

Week/Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Science/History</u> <u>Geography/ICT</u>	<u>Art/D&amp;T</u> <u>Music</u>	<u>RE/PSHE</u>	<u>PE</u>
01.09.16	Harry and the Dinosaurs go to school - see additional literacy medium term plan	Number: Place value - see additional numeracy medium term planning	N/A - 2 day week - class settling in	Music PPA Cover - Weekly music session with music teacher.	Establishing class rules and routines.  Making relationships in the classroom.  What makes us unique?	Weekly session with sports coach.
05.09.16	Harry and the Dinosaurs go to school - see additional literacy medium term plan	Number: Place value - see additional numeracy medium term planning	<p><b>Science: Ourselves</b> Play Simon Says with emphasis on naming parts of the body - name and locate parts of the body - drawing around each others bodies.</p> <p><b>ICT: Toys</b> See eLiM planning for more detail Programming - Beebot sequences - how do we make a beebot move? Children practise using beebot then adult gives instructions to follow - use language forwards, backwards, left, right, go, clear.</p>	<p><b>1A: Self portrait</b> Look at different artists self portraits - what is a self portrait? Are they all the same style? Focus on one self portrait - ask them to describe the person or people, any objects they see, the colours and shapes in the picture, how it makes them feel about the person in the picture - do they know anything about the person in the picture?</p> <p>Weekly music session with music teacher - PPA cover</p>	<p><b>Unit 4: Where do we belong?</b> Where do people belong? Children to think about people that are special to them. Consider how other people make a difference.</p> <p><b>PHSE - New beginnings</b> How do we make someone feel welcome? What are the rules and routines in our class?</p>	<p><b>Unit 1: Gymnastics</b> Talk about behaviour expectations and safety rules in P.E. Children practise walking between mats on command. Practise making small body shapes, long shapes, round shapes etc. Teach basic gymnastic actions - roll on a mat, make a still shape, jump etc. Find different ways of travelling.</p> <p>Weekly session with sports coach.</p>

12.09.16  
Imitate

This is the bear - *see additional literacy medium term plan*

Number: Place value - *see additional numeracy medium term planning*

**Science: Ourselves**

Introduce the senses and distinguish between the sense organs. Set up activities for each of the 5 senses - which part of the body are they using?

**ICT: Toys**

*See eLiM planning for more detail*  
Programming - bee-bot guess my toy. Inputting instructions for beebot to reach a picture of a particular toy using beebot mat to help with directions. Talk about sequence / algorithm needed to solve the problems.

**Geog: Barnaby bear**

Introduce Barnaby bear to the class - who is he? What does he do? Where might he go? Talk about what Barnaby bear might need to take with him on his visit and design and draw his suitcase.

**History: Toys in the past**

What are our toys like - link to teddy bear picnic (wow starter - chn to bring favourite toy). Encourage children to describe their toys, what might they like to know about old toys?

**1A: Self portrait**

Give children a mirror and ask them to look at themselves and think about the shape and size of their faces and parts of their face - ask them to draw a simple self portrait including head and shoulders.

Weekly music session with music teacher - PPA cover

**Unit 4: Where do we belong?**

Children think about who makes up their family, draw their family picture. Talk about the roles of people in their family. Tell children the story of Jesus in the Temple at Jerusalem at 12 years old - what does this story tell Christians about why Jesus was special?

**PSHE - new beginnings**

Why do we need rules? Discuss the importance of having rules and the consequences for not following the rules.

**Unit 1: Gymnastics**

Ask children to link basic movement actions e.g. a jump and a roll, a slide and a still shape. Help them explore different types of movement e.g. a jump followed by a different type of jump, a tall shape then a small shape etc. Link to low apparatus e.g. slide along apparatus then make a still shape before jumping off.

Weekly session with sports coach.

19.09.16  
Innovate

This is the bear / penguin - *see additional literacy medium term plan*

Number: Place value - *see additional numeracy medium term planning*

**Science: Ourselves**

All animals (inc. Humans) change and grow - ask children how they have changed and how they might change when they get older.

**ICT: Toys**

*See eLiM planning for more detail*  
Beebot race track - using direction cards, predict what algorithm will be needed for beebot to complete the race track - if beebot doesn't complete the track, look back at the algorithm and de-bug.

**Geog: Barnaby bear**

Receive a postcard from Barnaby bear in the North Pole. What is it like where he is? How is it different to where we live? What might he see?

**History: Toys in the past**

How might old toys be different from toys today? Look at a range of teddy bears / toys from the past - what are the similarities / differences - sort teddies from new to old. Teddy bear timelines.

**1A: Self portrait**

Talk about what the children would like to show about themselves in a portrait - what clothes would they be wearing? How would they like to be seen? What would they be doing? Would they put their favourite toy in the picture? Children to investigate a range of drawing media and marks they can make - try out different techniques for showing textures of hair, skin etc - explain that the purpose of the activity is to learn about different types of drawing media, not to produce a finished picture.

Weekly music session with music teacher - PPA cover

**Unit 4: Where do we belong?**

Children to identify feelings and experiences associated with belonging to a family. Reflect on things that make them happy. Learn about how religious groups remember important beliefs or traditions.

**PSHE - new beginnings**

Doing something brave - what does brave mean? Children reflect on a time when they did something brave - how did it make them feel? How did they feel afterwards?

**Unit 1: Gymnastics**

Talk about how the body changes in exercise - how do they feel (e.g. hot, stretched etc). Teach the children to recognise what it feels like when their body shows tension, extension and relaxation.

Practise using different types of movement on small apparatus. Thinking of different ways to move their body on the apparatus.

Weekly session with sports coach.

26.09.16  
Invent

This is the penguin - *see additional literacy medium term plan*

Number: Addition and subtraction - *see additional numeracy medium term planning*

**Science: Ourselves**  
Match young and adults of the same animals - describe changes. Discuss growing and how we will change as we get older.

**ICT: Toys**

*See eLiM planning for more detail*  
2Go Racing track / Directional programme. Using laptops complete activity to get object to move to certain parts of the screen - how is it the same/different from using the beebot? Children practise inputting algorithm and de-bugging if it doesn't work.

**Geog: Barnaby bear**

Find the North Pole on a map/globe. What sort of weather is there - how did he get there? Create a simple chart of what Barnaby bear might experience in the North Pole.

**History: Toys in the past**

How do we know that some toys are old? Sorting old and new toys and describing why they have chosen to sort them that way. Look at the way old/new toys move (e.g. batteries / wind up) talk about the materials they are made from. Make a simple word bank of adjectives to describe the toys e.g. 'rusty' 'clean' etc.

**1A: Self portrait**  
Children to reflect on the topic of self-portrait and bring all of their ideas together to begin their own self portrait - encourage children to think about their shape, what they would like to let people know from their picture - how they would like to make people feel from their picture.

Weekly music session with music teacher.

**Unit 4: Where do we belong?**

Consider what it means to be part of a family. Children to think about the values they get from their families.

Talk about how religious people might remember their religion.

**PSHE - new beginnings**

Children reflect on when things don't go how we want them to go - how can we deal with this?

**Unit 1: Gymnastics**

Practise moving around the hall in different ways e.g. on hands / feet, all fours. Challenge children to think of different ways to make the gymnastic positions e.g. pike shape. Children work with partner to mirror their shapes.

Weekly session with sports coach.

03.10.16  
Discussion

Non-Fiction:  
Discussion -  
see  
additional  
literacy  
medium term  
plan

Number:  
Addition and  
subtraction -  
see additional  
numeracy  
medium term  
planning

**Science: Ourselves**  
Ask children to suggest ways in which they differ - collect data about themselves e.g. eye colour, size of feet, hair colour, height charts etc.

**ICT: Toys**

See eLiM planning for more detail  
Multimedia - using describing toys resource introduce word banks to the children. Which words best describe the toy? Invite children to choose words from the word bank to describe the toys. Children then work independently to use word bank.

**Geog: Barnaby bear**

Barnaby bear to visit contrasting country e.g. South Africa - hot country. Talk about differences and similarities.

**History: Toys in the past**

Similarities and differences. Show old and new toys of a similar type e.g. toy car, doll etc. Ask children what is the same / different. Ask children to draw a picture of each toy and label it with key adjectives e.g. 'old' 'new' 'rusty'.

**1A: Self portrait**  
Look at different styles of self portrait / picture - children to create a self portrait in the style of that artist.  
Compare different styles and talk about similarities and differences - how does the picture make you feel?

Weekly music session with music teacher.

**Unit 4: Where do we belong?**

Children to think about significant festivals in religion - how are they celebrated? Where are they celebrated?

**PSHE - new beginnings**

Look at different feelings, discuss different feelings and how children would feel in certain situations.

**Unit 1: Gymnastics**  
Re-cap the safety and behaviour expectations for P.E. Introduce the children to the different apparatus equipment and how to use it. Children to move around the apparatus with a challenge at each piece of apparatus.  
  
Weekly session with sports coach.

<p>10.10.16 Discussion</p>	<p>Non-Fiction: Discussion - see additional literacy medium term plan</p>	<p>Number: Addition and subtraction - see additional numeracy medium term planning</p>	<p><b>Science: Ourselves</b> Observe how humans and animals move - what part of their body are they using - how do unfamiliar animals move? Grouping animals which move in a similar way.</p> <p><b>ICT: Toys</b> See eLiM planning for more detail Photographing teddy bears. Children bring in their favourite bears. Teach children how to use a camera or tablet to take a photograph. Upload to the computer. Using textease children can type their own labels for their picture.</p> <p><b>Geog: Barnaby bear</b> Barnaby bear to visit contrasting country e.g. South Africa - hot country. Talk about differences and similarities.</p> <p><b>History: Toys in the past</b> What were other people's toys like? Ask children to make a picture list of old toys, babies toys, metal toys, wooden toys etc.</p>	<p><b>1A: Self portrait</b> Look at different styles of self portrait / picture - children to create a self portrait in the style of that artist. Compare different styles and talk about similarities and differences - how does the picture make you feel?</p> <p>Weekly music session with music teacher.</p>	<p><b>Unit 4: Where do we belong?</b> Children to talk about how being a Christian may affect the way that people live their lives. Children to ask questions about being a Christian and have time to find out the answers to their questions.</p> <p><b>PSHE - new beginnings</b> Discuss what we feel inside when we are upset - how can we help someone who feels upset? How can we be kind to them and make them feel better? Has someone ever helped them to feel better?</p>	<p><b>Unit 1: Gymnastics</b> Re-cap the safety and behaviour expectations for P.E. Introduce the children to the different apparatus equipment and how to use it. Children to move around the apparatus with a challenge at each piece of apparatus.</p> <p>Weekly session with sports coach.</p>
<p>17.10.16</p>	<p><b>Assessment Week</b></p>	<p>Geometry: Shape - Number: Addition and subtraction - see additional numeracy medium term planning</p>	<p><b>Assessment Week</b></p>	<p><b>Assessment Week</b> Weekly music session with music teacher.</p>	<p><b>Assessment Week</b></p>	<p><b>Assessment Week</b></p>

