Junior Department Planning

Year 4   **HPL Activity & Discussion sessions**   **Approx. 30 minutes (ideal during a form time)**

Aim of HPL Activity & Discussion sessions:
- *To guide children towards an understanding of how the HPL strand can be applied to activities in school and in life*
- *To give children a better understanding of the HPL strand in context*
- *To allow the children to hypothesise, elicit and identify any other HPL skills/strands they have used during an activity*

There is to be minimal teaching input and reference to the HPL strand at the beginning of the lesson. Instead explain the task and begin to use relevant language when praising and talking to children throughout the task. Allow for explanation and discussion at the end of the session.

Lesson	Main Objectives	Main Activity	Resources	HPL focus & discussion
1	Hard-Working Understand Hard-Working as resilience Consider other relevant HPL strands and reason their relevance to the activity	Drafting & redrafting / attempting and reattempting something very simple to show improvements and foster resilience Chn to create a playing card tower – watch https://www.youtube.com/watch?v=xWDnJt1McT4 for instructions. Chn could work independently or in pairs – up to T.	Packs of playing cards YouTube clip Hard Working symbol	Display the **Hard-Working** symbol (either on IWB or use a poster) and explain that part of being 'Hard-Working' is showing resilience. Discuss meaning of resilience. How did we use resilience when stacking the playing cards? Encourage reflection on the other strands – can anyone suggest another strand that was put to use during our activity today?

2	Realising Understand Realising as using a skill accurately with ease so you don't have to think about (automaticity) Consider other relevant HPL strands and reason their relevance to the activity	Automaticity in joined handwriting – practising and practising until able to write a long word neatly with their eyes closed (T to choose appropriate word for class) Fun ways to practise – use a range of methods (to music, with different colours, on different coloured paper, etc. Independent/silent time to focus on ways that best suit them Try different writing implements End of activity – perform to a partner and share successes with rest of class Extension – can you write this word / sentence neatly with your eyes closed while counting in 2s? Can you write in while listening to a partner tell you what they had for dinner last night?	Sharp pencils / pens A focus word of teacher's choice Lined paper / handwriting paper	Display the **Realising** symbol (either on IWB or use a poster) and explain that part of Realising is automaticity. Discuss meaning of automatic and encourage children to share some examples of things they can do 'automatically'. Encourage reflection on the other strands – can anyone suggest another strand that was put to use during our activity today?
3	Empathy Understand Empathy as concern for society Consider other relevant HPL strands and reason their relevance to the activity	Watch below video and ask children to see if they can work out the answer to the question: 'Why is the boy in an orphanage?' https://www.youtube.com/watch?v=Bl1FOKpFY2Q **Stop** around 5:15 minutes (too long otherwise and becomes irrelevant). Focus on the content of the video that shows the experience of refugees. What must it feel like to have to leave your country because of danger?	YouTube short film – *stop at 5:15* PowerPoint info about refugees and asylum seekers Empathy poster / symbol	Display Empathy symbol. Refer all the discussions from the session back to **Empathy** and how part of it includes a concern for society. How have the chn shown concern for society during today's session? Did we learn about other people during today's session who show great empathy towards refugees? How could you

		Learn about a community issue – refugees and asylum seekers. Encourage lots of paired and whole class discussion about the issue. Encourage reflection on how it may feel / who is affected / how do the chn think refugees and asylum seekers are treated etc.	displayed on IWB for end of session discussion	demonstrate concern for society today/in your adult life? Encourage reflection on the other strands – can anyone suggest another strand that was put to use during our activity today?
4	Linking Understand Linking as making connections Consider other relevant HPL strands and reason their relevance to the activity	Complete a spider diagram / concept map where chn must define and explain links between different concepts Extension – to add additional concepts that they feel have strong connections with those already on their sheet	Concept map worksheet Linking poster / symbol displayed on IWB for end of session discussion	Display Linking symbol on IWB or elsewhere in class. Explain that part of successful **Linking** is 'making connections'. What kind of connections do you make today? What kind of thinking / attitude do you have use/have to make connections? Is it always easy to make connections? Discuss examples. Encourage reflection on the other strands – can anyone suggest another strand that was put to use during our activity today?
5	Creating Understand Creating as creating new ideas	Look at map of a local theme park. Children to take some basic ideas from the example map but adjust, expand on and invent new ideas to create their own theme park.	Map of local theme park. Plain A4 / A3 paper for theme park	Display **Creating** symbol in classroom. How were you Creative today? Explain concept of creating new ideas by building on existing ones

	by building on existing ones Consider other relevant HPL strands and reason their relevance to the activity	Draw and label map. Pair children to explain their ideas to another, giving everyone a chance to share what they have created.	designs OR simply use mini whiteboards	– can anyone give an example of how they did this? (E.g. I like the loops in this roller coaster at Chessington so I included them in my design for a brand-new roller coaster.) Encourage reflection on the other strands – can anyone suggest another strand that was put to use during our activity today?
6	Analysing Understand Analysing as multi-step problem solving Consider other relevant HPL strands and reason their relevance to the activity	Team-building problem Chn must • discuss potential problems/obstacles • decide on a suitable approach • put their ideas into action Outline this to children beforehand – they should NOT rush to complete the task. All the discussion is VERY important today. Outdoor team building challenge – Human Objects. Plenty of discussion in between each challenge, with T guiding responses back to the above bullet points. Groups should give examples of the difficulties along the way and how they overcame them.	Dry weather & dry ground Instructions for 'Human Objects' Analysing symbol or poster	Display Analysing symbol (either back in class or take poster outside with you). Tell the chn they have been practising multi-step problem solving today. This is part of **Analysing**! Can they break down the steps they took to solve the problems and explain those steps? T to perhaps give example to guide them. Why is it useful to be able solve multi-step problems? Why are multi-step problems more challenging than single step problems? Encourage reflection on the other strands – can anyone suggest

				another strand that was put to use during our activity today?
7	Meta-thinking Understand Meta-thinking as self-reflection and self-correction Consider other relevant HPL strands and reason their relevance to the activity	Complete a simple task in a short, given length of time: - Poster about handwashing OR - Poster about crossing the road safely Once complete…give children a checklist Children to self-reflect and self-correct by editing to ensure all aspects of the checklist have been met. Are you happy with what you've done? What would you do differently next time? Do you have time to make improvements/start over if necessary?	Checklists Plain paper for poster designs	Display Meta-thinking logo in class. Using checklists and editing & improving our work is part of **Meta-thinking**. We can call it self-reflection and self-correction. Discuss meaning of these words. Is it useful to be able to go back and reflect on our work / go back and make corrections? – Why? In which subjects do we do this most? Can we do this outside of school? How could we use meta-thinking at home? Encourage reflection on the other strands – can anyone suggest another strand that was put to use during our activity today?
8	Agile	What is the correct way to get to the monkey trail? - Chn begin by writing brief instructions for how to get to the monkey trail from their classroom	Dry weather Scrap paper / mini whiteboards	Explain that part of being a successful Agile learner is being flexible and open-minded. Discuss meaning of these words. Who felt they practised being flexible and open-minded today?

	Understand Agile as being open-minded and flexible Consider other relevant HPL strands and reason their relevance to the activity	- Follow their instructions and reach monkey trail - Once there, discuss the different approaches chn took – different journeys they made – is anyone more correct than someone else? Did you all get here in the end? What's the most important thing – going a certain way OR getting the result you want? Chn then attempt to find multiple routes to the monkey trail from their classroom – how many different ways can they find?		How did the activity encourage you to be *more* flexible and open-minded? Encourage reflection on the other strands – can anyone suggest another strand that was put to use during our activity today?