Collaboration Year Long Plan

At Helm Academy, we intend to support children's learning both on site and out in the wider world; therefore we have created an intended program for children to experience community settings to further achieve academic goals. This collaboration planning is to take place in the second term of the children being present within the school establishment. Our intention is to hopefully have the children at a stage where they are confident to converse with others to allow in-depth conversations to take place.

Additionally, the collaboration planning has a significant emphasis on exploring the local areas therefore we are also hoping children are at the stage of being comfortable to go offsite and extend their learning further. Many learning objectives focus on children's own experiences and in order for this to happen they are expected to explore and gain further knowledge with the support of our teaching delivery.

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Block	Session aims/Key LO's covered (See Collaboration MTP for full list of LO's)	Lesson content/learning activities
Autumn 1	• Contribute to group work and learning with various groups/teams • Appreciate how everyone's activities combine to achieve a goal • Fulfil the role of leader or group member as and when directed • Use verbal & non-verbal communication that is appropriate to the situation, purpose and audience • Appreciate that people are able to use languages at different levels • • Contribute to various groups/teams to achieve goals • Consider how both my own and others' activities combine to achieve a shared goal • Volunteer for leadership roles • Be able to make active decisions • To encourage others to contribute in group discussions • Use verbal & non-verbal communication that is appropriate to the situation, purpose and audience • Use different languages in different situations	To be able to identify what is collaboration? Discussion based lesson – Introduction of topic What is meant by collaboration? Staff & YPs to share ideas and own experiences of collaboration scenarios. Understanding the importance of collaboration in everyday life. To be able to explore alternative solutions **Is it or isn't it game?** Children to be given a range of scenarios' – they are to explain if the scenarios are good collaboration methods. If they feel the scenarios are not good collaborative methods they are to discuss how & what they would do differently to ensure the situation was more 'collaborative'. Children to voice their own opinions and others to respect their decision making. **Introduction**: Working in a team is an important aspect of life both in school and out. Learning how to work with partners helps develop student agency and personal voice. The more confident students feel while collaborating with others, the better they will feel about their own leadership qualities or workmanship skills. **Tasks**: Divide the class into groups of four or five. They will complete a series of tasks that require them to collaborate in order to achieve a goal. Set up a scavenger hunt around campus, and ask the groups to go around looking for the tasks.

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	• Take responsibility for my own contributions to groups/teams to achieve goals • Offer support to others to help the group achieve shared goals • Take responsibility for different roles depending on the needs of the group and on the goal in a variety of contexts • Develop leadership skills and strategies to capitalise on group/individual strengths • Apply leadership skills and strategies when appropriate • Use verbal & non-verbal communication that is appropriate to the situation, purpose and audience • Use verbal & non-verbal communication that is appropriate to the situation, purpose and audience • Select the appropriate language for the situation • Use multiple languages as appropriate to the situation	Place 10 task cards in various locations around the school. The tasks should include taking group photos while doing interesting things in order to document their collaborations. For example, you can ask students to take a group selfie and "look brave in the library" or "look joyous in the lunchroom". They can also use their bodies to spell out a word like 'peace' or 'fun' in the gym. Another task might involve building something or solving a puzzle. Once the time limit you have decided upon is reached, students can return to class and quickly create a presentation to share their photos. You can give this activity a competitive edge by including awards for the most creative collaboration or the best example of teamwork. **Introduction**: When we think about being creative, it is often a very individualistic endeavour. In this activity, students will collaborate to make a drawing, a story and a sculpture. **Task**: Start the activity by showing the short video Two Artists Fuse Styles On One Canvas to see how two artists with different styles collaborate on one painting. Talk about how the artists worked together to create one piece that incorporates their own personalities. Ask students to point out examples from the video that showed positive collaboration skills. Divide the class into groups of four.

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		In these teams, they will work through a series of collaborative creative projects. First, have each student in the group start the top of their exquisite corpse drawing. After one or two minutes, each student should switch drawings with another in their group to draw the next section. Once all members of the group have had their chance to draw on it, the drawing is complete. Only when the drawing is finished can the students can open the drawings to look at. Usually, this is quite a surprise to see! Next, give each member of the group a paper with a story starter on it. Have them write for two to three minutes. When the time is up, each student should pass their story to the next in their group to continue writing on for two minutes. Once each student has written on each story, students may stop and share what they come up with within their group. Finally, the groups of students will collaborate on a sculpture. If you use air-dry clay, you can set a task like making a figurative sculpture or a sculpture of an animal. Each student can start a body, and after two minutes, the next student can add only one part of the animal (i.e. the head, the legs, or the tail.) When all of the students have added a part to each other's sculptures, they are finished. Ask students to choose their two best pieces from each category (drawing, story and sculpture) to display in an art exhibit

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Autumn 2 **ART**	• Be able to plan, create and refine an original artwork to communicate more abstract ideas, thoughts, emotions and/or views of the world • Be able to create original artwork to serve a particular purpose or suit a specific environment using appropriate media • Understand that inspiration for artistic ideas comes from many different sources and influences development as part of a cyclical process	What have been the personal benefits/limitations of collaborating on artwork? What does artistic collaboration feel like for you? What would you do differently if you collaborated on artwork again? What did you learn about yourself by working with others? How could you help the people you collaborated with more? What did you find out about others through your artistic collaboration? Did you achieve any personal goals through your collaboration?
	• Be able to record and reflect on experimenting with a variety of materials, techniques and technologies to meet a purpose • Be able to evaluate and refine the selection of materials and techniques, judging how successfully they communicate an idea • Understand how artists influence each other	**Be able to plan, create and refine an original artwork to communicate more abstract ideas, thoughts, emotions and/or views of the world.** **Discuss**: How do we view the world? Elaborate on the YP's input? Why do you feel like that? What changes would you like to see to feel a different way? To analyse how we view the world based on experiences we have gained (good/bad). Understanding our views can change of certain things as we gain more and newer experiences. **Be able to record and reflect on experimenting with a variety of materials, techniques and technologies to meet a purpose** Children show their view of the world via a picture of 'their happy place'.
	• Be able to analyse and interpret artworks to explore the possible intentions and viewpoints, justifying their opinions	

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	• Be able to use the vocabulary of the elements of art and principles of design to critique works of art	Use the zones of regulation and the use of language to explain their emotions as to how they view the world. Children to further discuss creative ideas to express themselves further. What materials can they use for the art piece to be advanced further? Create the ART piece and allow the children to explain what they have created and why they have used certain materials/colours. Using resources to express feelings/ thoughts and emotions.
Spring 1 GEOGRAPHY	• Be able to use and interpret a variety of images and various types of maps including analysing scale • Be able to design and /or select and use appropriate research tools and instruments to collect data • Be able to analyse data in order to draw conclusions • Be able to evaluate data collection methods for validity, reliability, bias and cultural sensitivity • Understand the factors that influence the decisions that people make about where to live and their perceptions of how liveable places are • Be able to compare geographical features from different places	How often do you collaborate effectively with others to achieve a common goal? What are the main motivating factors behind collaboration? How does the geography of an area encourage people to collaborate or inhibit them from doing so? What are the human factors involved in preventing collaboration? #What might the consequences be? What impact can collaboration have on a community and its culture? In what ways do economic factors affect the extent humans collaborate? What are the positive consequences of interdependence between places and people? **Be able to compare geographical features from different places**

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		YPs to be introduced to different areas via videos/ photographs – they are to highlight the main differences and similarities and discuss in a group setting their findings. Comparison on differences and similarities.
	• Know about similarities and differences between places at different levels of economic development and how environments affect economic activity • Be able to evaluate the sustainability of solutions to environmental issues exacerbated by humans • Understand that there are conflicting perspectives on the use of environment and resources in different places	Discuss as to what the main reason behind the differences are? E.g. poverty? Lack of respect for the community? Criminal activity? **Know about similarities and differences between places at different levels of economic development and how environments affect economic activity** Children to analyze different areas of the world making comparisons as to shops/ living arrangements/ town centres/ food courts – possibly have the opportunity to go and visit some areas to be able to compare real life experiences – with the emphasis to compare the similarities and differences. Bazar food court / Saltaire hospital / Howarth town Centre Highlight real life experiences
Spring 2 HISTORY	• Be able to formulate questions to investigate various sources including uncovering bias -Understand why historical sources may contradict each other • Be able to evaluate the reliability and accuracy of representations of the past	In general, has collaboration rather than individual efforts led to more gains in the three movements considered by this subject section? Are there examples from any of your history learning when collaboration has impeded the progress of a movement? When does collaboration have negative connotations? How might examples of present movements use the power of collaboration more effectively?

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	• Know about the features of different societies within the same period • Know that the label given to a period or event reveals something about how people remember it • Be able to make connections between the chronological past of different regions • Be able to evaluate the significance of people and events, and the changes they influenced	**Know how ideas, beliefs and attitudes have changed over time and influenced the present** YPs to have a range of sacred places to choose from – Church/ Cathedral/ Mosque/ Gurdwara etc. can they find the main changes throughout the recent years which have taken place? The amount of people attending these places? The increase of these places of worship being created in the local area? The amount of events held at these places of worship? What has increased/decreased? Historical Context – reflect on this in findings.
	• Be able to explain the causes of, and results of different historical events, situations and changes • Know how ideas, beliefs and attitudes have changed over time and influenced the present • Understand how different types of causes contribute to change, and these do not all have equal influence • Be able to explain how situations 'triggered' change and development	**Be able to explain how situations 'triggered' change and development** Use City of Bradford as a prime example – what are the main noticeable changes over the decades in relation to shops/ town centres/ work-living arrangements/ mills etc. Historical Context – reflect on this in findings. **Understand how the Internet, the World Wide Web and cloud computing function and how they facilitate communication and collaboration** What is the WWW? When was it invested? What was the alternatives of WWW before? What are the benefits of the WWW? What are the significant negative aspects of the WWW? E Safety importance – links to PSHE. **Understand the importance of protecting online identities and strategies that support that**

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		In depth discussions to take place – what is the WWW mainly used for? Children to create their own questionnaires asking other children/ staff what the use of their WWW is (Research/ Social Media/ Gaming/ Reading/ Work etc). discuss findings YPs to carry out their own research and discuss their independent findings. Debate opportunities – how safe is the internet? Safe – unsafe? Why? Discuss cyber bullying/ catfishing/ trolls/ illegal content. Children to be spilt between for and against. They are to plan a debate as to why they feel the WWW is safe/ unsafe. Debating role play opportunities
Summer 1 **ICT & COMPUTING**	• Understand how the Internet, the World Wide Web and cloud computing function and how they facilitate communication and collaboration • Be able to identify bias in online sources • Be able to edit text, images, audio and video for publication • Be able to gather information by framing questions and collating responses appropriately	What do you think are the benefits of collaborating with others using ICT and Computing? Why do so many people think that Wikipedia is not as reliable for finding out information compared with using traditional sources like books, newspapers and original research? How will the software and websites that have allowed you to collaborate in this subject section help you in other subjects that you are studying at the moment? • **Integrate '5 E's' model:** Use the "Explore, Express, Exchange, Evaluate, and Exhibit" model for lessons to ensure all aspects of "using ICT" are covered.

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	• Understand the importance of protecting online identities and strategies that support that • Know which tools are most effective for communicating with an individual or organisation for a specific purpose	• **Incorporate real-world links:** Have students research ICT-related topics and present their findings, or discuss how technology is used in everyday life. • **Utilize project-based learning:** Encourage students to work on longer-term projects that allow for in-depth exploration and application of their skills.
Summer 2 MUSIC	• Be able to sing using a range of techniques and performance directions to convey style and emotion • Be able to perform different roles in a range of ensembles	When working with others to present music, what were your goals? How successfully did you achieve your goals? What issues did you come across when putting together your musical ensembles? When working with others, what skills are required to ensure that the group achieves its common goal? How important are roles and responsibilities in group music-making? What did you learn about the effect of music on a community of people? Is there a purpose to music performed in a community setting? How can music be used in the collaborative learning of children in literacy or numeracy? What were the most enjoyable aspects of working collaboratively as part of a musical ensemble? • **Songwriting themes:** Base songs on common human experiences like new love, heartbreak, jealousy, or unrequited love.
	• Be able to accurately perform/recreate a score using a range of techniques and develop a personal interpretation • Understand that musical elements can be combined and manipulated to create musical form	
	• Be able to compose music using original ideas, motifs and different techniques • Be able to arrange music to create a new interpretation/composition • Be able to use a musical score to inform analysis of music	

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		Musical elements: Use the seven elements of music (rhythm, melody, harmony, timbre, dynamics, texture, and form) as a framework for composition. **Cultural focus:** Explore the music of a specific culture or the history of a musical genre. **Research topics:** Investigate the history of musical instruments, the life of a composer, or the stylistic features of a particular genre. **Theory and analysis:** Learn about music theory concepts like cadences by identifying them in popular songs. **Hands-on activities** **Make instruments:** Create musical instruments from household items like bottles, pasta, and rice to explore different sounds. **Play games:** Use games like "Mirror the Melody" or "Call and Response Rhythm" to teach musical concepts in a fun way. **Learn new skills:** Practice writing musical notation or learn to play an instrument like the ukulele using beginner-friendly resources.

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		General knowledge: Use quizzes or word searches to test knowledge of musical terms and concepts.