

Planning

TFW: The Three Little Pigs.

Spring Term A 2017

<b>Week/Date</b>	<u>Literacy</u>	<u>Numeracy</u>	<u>History</u> <u>Geography/Computing</u>	<u>Art/D&amp;T</u> <u>Music</u> <u>Science</u>	<u>RE/PSHE</u>	<u>PE</u>
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See Literacy  
Medium Term  
Planning.

See  
Numeracy  
Medium Term  
Planning

**History- Unit 2**  
**What were homes like a long time ago?**  
What sorts of homes do people live in today?  
Show the children pictures of different sorts of homes. *Which are like your home? Which are different?*  
Encourage them to talk about homes they are familiar with. *Why do people live in different sorts of homes? Chn to draw a picture of their house and write about key features of the house.*

**Computing-**  
Unit 2 - Let's Find Out and Film  
*To agree and follow sensible e-safety rules.*  
*To understand the importance of keeping a password private.*  
Recap on and discuss the e-safety rules we wrote and made posters for. Discuss why it is important to keep passwords private. Discuss that you must copy a password perfectly. E.g. capital letters and spaces in the right places, no spelling errors.  
Watch the e-safety clip and discuss.  
Emphasis on getting the passwords right first time when logging in! Print work.

Music - PPA cover

**D&T- Unit 1D**  
**Homes.**  
Are homes and houses different around the world (igloos, nomadic structures)?  
Children to look at the template for a house, discuss the shapes they can see. Cut the shapes out and create a house. Stick onto card and label the different shapes.  
Draw a background for the house e.g. garden etc.

**Science**  
**Animals including humans.**  
Play 'Simon Says' with emphasis on naming body parts. Identify that humans all have the same parts. Chn to name and locate body parts using drawings and labels.  
*We have five senses which allow us to find out about the world.*  
Introduce the senses through song or poetry. Give chn a series of short activities related to each of the five senses. Ask questions about the senses and where they are located.

PSHE

**Relationships.**  
**Knowing myself-**  
Children to discuss in key worker groups the following:  
I know the people who are important to me.  
I can tell when I feel cared for.  
I can tell when I love or care for someone.  
Make notes under each of these heading with each child adding a comment.

**RE - Why are some stories special?**  
To identify the Torah as being of value and importance to Jews;  
To recognise what the Torah looks like and when it is used;  
To learn that the Torah is an important book to Jews as the Bible is important to Christians;  
To learn about Jewish artifacts.  
Show the clip about a **synagogue**:  
[http://www.reonline.org.uk/specials/places-of-worship/judaism\\_video.htm](http://www.reonline.org.uk/specials/places-of-worship/judaism_video.htm)  
Explain, why the Torah is important to Jewish people. Explain that many Jews (and Christians and Muslims) believe that the Torah was inspired by God and brought to people by Moses.  
Ask the children to reflect on the synagogue / the artefacts and to draw two things that are important to Jewish people and explain what they are.

**P.E. - Dance**  
**See short term plan**

Use music from the 'Little Mermaid' (Under the sea) to explore movement of animals that live in the sea e.g. how to move like a fish etc. To understand their body feels different once they have exercised e.g. hot, cool, heart beats faster.  
  
Also Matt's session on Wednesday AM

See Literacy  
Medium Term  
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See  
Numeracy  
Medium Term  
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### **History- Unit 2** *What were homes like a long time ago?*

*What can we find out  
from the outside of  
homes?*

Take the children to look at homes near the school. Help them to recognise common features by asking them to look for what is the same and what is different about the homes. Encourage them to talk about what the homes are built from, details of the windows, doors, chimneys, etc. Ask the children to draw one of the homes, showing everything they can recognise.

### **Computing-** Unit 2 - Let's Find Out and Film (see short term plan) 2

I can describe actions I will need to do to make something happen and begin to use the word algorithm.

I can press the buttons in the correct order to make my robot do what I want.

### **Music - PPA cover**

### **D&T- Unit 1D** *Homes.*

Explain how designers use models to communicate their ideas to others and develop their design. Ask the children to build a room of their choice from given materials and add appropriate furniture and fittings e.g. rug from material etc.

### **Science**

#### Animals including humans.

*To make and communicate observations and comparisons of humans and other animals.*

*To match young and adults of the same animal.*

Chn to use secondary sources to make a comparison of adult and young. Chn to match adults and young, including some anomalous types e.g. caterpillar to butterfly.

*To ask questions and make suggestions about growing and getting older.*

*To make observations and comparisons of height. To decide whether their prediction was correct.*

Discuss growing and ask chn to pose questions about how tall they will grow. Chn to measure their height using non-standard measures. Ask chn to predict whether the oldest people are the tallest and find out by lining up in order of Birthdays.

RE -

*Why are some stories special?*

Discuss the commandments in all there are 613, but Ten in particular have become well known as a guide for living a Good Life. What do the children think of these rules?

Chn to write what rules for living a good life they make for themselves?

### **PSHE**

*Relationships.*  
*Understanding my feelings-*

Children to discuss in key worker groups the following:

I can tell you something that has made me jealous.

I can tell when I feel jealous.

I understand that being unkind and hurting someone doesn't make me feel better.

I can tell you how I feel when I lose someone or something I care about. Make notes under each of these heading with each child adding a comment.

### **P.E. - Dance**

**See short term plan**

Copy the movements of others. Work with a partner to mirror each others movements. Think about animals and how they would move e.g. snail- slow, bird- flapping their wings etc.

Also Matt's session on Wednesday AM

See Literacy  
Medium Term  
Planning.

See  
Numeracy  
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**History- Unit 2**  
*What were homes like a long time ago?*  
*How were homes long ago different from homes today?*  
Show children pictures of Victorian or Edwardian homes. Using the knowledge they have developed through the previous activity, ask the children to identify the key features they can see. What is different about this home from modern homes? Is it made from the same material? Are the windows the same shape? How do they open and close? What is different about the front door?

**Computing-**  
Unit 2 - Let's Find Out and Film  
(see short term plan)  
3  
I can begin to use software to create movements and patterns on a screen.

Music - PPA cover

**D&T- Unit 1D**  
*Homes.*  
Discuss the different buildings seen and encourage the children to think about the sort of home they might make. *Who it is for? What do they need? What might it be like?*  
Children to draw a plan of their home and write what they will include within the home, what colours they are going to use and what techniques they are going to use to stick the pieces together.

**Science**  
*Animals including humans.*

*There are differences between humans.*  
*Collect and organise data and present it in a chart.*  
Ask chn to suggest ways in which they differ. Chn to collect data about themselves e.g. eye colour, and represent this using charts.

RE -

*Why are some stories special?*  
To explore special books and explain why they are special; To learn that books can be special for different reasons; To learn that the Bible is special to Christians. Introduce the question for investigation this term. Chn to discuss a book that is special to them. Show chn the Bible. Who might this be special to?  
Based on their own special book, chn to write 'This book is special to me because ...'  
Give them a copy of a Bible cover and ask them to complete a sentence: 'This Book is special to Christians because ...'

PSHE

*Relationships.*  
*Managing my feelings-*  
Children to discuss in key worker groups the following:  
I can think of ways to make me feel better when I feel hurt.  
I can make myself feel better without hurting others.  
I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me.  
Make notes under each of these heading with each child adding a comment.

P.E. - Dance  
*See short term plan*

Ask the children to use different parts of the body to respond to stimuli, (music) e.g. jumping jacks (curled shapes to big jumps), long and wide jumps, wide eyes, wide fingers.

Also Matt's session on Wednesday AM

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Medium  
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**History- Unit 2**  
*What were homes like a long time ago?*  
*What would we find inside people's homes a long time ago?*  
Identify the rooms in a home from long ago.  
Describe, using appropriate vocabulary, features, furniture and household objects from homes from long ago.

**Computing-**  
Unit 2 - Let's Find Out and Film  
(see short term plan)  
4

I can use the word debug when I correct mistakes when I program a floor robot.

Music - PPA cover

D&T- Unit 1D  
*Homes.*

Discuss the different buildings seen and encourage the children to think about the plans they have made to build their own home.  
Show the children the materials available and ask them to discuss their ideas. *How could we do this?*  
Ask the children to select their materials and join and combine them to construct a home choosing appropriate techniques.

**Science**

*Animals including humans.*

*Animals, including humans, move.*

*Make observations and comparisons of the way animals move.*

Observe using primary and secondary sources, animals (including humans) moving in a variety of ways. Ask children to say how different animals move and which parts of their bodies are being used. Record using drawings and labels.

RE -

*Why are some stories special?*

*To identify the Bible as being of value and importance to Christians and suggest reasons for this;*

*To learn that stories in the Bible are important to Christians because they give them examples of how to live their lives;*

*To talk about their own knowledge of the Bible.*

Discuss the importance of the Bible. Ask the children to think of any stories they may know from the Bible that we could learn from.

Read the 'Good Samaritan'.

Discuss the meaning of 'parable' Ask children to write a sentence saying what they think people can learn from the story that they have heard. What is the message about how people might think / behave?

PSHE

*Relationships.*

*Understanding the feelings of others-*

Children to discuss in key worker groups the following:  
I understand that if someone leaves me they might still love me.

I understand that people have to make hard choices and sometimes they have no choice.

P.E. - Dance  
**See short term plan**

Use scarves/ribbons to explore floating in the wind, think about how a leaf might move in the wind during the Autumn season as it falls from a tree.

Also Matt's session on Wednesday AM

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See  
Numeracy  
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**Computing-**  
Unit 2 - Let's Find Out and  
Film  
(see short term plan)

5

I can describe what actions I will need to do to make something happen and begin to use the word algorithm.

**Science**  
Animals including humans.

*We need to eat and drink to stay alive.*

*Record their ideas about foods using drawings and charts.*

Discuss with chn their ideas about why we eat and drink, what we eat and drink, and the needs of our pets. Ask chn for their ideas about the food and drink taken by different familiar animals.

Chn to record these in drawings or charts.

RE -

*Why are some stories special?*

*To learn about the importance of Moses to Jews, Christians and Muslims;*

*To learn about the commandments;*

*To learn about the Mezuzah holder and scroll;*

*To make their own rules for living a good life.*

Explain that for Jews and Christians (and Muslims), Moses was an important figure. He is believed to be a prophet.

Stories about him are in the Torah. Discuss the commandments in all there are 613, but Ten in particular have become well known as a guide for living a Good Life. What do the children think of these rules?

Discuss what a Mezuzah holder is and what it is used for. Chn to write what rules for living a good life they make for themselves?

What would they put in a Mezuzah holder? Chn to make their own mezuzah scrolls.

**PSHE**

*Relationships.*

*Making choices-*

Children to discuss in key worker groups the following:  
I can tell you what is fair and unfair.

I can tell you when I think things are fair or unfair.  
I know some ways I can make things fair.

**P.E. - Dance**  
**See short term plan**

Children to explore making a dance using all the methods they have used throughout the dance lessons so far.

21 06-10 February	See Literacy Medium Term Planning.	See Numeracy Medium Term Planning	<b>Assessment Week</b>
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