

Week/ Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Science/History</u> <u>Geography/Computing</u>	<u>Art/D&amp;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><b>Music - PPA cover</b></p> <p><b>Art - Self Portraits</b> <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><b>PSHE</b> <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><b>P.E. - Games activities</b> <i>See short term plan</i></p> <p><b>Controlling a ball-</b> 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

(1<sup>st</sup> 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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