

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>Circle Time</u>	<u>PE</u>
1 1 ST - 2 ND September	See literacy medium term plan Eliza and the Moonchild	Number: Place Value See Numeracy Medium Term Planning	No topic due to two day week.	<p>Music - PPA cover</p> <p>Art - Self Portraits</p> <p><i>Chn to understand the differences and similarities in the work of various artists.</i></p> <p><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.</p> <p>Look at a selections of self-portraits. How have the artists portrayed themselves?</p> <p>Ask the children to suggest why portraits are made?</p> <p>Groups to focus one self-portrait and describe various aspects of it. E.g colour, technique, shapes, painting, picture, appearance etc.</p> <p>Chn to look at the appearance of others and of themselves. How would they portray themselves in a self-portrait?</p>	<p>PSHE/Circle Time</p> <p>http://www.lancsngfl.ac.uk/curriculum/pshe/index.php?category_id=184 <i>New Beginnings.</i></p> <p>Making someone feel welcome. Creating a community. Read the chn 'The Learning School' and ask them Ask the children what it would be like in the 'learning school': Chn to write their own class charter/class rules.</p> <p>What would the classrooms be like? (colour, temperature, view, windows, etc.) What would they have in them? What would you see when the children were working in the classroom and playing in the playground? What would people be saying? Teachers and other adults? Children? How would it sound?</p> <p>In pairs or individually, draw a happy classroom from the 'learning school' using speech bubbles to show what the people are saying. Label all the things that make it a happy school.</p> <p>How do you do? Activity</p>	<p>P.E. -Games Activities Matt's session.</p>

See Literacy
Medium Term
Planning.

Eliza and the
moonchild

Number:
Place Value
See
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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.
<http://www.bbc.co.uk/education/clips/rjd7ty>
Prior Learning Assessment: Children to produce a mindmap with the title seasons and weather. Children to note down anything they already know about seasons and the weather.
This record of their prior learning will help to inform subsequent lessons.
Show powerpoint of the 4 seasons and discuss their features:
Watch this clip about seasons:
<http://www.bbc.co.uk/programmes/p021vqg9>
Which Season? Play each of the video clips and talk about what they show.
Explain the first season they will be thinking about is autumn.
discuss how many hours of daylight there are in autumn and what happens.
Children to represent the the amount of hours of daylight in a bar chart, using the table of information. Children to draw table in their book before graph.
Discussion on barcharts.
Children to colour code the months with their seasons to the nights

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.

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

Music - PPA cover

Art-

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 themselves and draw key features, e.g eyes, nose, mouth, eye brows, ear, of themselves. Use the portraits to compare differences and similarities.

PSHE/Circle Time

New Beginnings.

Making someone feel welcome.

Building 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.

Reinforcement activity

Write a 'class song' with actions to show 'how we do things in our class'

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

Rounds

I am special because ...

I feel happy at school when ...

I think it is fair when ...

RE - Where do we belong?

Where do I belong?

Unpack' the word 'belonging'.
Talk about positive and negative feelings associated with 'belonging' and being 'left out' and how to make everyone feel welcome within the class.

Children to discuss how they show that they belong to these different groups.

Children to identify a badge or uniform they wear which shows that they belong.

Draw a picture of themselves and associate Chn to consider their place in their family and community.

Discuss belonging to the school/class. What do they do in school? What are the signs of belonging? Who is in charge? What rules or codes of behaviour are there?

P.E. - Games Activities

See short term plans

Striking

Acquiring & Developing: moving fluently, changing direction & speed easily & avoiding collisions & developing spatial awareness
Selecting & Applying: using different movements, speeds & pathways
Selecting & Applying: recognising space in games & using it to their advantage
Knowledge & Understanding: describing changes to their bodies when they exercise
Evaluating & Improving: watching others, describing what they see & copying

Warm up: Moving in different ways, along different pathways. Changing direction & stopping quickly.
Beans.

Activity: striking a ball.
Learning to use space safely, becoming aware of others within the working area. Develop the idea of team work and group cooperation.
Bouncing, dribbling, throwing, catching and rolling a ball.

Cool down: Simon Says
Reflection on how their bodies have changed during the session.

Also Matt's session on Thursday PM.

Rumplestiltsk
in
**Imitation
Stage
Character
Description**
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.
What Is Weather? In talk partners children discuss what children understand by the word 'weather' and 'forecast'
Measuring the Weather: Challenge children to think of sensible ways we could measure the weather, focusing particularly on rainfall, temperature and wind direction and discuss their suggestions
Weather Station:
<http://www.bbc.co.uk/education/clips/z9q87ty> showing children using tools to measure and record the weather. Make a rain gauge as a class/ groups.
Show a table of rainfall ml.
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.
Children to draw the table in their books and then create a bar chart to present the findings.
Children to discuss and analyse the data as a groups.
Look at this week's weather forecast.
Class to record a week's weather.

Computing - Toys and Games.
Programming - To give instructions to a friend and follow their instructions to move around.
Bee-bot to enter classroom.
Programme the Bee-Bot to move in a sequence of repeated steps.
Discuss what the Bee-Bot can do and how we make it 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. Express their forward/backward need to be the same size.
Select children to have a go at issuing instructions to the whole class, then explore in pairs.

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.

Children to discuss key techniques from previous lesson and apply this by painting a portrait.
(Examples on display)

Using mirrors, chn look at themselves and draw life size and miniature portraits.
Use the portraits to compare differences and similarities.

PSHE/Circle Time

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?

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.
Children to draw the person/ people who are special to them and write a sentence to explain why this is.

P.E. - Games Activities.
Beanbags and Bunnies

See short term plans

Warm up: Top Gear.
Activity: Bean bags and bunnies.
Explore ways of moving on their feet as fast as they can.
Stomping, small/giant steps, large steps, high knees, tiptoes, hoping, etc.

Children have a coloured band to tuck into their shorts and play rabbits. Children to use all spaces, to dodge and not bump into people.

Challenge: children to take a beanbag and move while carrying it in different ways (Discover what was the easiest and hardest way to carry the beanbag?)

Cool down:
Large class bean bag circle game.
Pass the beanbag to the beat and respond to 'change direction'.

Also Matt's session on Thursday PM.

Rumplestiltsk
in
**Innovation
Stage
Character
Description**
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.
Discuss day length as season
change.
*To gather and record data to help in
answering questions by recording the
weather, temperature, rainfall and wind
direction in winter.*
Discuss their ideas and highlight
the link between the word forecast
and the word before.
*Show children pictures of
meteorologists at work to help
develop their understanding of this
role.*
Recap on weather forecast and
symbols and use this to create a
class table of their findings of the
weather this week. Compare and
discuss findings against forecast.
*Compare our findings in relation to
Autumn weather.*
Create a picture of weather is
Autumn and write a caption. (what
trees look like and the clothes we
wear).
Compare Autumn weather against
the 3 other seasons.
Computing - Toys and Games.
*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.

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.*

Display children's work to show how
they look different from one
another. Put images of children
talked about earlier alongside their
work and talk about similarities and
differences. Reinforce that the
children can choose how to project
themselves in their self-portraits.

Using their drawings as reference,
ask the children to make a larger
painting. Children will draw outline
and main shapes of the portraits
using light-coloured chalk. Children
will learn how to mix and colour to
represent skin, eyes, hair etc.
They will create a system of colour
mixing to make darker or lighter
tones.

PSHE/Circle Time

New Beginnings.

what if there is a problem?

Sometimes things don't go as we
would like them to in the classroom.
With the
children, reflect on some things that
sometimes go wrong

Introduce the problem solving process
and go through each step.

RE - Where do we belong?

Where do people belong?

Chn to think about who makes up their
family.

Chn to draw their family as a paper
chain or a family tree.

Folded paper activity which, when
unfolded, produces a number of
figures 'holding hands' to represent
different members of the family.

Chn to think about the roles in a
family.

Discuss how babies are welcomed into a
family - the visits of friends and
relatives bringing cards/presents
Explain that religious groups have
different forms of welcoming
ceremonies and encourage the pupils to
share their own experiences

Chn to hear the story of Jesus in the
Temple in Jerusalem at 12 years old;

Chn to think about roles within the
family as illustrated in the story of
Jesus in the Temple;

Chn to think about what this story
tells Christians about why Jesus was
special.

P.E. - Games Activities.

See short terms plans

Loose my shadow

Learn to carry speed, change
direction and dodge their partner
when playing simple games. Learn to
bounce and catch a ball with some
accuracy. Use these skills within a
team game.

Warm up: Top gear game.
Park and ride- Children park in 4
different places in the school hall
when the park and ride is called.

Activity:

Shadows- children to copy their
partners movements (change direct,
speed and actions).

Lose my shadow: e.g jumping out of
the way, changing speed, direction
and dodging.

Skills building: independent
exploration of ways of moving a ball.
Keep eyes on ball, cupping hands
around it and drawing it into their
bodies when catching.

Bouncing a ball 'magical moment'.

Hoop relay: ball and hoops.

Cool down: Stretching.
**Also Matt's session on Thursday
PM.**

Rumplestiltsk
in
**Invention
Stage
Character
Description**
See Literacy
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Planning.

Number:
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Science
Seasonal change
Identify key features in the
Autumn seasons.
Talk about changes in weather.
Observe changes in weather.
Autumn walk:
With a partner, children discuss
any signs in the pictures which
suggest it is autumn.
Go on walk and record any signs of
Autumn using their checklist and
prior knowledge.
What
different signs of autumn did they
find?
3 Words: Ask children to think of
three words to describe their
autumn walk, for example fun,
orange
and windy.
Look at Autumn fact sheets.
(hedgehogs, trees, etc).
Children to create a mindmap and
illustrations of the primary and
secondary research collected.
Large collage for display..
Share the autumn Poem using
actions.

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.
Introduce chn to **Lily hop** iboard
activity.
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.
2Go Racing track
**whole class interactive whiteboard
software. How is it the same/
different from using bee-bot?**
Children to explore making the car

Music - PPA cover

Art- self-portraits.

*Children to review what they and
others have done and say what they
think and feel about it.*

*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 meaning did
they want to convey? How have they
represented themselves.
What have they included in the
portrait and why? What are they
doing in their portrait? What media
have they used? How have they used
visual qualities such as line, texture
and colour? What do they think
about the techniques they have used.*

*Children to write an evaluation on
their portraits in addition to their
peers.*

*What would they change about their
work? How might they show
themselves differently?*

Overall comparison to the artists'
portraits.

Children to respond to peer
assessment by focussing on
improving key features.

PSHE/Circle Time

New Beginnings.
focus on 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 using a puppet. Chn to
sort scenarios into how the person would
feel.

Sort the scenarios into the relevant four
emotions.

Remind chn that feelings can be
comfortable or uncomfortable - they are
not 'good' or 'bad' - as it is OK to have any
feeling (although it is not OK to act in
any way we like

Ask children to share their own
experiences of starting in a new class or
starting something new, if they wish to

Make a class feelings wall.

RE - Where do we belong?

Chn to identify feelings and experiences
associated with belonging to a family;

- List the times when whole families
meet together eg. birthdays,
anniversaries, festivals, New Year,
welcoming a new baby, weddings etc)

Chn to reflect on things that make them
happy;

discuss things that are important to the
pupils and why, share responses. Have a
'Show and Tell' sharing special/important
things

Chn to learn how religious groups
remember important beliefs or traditions.
Talk about the actions we do which show
someone how much we care, in school, at
home and in the wider community. Relate
these actions to how and why religious
people show care and concern for humanity.

P.E. - Games Activities.

See short terms plans

Throwing and catching

Childrne will link running and dodging
actions by playing simple partner
games. Children will begin to throw
with accuracy, working along and with
a partner. They will use these skills
of running and throing accurately to
play a team game.

Warm up: Park and ride trailer.
Children to pick up a beanbag and
travel with this.

Lose my shadow: children to
explain the rules.

Activity: Children to work in pairs to
catch a ball and then a beanbag. How
can they improve their skills? Discuss
'magical moment' when bouncing a ball.

*Challenge: to count how many times
they can catch a beanbag or ball in
one minute.

Catch with just one hand.

Challenge to throw and catch the
beanbags by varying the height of
the throw, throwing it a little in front
of them, throwing it and catching it
while moving.

Vary height and distance.

Group hoop relay: children throw
beanbag in their hoops.

Cool down: Tinker tailor/ stretching
**Also Matt's session on Thursday
PM.**

Rumplestiltsk
in
**Imitation &
Innovation
Stage
Information
Texts**
See Literacy
Medium Term
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Number:
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Science:
Share with them the autumn Poem and children to think of a class Autumn Poem using their research from last lesson.
Children can independently create their own illustrations, descriptions and sentences.
Assess children- months in their seasons. Do they know any events which happen in these months?
Autumn to winter...
Revisit autumn to winter daylight hours to make comparison. How does this compare to the number of hours of daylight in the autumn? If the days in the winter are shorter then encourage children to think about what happens to the nights.
Do children know what happens to the nights in winter?
In talk partners children discuss what their experiences of winter are.
describe what the weather is usually like in winter
Children could paint a picture of a tree, half of which could show an autumn tree and the other half a winter tree.
Children could make a list of as many seasonal changes that take place as autumn turns to winter as they can think of.
**Computing-
Toys and Games.**
To use the keyboard to enter text.
Use describing toys resource to introduce using a word bank to children.
Chn to call up the teddy bear document in students/class 3/teddy and read the words. What adjectives best describe the teddy?
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 portrait of their peer applying the techniques learnt over the unit. Children to select their own resources for the portrait e.g pastels, pencils, painting etc.
Children to review what they and others have done and say what they think and feel.
Compare their previous self-portraits with their peers portrait.

PSHE/Circle Time
New Beginnings.
calming down
Remind children of the puppet who is visiting the classroom and discuss scenario.
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 (upset or angry).
Choose some calming music and maybe some calming pictures and share how these can help.
Children in groups could role-play their ideas.
Make a class poster to remind children of the different ways to calm down.

RE - Where do we belong?
Chn to consider what it means to be part of a family;
Introduce the idea that people who believe in God belong to a 'family' too and explain that they do things together to show that they belong (eg. worship, attend a church, raise money, have a special meal (Communion), pray, take action together).
Chn to think about the value that they get from their families;
Chn to think about how religious people might remember their religion.

P.E. - Games Activities.
See short terms plans.
Balls, Bats and Sticks
Children to continue to develop their dodging skills while working corporately in team games. They will develop ways they can control a ball by learning to tap a ball along the round.
Warm up: Cups and saucers!
Use cones to scatter on the floor and children to divide into girls and boys to change them to cups and saucers.
Introductory activity: stuck in the mud.
Activity: Children to take a bat and small ball and explore the following skills: balancing, bouncing the ball down and tapping the ball up.
Few children to demonstrate.
Recap on: keeping eyes on ball, gripping the bat correctly etc.
Children to tap the ball with a bat along the ground in a straight line and then around obstacles (hoops/ cones).
Children to work with a partner to hit a ball and then they roll it back. Remind children to watch the ball at all times and keep the flat side of the bat facing their partners.
Select children to perform.
Children to roll the ball to their partner who has to gently tap it back.
Children to explore different bats: small round, large round, oblong, small cricket bats, hockey stick.
Cool down: 'delicate shade of ginger' circle game.
Childrne pass ball onto to the next person to the beat ' her hair, was fair and she wears...
Bounce ball to: a delicate shade of ginger..
Also Matt's session on Thursday PM.

Rumplestiltsk
in
**Invention
Stage**
Information
Texts
See Literacy
Medium Term
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**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.
Discuss with the children who
lives the furthest away and who
lives the nearest.

Computing-

Toys and Games.
*To use a digital camera and a computer
to present my ideas.*
*Prior to the lesson, children to bring in
their favourite teddy/soft toy.*
*Children to use camera to take a
photograph.*
*Upload photograph to shared drive
that children can access.*
Chn to retrieve the photo they
took of their teddy from the
pubic drive and load the textease
programme. 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.

*Identify differences and similarities
in the work of artists.*
*Chn to try out tools and techniques
and apply these to materials and
processes, including drawing*

Recall the three main artists.
Choose their favourite artist and
create a picture using the
techniques the artist uses.
Children to write why they have
selected this artist.

PSHE/Circle Time

New Beginnings.

Self-awareness

Children are to work together in the
following task to find out about each
other.
Each child might be given a strip of
paper about 3cm x 19cm .
They should illustrate this strip to
represent four things that make them
special.
This would include their name and
three things that are important to
them, something they like doing at
home, something they like learning at
school and
someone they like being with. Each
group to have different colour strip.
The groups should then make their
strips into a paper
chain. The group chains should then be
linked together to make a class paper
chain, linked into a circle and
displayed in the classroom

Explain that each child in the class is
important and valued as an individual,
as
part of their small group and as part
of the class.

Children to write poems
describing themselves and their
attributes

RE - Where do we belong?

Chn to think about significant festivals;
Chn to consider the importance of baptism
for Christians.

P.E. - Games Activities

See short term plans

Run, jump and pass

Children will travel while holding
equipment. Children will learn to pass
without dropping it.
Warm up: Top gear adaptations.
Children must carry a ball and
pretend it is a steering wheel without
dropping this.

Introduction activity: exploring ways
to move a large ball around their
bodies whilst standing still or sitting.
Share this as a class. What did they
need to do to make sure they didn't
lose the ball.

Whole class ball exchange: children
to walk around the room whole the
teacher instructs: walk forwards,
backwards, sideways, run in a
straight line, curved line, quickly or
slowly etc. Teacher shouts 'change'
children must change their ball for
one of a different colour from
another child.

Activity: Exploration of moving on
their feet. Children to find ways of
jumping e.g jumping on the spot, two
feet to two feet, two feet to one
foot, running, jumping etc. They can
change directions and height.

Children will explore the importance
of bending knees and arms when
jumping.
Challenge them to find the best ways
to jump a long way.
Children to jump over a range of
apparatus and count how many they
can in 30 seconds.
Pair shadow work.
Cool down: stretching.
Matt's session on Thursday PM.

8

17th - 21st October

Assessment week

See Literacy
Medium Term
Planning.

Assessment week

See Numeracy
Medium Term
Planning

Geography - Around our school - the local area.
Where is the school? How do I get to school?

Ask the children to draw a map of their route from home to their classroom and describe their route to a partner.
Make comparisons as a whole class.

Assessment week