> <li>- Speed bounce with feet together use arms to stabilise.</li> <li>- Vertical jump use leg bend and arm reach</li> </ul>

			<ul style="list-style-type: none"> <li>- Work as a team in sprinting relay.</li> </ul>
<p>Lesson 4 WALT: combine our skills and improve our performance. Take on leadership roles timing and measuring.</p>	<p>Year 6 – Dance – Archie Dobson’s War</p>	<ul style="list-style-type: none"> <li>- Perform dances using a range of movement patterns.</li> <li>- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>- Work individually and as a team.</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Complete a rotation of events and record times and distances.</li> <li>- Take on leadership roles.</li> </ul>
<p><b>Year 6 Dance</b></p>			<p><b>Year 6 Dance</b></p>
<p>Lesson 1 WALT: compare smooth and mechanical sequences individually and as a group.</p>			<p>Children will perform</p> <ul style="list-style-type: none"> <li>- Working hard in the country and town</li> <li>- Move in unison for smooth scything</li> <li>- Show expression during movement</li> <li>- Repeat accurately a short sequence</li> <li>- Move quickly with mechanical jerky movements.</li> <li>- Busy servants – rushing polish , scrub and dust</li> </ul>
<p>Lesson 2 WALT: work in unison within a group developing our own marching sequence.</p>			<p>Children will perform</p> <ul style="list-style-type: none"> <li>- Soldiers training</li> <li>- 7 marching steps on the beat turn on 8<sup>th</sup> beat – repeat in unison</li> <li>- Build moves in pairs using 8 beats marching</li> <li>- Work in small groups to build a marching sequence</li> </ul>
<p>Lesson 3</p>			<p>Children will perform</p>

<p>WALT: create a moving and static sequence of movement showing a change of emotions.</p>			<ul style="list-style-type: none"> <li>- Life in the trenches and home front</li> <li>- Zigzag path way small groups</li> <li>- Life in trenches sequence then return to zigzag.</li> <li>- Show change of moods as perform.</li> <li>- Munitions small group performance in sequence then in unison.</li> </ul>
<p>Lesson 4 WALT: create Christmas truce sequence showing development of emotions through a sequence.</p>			<p>Children will perform</p> <ul style="list-style-type: none"> <li>- Christmas truce</li> <li>- Slow walk across no man's land (silent night)</li> <li>- Football sequence</li> <li>- Shake hands return to original sides</li> </ul>
<p>Lesson 5 WALT: create a dance sequence mirroring dances and events of that time.</p>			<p>Children will perform</p> <ul style="list-style-type: none"> <li>- Over the top- no man's land line sequence and strong pose</li> <li>- Grizzly bear dance from WWI period</li> <li>- Remembrance form war memorial shape</li> </ul>
<p>Lesson 6 WALT: evaluate our own performance and that of others in a positive way.</p>			<p>Children will :</p> <ul style="list-style-type: none"> <li>- Watch others perform and offer positive feedback and steps forward. They will receive feedback from others.</li> </ul>