



Picture News

What's going on this week?

Joe Brindle, age 17 from Devizes School is a founder member of Teach the Future. The group are recently formed and are taking their call for environment issues to be taught in schools as part of the curriculum to Parliament! Ministers have agreed that "it is vital that pupils are taught about climate change" but the group believe that schools are failing to prepare them for a climate emergency.

Main question:

Should we have a say in what we learn at school?

Listen, think, share

- Look at this week's poster and talk about what we can see. Explain that young people in lots of countries around the world have been striking from school to fight against climate change. A 17-year-old called Joe, has started a group called 'Teach the Future'. They believe that issues like climate change should be taught more in schools to help prepare future generations about current issues. Although it is taught in Geography and Science for most pupils, some young people believe it is not covered as much as it should be.
- Read through the information found on the assembly resource which looks at the group's strategy and aims. Talk about what we think about what they are doing. Do we think it will help? Do you think that current issues should be taught more in schools? Do you think the group are acting in the right way to make their point?
- Talk about the subjects and lessons that we have in our schools. Which do we enjoy? What is it we like about our favourite lessons? Are all of our favourite subjects the same?
- Which skills from what we learn in school do we think will help us most as we get older, in work and in life?
- Watch this week's useful video which looks at the role of music in the curriculum. Do you think music should be made more of a priority in schools?
- Usually at around age 14, young people are able to choose some of the subjects they study. Do you think children should choose what they learn about? If so, what age do you think they should choose?
- Do you think that there are any subjects that you'd like to see adding to the things you already learn about?

Reflection

At school we learn lots of different subjects, some we may enjoy more than others, but they all teach us different things that will hopefully help us as we go through life!



Picture News

KS1 Focus

Question:

What are the different subjects we learn at school?

Listen, think, share

- Think about some of the things you have learned to do at school e.g. two times tables, how to throw and catch a ball, how to read and write. Record a list on the board.
- Explain that we often have a timetable for the week, which shows different subjects we might learn e.g. Maths, Reading, Writing, Science, PE. Have you seen a timetable in your classroom? Do you do some subjects on certain days each week? Can you think of any other subjects you learn at school?
- Which are your favourite subjects? Why do you like them? Are there any you do not like as much?
- Refer back to the list of things you have learned in school. Which subject did you learn these in?
- Look at resource 1, where children share some of the things they have learned at school. Which subject might their learning have taken place in?
- Think about if there is anything the children from resource 1 have learned or anything in your own list that you have learned that may not belong to a subject. Are these still important things to learn?
- Who helps us to learn? E.g. teachers, friends, older children in school, other adults.
- We come to school to learn but is school the only place we learn things? Where else do you learn? What do you learn?

Reflection

We learn so many things at school. Some of these things are through the subjects we are taught; others are things that may not fit into a subject.



Picture News

KS2 Focus

Question:

Which subjects do we think are the most important?

Listen, think, share

- Record a list of subjects you learn at school or share your weekly timetable.
- Discuss which are your most and least favourite and why. Think about if the subjects we enjoy most are the ones we are best at.
- How long do you spend each week doing each subject? Why do we spend more time learning some subjects than others?
- Discuss if there are some subjects which are more important than others. Why do you think this? Rank the subjects from most important to least important. Where have you placed each? Does your list match everyone else's? Why might this be?
- Look at resource 2, which shares some children's opinions about which subjects they think are most important. Is there anybody you agree/disagree with?
- Focus on the comment made by Labeeq. He believes the values we learn are more important than the subjects. What do you think about this?
- Elijah mentioned that art was the most important to him because he wanted to become an artist. Do you think that some subjects become more important as we get older and we make decisions about what we want to do?
- We come to school to learn. Do you think there is ever a time we stop learning or no longer need to learn?

Reflection

We are lucky to be able to learn a variety of subjects at school. Everyone is different so the subject that is most important to one person, may be different to another.



Picture News

KS2 Follow-up Ideas

Option 1: Read and research a typical school day for a child living in another country such as China, France, Spain etc. In pairs, select a country then use the internet to find out more. Think about the following:

- What time does the school day start and finish?
- What subjects do they learn?
- How is it similar/different to your school?

Feedback to the class and discuss findings.

- Do you think there is a school day in one of the other countries you might prefer to your own school day? Why?

Option 2: Explain that you are now in charge of designing the weekly timetable for the class! Think about the following:

- Which subjects will you include?
- How long will you spend doing each?
- Will you schedule in breaks, assemblies etc?
- What time will the school day begin and end?

Complete their timetables. If there is time, swap them over and ask children to read and interpret the information found in their partner's timetable. Encourage them to ask questions e.g.

- What day is PE taught?
- How long is spent doing Art each week?
- What time is lunch?



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KS1 Follow-up Ideas

Option 1: Record a list of all the subjects you do at school. Ask the children to discuss the following with a partner or as a small group:

- Which is your favourite?
- Why do you like it?
- Can you describe what you do in that subject?

Model how to record sentences about a favourite subject. What it is, what you do in it and why it is your favourite. Ask children to use pictures, words and sentences to describe their favourite subject.

- Challenge – can you persuade someone that your subject is the best?

Option 2: Collect some data about your class using the following:

- Which subject do you prefer? Maths or Writing?
- Do you like PE? Yes or no?
- Do you prefer Art or DT?
- Do you prefer History or Geography?

For each question you could ask the children to physically move to one side of the classroom then count the number of children in their group. Once you have collected your data, ask:

- How many children prefer Maths?
- How many more children prefer ____ to ____?
- How many children are there in this class today?



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This Week's Useful Websites

This week's news story

www.bbc.co.uk/news/education-51492942



This Week's Useful Videos

Importance of music lessons

www.bbc.co.uk/newsround/49920826



This Week's Useful Vocabulary

Curriculum – all the different courses of study and subjects that are taught in a school.

Founder – the person who started an institution or organisation.

Priority – something that is regarded as the most important.

Strategy – a plan of action to achieve something, usually over a period of time.

Striking – refusing to work as a form of organised protest.

Vital – something that is very important or necessary.