

Week/Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Science/History Geography/ICT</u>	<u>Art/D&amp;T Music</u>	<u>RE/PSHE</u>	<u>PE</u>
31. 10.16 Imitate	The Gingerbread Man - <i>see additional literacy medium term plan</i>	Position & Direction - <i>see additional numeracy medium term planning</i>	<p><b>Science: Sorting Materials</b> Ask children to suggest other senses they could use to find out what objects are like. Use feely bags or a blindfold game to encourage children to use senses of touch, hearing and smell to describe or identify materials. Ask children who are not blindfolded to ask questions eg Is it hard, smooth, rough? Does it make a noise? Introduce words children are not familiar with. Record eg by writing descriptions around a picture of the object.</p> <p><b>ICT: Toys</b> Infant encyclopaedia - Children are going to explore using this website - model on IWB &amp; then send children off to search for the icons on the sheet - what do they do? Can they record what happens in some way? If time - give children a job to do on the site e.g. find</p>	<p><b>DT: 1A: Moving pictures/puppet</b> Discuss with the children a collection of books, cards and other products that have moving parts. What does the moving part do? How does it work? What effect does it have? ... Surprise? Does it show how something works? Does it work well? Ask the children to investigate products that include levers eg a balance, a pair of scissors. Encourage children to make drawings with arrows to show movement and label parts/materials eg blade, handle, metal.</p> <p><b>Music</b> Weekly music session with music teacher - PPA cover</p>	<p><b>PHSE - Good to be me</b> Covered through a variety of activities based around:</p> <ul style="list-style-type: none"> <li>▪ understanding feelings, and why and how they lead us to behave the way we do - excited, proud, surprised, hopeful, disappointed, worried and anxious;</li> <li>▪ self-awareness - feeling good about myself, taking risks;</li> <li>▪ managing my feelings - relaxing, coping with anxiety;</li> <li>▪ standing up for myself - assertiveness, standing up for my views.</li> </ul> <p><i>See class assembly planning.</i></p>	<p><b>Unit 1: Dance</b> No PE - WOW starter</p> <p>Weekly session with sports coach.</p>

			and complete a jigsaw/find a page about toys etc.			
07.11.16 Innovate	The Gingerbread Man - <i>see additional literacy medium term plan</i>	Money - <i>see additional numeracy medium term planning</i>	<b>Science: Sorting Materials</b> Present children with a collection of familiar materials eg wood, metals, plastic, clay, sand to observe. Talk about what the materials are like and name them. Ask children to go on a material hunt inside/outside the classroom and identify other objects made of the same material. Record results by drawing in groups with labels.	<b>DT: 1A: Moving pictures/puppet</b> Demonstrate how to make simple sliding mechanisms and lever mechanisms using card strips and paper fasteners. Ask the children to explore the theme of 'appearing and disappearing' using sliders. Ask the children to draw a picture of themselves on card and make one part of their body move. Remind children not to draw too small. (A prepared drawing of a child/teddy could be given for this activity.)  <b>Music</b> Weekly music session with music teacher - PPA cover	<b>RE: Where do we belong?</b> How are people welcomed into Christianity? Look at christenings/baptism. BBC video - baptism. Children to discuss in groups what they saw and link to their own experiences Labelling pictures of a Christian baptism.  <b>PHSE - Good to be me</b> Covered through a variety of activities based around: <ul style="list-style-type: none"> <li>▪ understanding feelings, and why and how they lead us to behave the way we do - excited, proud, surprised, hopeful, disappointed, worried and anxious;</li> <li>▪ self-awareness - feeling good about myself, taking risks;</li> <li>▪ managing my feelings - relaxing, coping with anxiety;</li> <li>▪ standing up for myself - assertiveness, standing up for my views.</li> </ul> <i>See class assembly planning.</i>	<b>Unit 1: Dance</b> Explain that we are going to be creating autumn/winter dances. Warm up games. Children to copy and explore basic actions - different shapes and movements to respond to different stimuli/music e.g. short sharp movements or long slow movements. Work in small groups to 'follow the leader'. Cool down games and stretches.  Weekly session with sports coach.
14.11.16 Invent	The Gingerbread Man - <i>see additional literacy medium term plan</i>	Number: Place Value- <i>see additional numeracy medium term planning</i>	<b>Science: Sorting Materials</b> Looking at suitability of different materials. Show children a large picture of a child and ask them to attach labels (a variety of different labels some suitable and some not) to show what materials parts of the clothes are made from. Discuss with children why the materials	<b>DT: 1A: Moving pictures/puppet</b> Explain that we will be designing our own Christmas cards with a moving part. Share ideas about what could move on the card e.g. Santa coming out of the chimney - a sliding mechanism. Ask children for their ideas and mind map.	<b>PHSE - Good to be me</b> Covered through a variety of activities based around: <ul style="list-style-type: none"> <li>▪ understanding feelings, and why and how they lead us to behave the way we do - excited, proud, surprised, hopeful, disappointed, worried and anxious;</li> <li>▪ self-awareness - feeling good about myself, taking</li> </ul>	<b>Unit 1: Dance</b> Autumn dances - looking at various autumn stimuli - leaves falling to the ground, fireworks etc. What movements can we do for these? Work in pairs to create a movement phrase e.g. leaves fall to the ground - fireworks explode in the air - respond to various pieces

			<p>are suitable and ask questions about unsuitable materials eg 'Would this paper make a good rainhat?' 'Would you like a scarf made of this plastic bag?'</p> <p><b>ICT: Toys</b>          Infant encyclopaedia - materials. Finding out about different materials. Children to find the fact page on some materials &amp; use it to fill in information. Then find some things made of each material by searching on the website.</p>	<p>Children to attempt to design their own Christmas card with a moving part. Children to draw their design and begin to test their mechanism using skills learnt previously.</p> <p><b>Music</b>          Weekly music session with music teacher - PPA cover</p>	<p>risks;</p> <ul style="list-style-type: none"> <li>managing my feelings - relaxing, coping with anxiety;</li> <li>standing up for myself - assertiveness, standing up for my views.</li> </ul> <p>See class assembly planning.</p>	<p>of 'autumn' music.</p> <p>Weekly session with sports coach.</p>
<p>21.11.16  <b>Lists</b></p>	<p>Non-Fiction Lists - see additional literacy medium term plan</p>	<p>Number: Addition &amp; Subtraction - see additional numeracy medium term planning</p>	<p><b>Science: Sorting Materials</b>          Give children a different selection of materials and say you want to make a toy umbrella. Ask them what the material for an umbrella would need to be like eg waterproof, won't let water through. Help children to decide how to test the materials eg by exploring what happens using small quantities of water. Ask them to compare how waterproof the materials are. Ask children to describe what they did and help them to tell others what they found out.</p>	<p><b>DT: 1A: Moving pictures/puppet</b>          Making our moving Christmas cards - look at designs from previous week and practise mechanisms - what can we do to make sure it works. Children to construct their cards(with adult support)</p> <p><b>Music</b>          Weekly music session with music teacher - PPA cover</p>	<p><b>RE: Where do we belong?</b>          How do we show that we belong? How do Christians show they belong to Christianity? Talk about following the rules in the bible, going to church or wearing a cross. How do show we belong to the school community? Share ideas e.g, by our behaviour, by our actions, by our uniform - draw ourselves in our school uniform and label.</p> <p><b>PHSE - Good to be me</b>          Covered through a variety of activities based around:</p> <ul style="list-style-type: none"> <li>understanding feelings, and why and how they lead us to behave the way we do - excited, proud, surprised, hopeful, disappointed,</li> </ul>	<p><b>Unit 1: Dance</b>          Winter dances - have a go in pairs at creating movement phrases for winter e.g. snowflakes flutter to the ground... Group dances (folk dancing) listening to 'winter music' clapping and stamping on the spot/moving forwards &amp; backwards.</p> <p>Weekly session with sports coach.</p>

					<p>worried and anxious;</p> <ul style="list-style-type: none"> <li>▪ self-awareness - feeling good about myself, taking risks;</li> <li>▪ managing my feelings - relaxing, coping with anxiety;</li> <li>▪ standing up for myself - assertiveness, standing up for my views.</li> </ul> <p><i>See class assembly planning.</i></p>	
<p>28.11.16</p> <p>Lists</p> <p>Assessment Week</p>	<p>Non-Fiction Lists - see additional literacy medium term plan</p>	<p>Number: Addition and subtraction - see additional numeracy medium term planning</p>	<p>Consolidation of any areas based on formative assessment</p> <p>Filling any gaps as necessary</p>	<p>Consolidation of any areas based on formative assessment</p>	<p>Consolidation of any areas based on formative assessment</p>	<p>Consolidation of any areas based on formative assessment</p>
<p>05.12.16</p> <p>Christmas Week</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>Christmas Week - Christmas crafts / Topic work</p> <p>ICT</p> <p>Filling any gaps as necessary</p>	<p>Christmas Week - Christmas crafts/ Topic work</p> <p>Music</p> <p>Weekly music session with music teacher - PPA cover</p>	<p>Christmas Week - Christmas crafts / Topic work</p>	<p>Unit 1: Dance</p> <p>Christmas dance - respond and move to various stimuli e.g. a reindeer dance/a snowflake dance</p> <p>Weekly session with sports coach.</p>
<p>12.12.16</p> <p>Christmas Week</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>Christmas Week - Christmas crafts / Topic Work</p> <p>Filling any gaps as necessary</p>	<p>Christmas Week - Christmas crafts/ Topic work</p> <p>Music</p> <p>Weekly music session with music teacher - PPA cover</p>	<p>Christmas Week - Christmas crafts / Topic work</p>	<p>Part games/activities</p> <p>Weekly session with sports coach.</p>