

Week/ Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Science/History</u> <u>Geography/Computing</u>	<u>Art/D&T</u> <u>Music</u>	<u>RE/PSHE</u>	<u>PE</u>
01 01- 02 September	See Literacy Medium Term Planning.	Number: place value See Numeracy Medium Term Planning	No Topic taught here.	<p>Music - PPA cover</p> <p>Art - Self Portraits <i>Chn to understand the differences and similarities in the work of various artists.</i> <i>Chn to ask and answer questions about the starting points of their work and to develop their ideas.</i></p> <p>Look at selected images of children by different artists. Look at a selection of self-portraits. How have the artists portrayed themselves? Why do we have portraits? Groups to focus one self-portrait and describe various aspects of it e.g. colour, technique, shapes, style etc. Chn to look at the appearance of others and of themselves. How would they portray themselves in a self-portrait?</p>	<p>PSHE <i>New Beginnings.</i> Making someone feel welcome. Creating a community. What does it feel like being in a new class? What can we do to make others feel welcome? Chn to write their own class charter/class rules. Chn to draw a picture of their happy classroom what would it look like?</p>	<p>P.E. - Games activities <i>See short term plan</i></p> <p>Controlling a ball- Learning to use space safely. Bouncing, dribbling, throwing and catching a ball.</p> <p>Warm up- Bean game.</p> <p>Cool down- Reflection on how their body feels after exercise.</p>

See Literacy
Medium Term
Planning.

Number: place
value

See
Numeracy
Medium Term
Planning

Science
Seasonal change
Name the four seasons.
Identify features of each season.
Observe changes across the four
seasons.
Discuss day length as season change.
Prior Learning Assessment: Give children
a page with 'Seasons and Weather'
written in the middle. Ask children to
note down (draw or write) anything they
already know about seasons and weather.
This record of their prior learning will
help to inform subsequent lessons.
Watch this clip about seasons:
<http://www.bbc.co.uk/programmes/p021vqq9>
Teach children about the four seasons
and their features.
Our four seasons are spring, summer,
autumn and winter.
Colder weather comes in autumn and
winter. Warmer weather comes in spring
and summer.
Challenge: Our days of sunlight are
longest in the summer and shortest in
the winter.
Discuss how the weather changes
throughout the four seasons. Children
can record descriptions of each season
(written or illustrated).
Challenge: Demonstrate how the tilt of
the Earth's axis means that we have
more sunlight during the summer than
the winter. Children should begin to
understand that we have more sunlight in
the summer and less in the winter.
Chn to draw a picture for each season
and write about the changes.

Computing-

Toys and Games.

*E-safety - To agree and follow
sensible e-safety rules.*

Elicit children's ideas about the
term e-safety.

Talk about what it means to
stay safe on line.

Discuss sharing of information
and sharing with trusted adults.
Produce a class e-safety poster
and agreement for the children
to sign.

Music - PPA cover

Art - Self Portraits

*Chn to investigate the
possibilities of a range of
materials and processes,
including drawing.*

*Chn to try out tools and
techniques and apply these to
materials and processes,
including drawing.*

*Chn to review what they have
done.*

*Chn to represent observations,
ideas and feelings and design
and make a painting.*

Investigate a range of drawing
media and the different marks
that they can make,
Using mirrors, chn look at them
and draw two features of them.
Focusing on the key aspects.

RE -

Where do we belong?

Where do I belong?

Chn to consider their
place in their family and
community.

P.E. - Games activities

See short term plan

Beanbags and Bunnies-

Moving in different ways
around the hall.

Stomping, small steps,
large steps, high knees,
tiptoes etc.

Tag rugby style game-
children to have a band
tucked in and move in the
different ways to catch
the bands.

Warm up-

Top gear

(1st gear- walking)

Cool down-

Beanbag circle game-
children passing the
beanbag around to a beat
and they have to change
direction when told.

Also Matt's session on
Wednesday AM

Fiction-
Goldilocks and
the three bears

See Literacy
Medium Term
Planning.

Number: place
value

See
Numeracy
Medium Term
Planning

Science
Seasonal change
Talk about changes in weather.
Observe changes in weather across
the four seasons.
Record changes in weather.
Record changes in seasons.
Explain to children that we have
some data gathered from a weather
station. We want to show this data
in a graph to help us understand it.
Explain that a graph is like a
picture of data. We must include
labels to help us to see what the
data is telling us.
Demonstrate how children should
colour a square for each ml of
rainfall on the differentiated
graph.
Discuss how the graph helps us to
see how much rainfall there was and
also to compare different days.
What information can we find out
from this graph?
Show children some other examples
of graphs showing rainfall and
discuss what they show.

Computing-
Toys and Games.
Programming - To give
instructions to a friend and
follow their instructions to
move around.
Programme the Bee-Bot to
move in a sequence of repeated
steps.
Discuss how we make the Bee-
Bot move.
Ensure clear understanding of
the buttons and pressing clear.
Give chn clear instructions of a
set of movements. They are the
Bee-Bot.
Chn give instructions to each
other using the correct 'Bee-
Bot language.

Music - PPA cover

Art - Self Portraits

Chn to represent
observations, ideas and
feelings and design and make
a painting.

Children to discuss key
techniques from previous
lesson and apply this by
painting a portrait.

Using mirrors, draw life
size and miniature
portraits. Use the
portraits to compare
differences and
similarities.
Examples on display.

PSHE - *New Beginnings.*

Making someone feel
welcome.
Creating a community.
Discuss the class
charter/class rules from
last week. Why do we
need rules? Discuss the
importance of having and
following the rules and
the consequences for not
doing so.

P.E. - Games activities
See short term plan

Lose my shadow-

Children to copy their
partner's movements and
change direction. Speed
and actions.

Lose my shadow- Finding
ways to move out of the
way and dodging their
partner.
Leading onto ways of
moving a ball.

Warm up-
Park and Ride
(Top gear game first and
then the four corners of
the hall will be named
when said they will have
to move to this area)

Cool down-
Stretching

Also Matt's session on
Wednesday AM

<p>Fiction- Goldilocks and the three bears</p> <p>See Literacy Medium Term Planning.</p>	<p>See Numeracy Medium Term Planning</p>	<p>Science Seasonal change Talk about changes in weather. Observe changes in weather across the four seasons. Record changes in weather. Record changes in seasons. Discuss day length as season change. Ask children what they think a weather forecast tells us. Discuss their ideas and highlight the link between the word forecast and the word before. A forecast tells us what the weather might be like in the future. It is not always completely accurate, but is the best prediction that can be made based on the information scientists have at the time. Watch a weather forecast and ask children to look for the symbols used. Discuss the weather symbols that are needed for a forecast. Chn to fill in the table showing different weather forecasts and what clothes and activities are appropriate for that weather. <u>Computing-</u> <u>Toys and Games.</u> Programming - Chn to describe what happens when they press buttons on a robot. Chn to describe what actions they need to do to make something happen and begin to use the word 'algorithm'. Chn to work out which toy the Bee- Bot will end up at if given certain instructions. Chn to work out the algorithm which will get them to a certain toy. Chn to select a toy, discuss the algorithm needed, enter and execute the programme to move the Bee-Bot to the selected toys.</p>	<p>Music - PPA cover</p> <p>Art - Self Portraits Chn to investigate the possibilities of a range of materials and processes, including drawing. Chn to try out tools and techniques and apply these to materials and processes, including drawing. Chn to review what they have done. Chn to represent observations, ideas and feelings and design and make a painting. Use the class portraits to explore differences and similarities. Explain how they look different from one another. Using previous drawings as a reference ask the children to paint a larger painting of them. Using a variety of colours. Children will learn how to mix colours to achieve darker and lighter tones.</p>	<p>RE - Where do we belong? Where do people belong? Chn to think about people who are special to them. Chn to consider how other people make a difference.</p>	<p>P.E. - Games activities See short term plan</p> <p>Throwing and catching-</p> <p>Children to work with a partner to practice throwing and catching. Using their hand-eye co- ordination skills. Children to vary the distance they throw the beanbag from and height. Hoop relay, can they throw their beanbag into a hoop. Warm up- Park and Ride trailer Picking up a beanbag from a spot and balancing this on their heads whilst they move around the hall. Cool down- Stretching Also Matt's session on Wednesday AM</p>
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Fiction-
Goldilocks and
the three bears

See Literacy
Medium
Term
Planning.

See
Numeracy
Medium
Term
Planning

Science
Seasonal change
Talk about changes in weather.
Observe changes in weather
across the four seasons.
Record changes in weather.
Record changes in seasons.
Show children pictures of
meteorologists at work to help
develop their understanding of
this role.
Watch a few more weather
forecasts and discuss how the
presenter acts.
Children to work in pairs to role
play weather reporting.

Computing-
Toys and Games.
Chn to begin to predict what
will happen for a short
sequence of instructions.
Chn to describe what actions
they need to do to make
something happen and begin to
use the word 'algorithm'.
Chn to transfer their
knowledge so far of algorithms
to computing. Chn to predict
moves and record using
numbers and direction arrows.
Then test their predictions.
Chn design their own route,
make predictions and execute
steps.

Music - PPA cover

Art - Self Portraits

Children to review what
they have done and
others.
Talk about what they
think and feel about their
pictures.

As a class review the
children's drawings and
paintings and the
decisions they have made.
What has been most
successful?
What ideas about
themselves and meanings
did they want to convey?
How have they
represented themselves?
What have they included
in the portrait and why?
(Task set a written task)
Partner to evaluate their
picture too.

Overall comparison to the
other artist's portraits.

Children to respond to
feedback by peers by
focusing on and improving
key features e.g. re-
drawing eye etc.

PSHE - *New Beginnings.*

Starter:

Say to the children 'Come
into the circle and join
hands if you ...', for
example, 'have long hair ...'
'wear glasses ...' 'have
lived in this city/village all
your life ...' 'can speak
Bengali ...' 'have family in
another country'.
Finish by saying, 'Come
into the circle if you are
in (Year 1) and shout "We
are"'.
Doing something brave -
overcoming feelings of
fearfulness.
Chn to reflect upon a time
when they have been
scared of doing something
and how they overcame
those negative feelings.
Were they brave and face
their fears? What
feelings did they have
after they accomplished
the task?

P.E. - *Games activities*
See short term plan

Balls, Bats and Sticks-
Children to play stuck in
the mud to begin with to
ensure they are aware of
moving around the hall
sensibly.
Children to use a bat and
a ball to balance the ball
and move it around the
hall in and out of cones
etc. Practice rolling the
ball back and forth to a
partner.

Warm up-
Cups and Saucers.
Using cones scatter on
floor some facing up and
down. Girls have to get all
cones face down and boys
face up.

Cool down-
Circle game.
Chn pass ball around the
circle saying 'her hair was
fair and she wears a
delicate shade of ginger'
When they get to the
words highlighted they
have to bounce the ball to
the rhythm.

Also Matt's session on
Wednesday AM

Non-Fiction Information facts in a list

See Literacy Medium Term Planning.

See Numeracy Medium Term Planning

Geography - Around our school - the local area.

Where do I live? Where do other pupils live?
Chn understand that all pupils have a personal address and that they travel to school.
 Chn to know their own addresses.
 Chn to understand the significance of each line of the address.
 Chn to represent the various types of travel on a simple graph.
 Chn to draw some conclusions from their findings.

Computing- Toys and Games.

To use the keyboard to enter text.
 Chn to call up the teddy bear document in students/class 3/teddy and enter adjectives to describe it into the text boxes.
 Adults to save and print the document ready to stick into their books.
 Chn to shut down computers.

Music - PPA cover

Art - Self Portraits

Chn to investigate the possibilities of a range of materials and processes, including drawing.
Chn to try out tools and techniques and apply these to materials and processes, including drawing.

Children to draw a picture of their friend (portrait) applying the techniques learnt over the unit.
 Children to choose their own resources for the portrait e.g. crayons, pastels, pencil etc.

Evaluation- children to review what they and others have done and other constructive feedback.
 Compare their own self portraits with their peers portrait.

PSHE - *New Beginnings.*

Solving a problem/remembering to use the problem-solving process.
 Looking at different feelings.
 Remind the chn of the problem solving process and go through each step.
 Remind the chn that we are trying to make a classroom where everyone feels safe and happy so that they can learn. Discuss different feelings and chn to sort scenarios into how the person would feel.

P.E. - Games Activities

See short term plan Run, Jump and Pass-
 Children to find different ways to move the ball around their body.
 Then children to explore bouncing, throwing the ball etc.
 Talk about how to ensure that you catch the ball what techniques do you need.
 Children to walk around the hall as discussed e.g. walk, sideways etc and when change is shouted they have to swap their ball with someone else.
 Children to learn how to jump safely e.g. bending knees etc. Can you jump in diff directions? Lay out some cones and chn have to move around and jump over them.

Warm up-
 Top gear- children carry a ball and pretend it is a steering wheel.

Cool down-
 Beanbag circle game- children passing the beanbag around to a beat and they have to change direction when told.

Also Matt's session on Wednesday AM

07
10-14 October

Non-Fiction Information facts in a list

See Literacy Medium Term Planning.

See Numeracy Medium Term Planning

Geography - Around our school - the local area.

Where is the school? How do I get to school?

*Chn understand their sense of place in relation to home and school.
To describe a route.*

Ask the children to draw a map of their route from home to their classroom and describe their route to a partner.

Make comparisons with others in the class.

Computing- Toys and Games.

To use a digital camera and a computer to present my ideas.
Chn to retrieve the photo they took of their teddy from the public drive. Using the keyboard chn to label their teddy. Ensure chn have their fingers on the correct keys and use their thumb to operate the space bar. Discuss the home keys and that fact that you can feel them. Adults to save and print their work. Chn to shut down the computers.

Music - PPA cover

Art - Self Portraits

Chn to understand the differences and similarities in the work of various artists.

Chn to investigate the possibilities of a range of materials and processes, including drawing.

Chn to try out tools and techniques and apply these to materials and processes, including drawing.

Recap the three main focus artists.

Choose their favourite artist and create their own picture using the techniques and styles from their chosen artist. Children to explain why they have chosen this artist.

PSHE - *New Beginnings*

Calming down/helping someone to calm down. Discuss what we do and how we feel inside when we are upset.

Discuss and record all the ways the chn already know for calming down.

Remind children of the puppet who is visiting the classroom. 'When the puppet was scared and sad, he wanted to cry and he felt himself doing all the things we do when we are upset.' (Get children to recap on how we feel inside and what we do when we are upset.)

His friends were upset when they saw him like this and they wanted him to feel better. What advice can they offer him to calm down? If possible, choose some calming music and maybe some calming pictures and share how these can help.

Discuss in a group all the ways that the children know to help them calm down when they feel upset or angry. Record all their ideas.

Children in groups could role-play their ideas and show the effect they have on the puppet.

The ideas should be pooled and made into a class poster to remind children of the different ways to calm down. Use the *Ways to calm down* photocopiable sheet from the whole-school resource file to help you. Use the *Relaxing* pictures from the Blue set in the *Good to be me* theme.

P.E. - *Games Activities*
See short term plan

Bats and Balls-

Chn to use a bat to strike the soft balls, working with a partner who will bowl and then swap.

Children then to see how many times they bounce the ball on their bat.

Teach children how to hold the bat and bowl etc.

Warm up-
Bean game
(runner bean etc.)

Cool down-
Stretching

Also Matt's session on
Wednesday AM

08 17-21 October	See Literacy Medium Term Planning.	See Numeracy Medium Term Planning	ASSESSMENT WEEK
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