

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 5 th - 6 th January 2017	See literacy medium term plan	See Numeracy Medium Term Planning	<p>No computing and Science due to INSET days</p> <p>History- Unit 2 What were homes like a long time ago? <i>To understand that people live in different sorts of houses.</i></p> <p><i>What sorts of homes do people live in today?</i> Show the children pictures of different sorts of homes. <i>Which are like your home? Which are different?</i> Encourage them to talk about homes they are familiar with. <i>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.</i> (Worksheet saved) Create a chart to show the different homes class 6 live in.</p> <p><i>Make reference to the whole school theme- around our world</i></p>	<p>Music - PPA cover</p> <p>No D&T due to INSET days.</p>	<p>No PSHE/ RE due to INSET days.</p>	<p>Also Matt's session on Thursday PM.</p>

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History- Unit 2

What were homes like a long time ago?

To recognise common external features of domestic dwellings.

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. Children to label the external parts of the home they have drawn. Compare the picture to the one they drew of their own house. What are the similarities and differences?

Science

Animals including humans.

WALT: name human external body parts.

Children to complete elicitation table at start of topic.

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.

WALT: identify the five senses and location of the sense organs

Introduce the senses through powerpoint.

Children to respond to

Give chn a series of short activities related to each of the five senses. Ask questions about the senses and where they are located.

Extension: sense bingo

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.

Explain the outcomes of this unit of work.

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 'smartie the penguin' and discuss. Emphasis on getting the passwords right first time when logging in!

Discuss different search engines.

Class search homes into search engine.

Introduce infant encyclopaedia

Print work.

Music - PPA cover

D&T- Unit 1D Homes Structures

Explain the outcomes of this unit: develop understanding of structures. Create static models from sheet and reclaimed materials and construction kits. Develop understanding of structures and how they can be made stronger and more stable. By end of unit: have constructed a model home, incorporating the main features of windows, doors, which shows evidence of understanding different types of buildings and their main features.

WALT: Recognise and name some different types of homes and their main features.

Show through simple drawings the main features of a building, with a sense of proportion.

Show children photographs discuss in history of the different homes in the local area and discuss homes and houses. How do we enclose spaces? Bricks- house-fabric- tent/ dome?

Are homes and houses different around the world (igloos, nomadic structures)?

Recall history lesson on different features of a house e.g windows, chimneys, walls, roof,

Detached, semi-detached, terrace, bungalow, maisonette, etc. What are the similarities/ differences? What are they made from? Why are they made like this? What are they like inside?

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.

Use available materials to create a 2D house using different textiles.

Sketch the inside of the house-downstairs.

Numeracy: 2D and 3D shapes we see in homes.

RE- why are some stories special?

WALT:

Explore special books and explain why they are special;

Learn that books can be special for different reasons;

Learn that the Bible is special to Christians.

RE:quest on the Bible: <http://request.org.uk>

Introduce the main question for the children's investigation over this term: **Why are some stories special? Children 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/Circle Time: Relationships.

Circle game: walk round in a circle and when the tamborine shakes find someone to shake hands with nearest to them and take turns to say one thing that makes the happy.

WALT: Know the people who are important to me.

Chn to think of someone who is important to them. Talk about how different people are important.

Review some of the types of people that are important and close, for example family, friends, people at school or at clubs, church, mosque. Chn to draw and write about someone who is a child and important to them and explain why. . They should try to include as many details about them as they can. Ask them to close their eyes and imagine the other person before they start. They should then draw them carefully and include as many details as they can think of.

P.E. - Dance

See short term plans

Acquiring and developing skills

Respond to different stimuli with a range of actions • copy and explore basic body actions demonstrated by the teacher • copy simple movement patterns from each other and explore the movement

Warm up:

We're going on a bear hunt (links to literacy story)..

Children to explore different movements. Provide children with various pictures taken from a story.

Ask children to explore creating movements to

represent this animal Use music from the 'story to explore movement of animals that live in the sea e.g. how to move like a fish etc.

Children to copy key movements from the teacher and put a sequence of steps as a class.

To understand their body feels different once they have exercised e.g. hot, cool, heart beats faster.

Also Matt's session on Thursday PM.

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History- Unit 2

What were homes like a long time ago?

To identify the key features of a home built a long time ago.

How were homes long ago different from homes today? Show children pictures / powerpoint of Roman, 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? Look at the interior etc. Are there any similarities?

Chn to have a print of the Victorian house, use it to draw their own version and annotate it to show the differences to their houses.

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.

Include humans and invertebrates within their set of animals.

Ask children to show a range of animals by drawing etc. Ask children about the variety of animals and whether humans should be included.

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.

All animals, including humans, grow and change as they become older

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. (Numeracy measurement links)

Computing- using online bar chart systems

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, hair colour, feet size and represent this using charts (pictograms and bar charts). Children to draw conclusions.

Music - PPA cover

D&T- Unit 1D

Homes.

Links to goldilocks and the three bears. Show through simple drawings the main features of a building, with a sense of proportion

Explain how designers use models to communicate their ideas to others and develop their design.

Investigate and develop techniques for joining sheet materials and 3D containers with masking tape or glue.

Give children a scenario e.g. **the three bears** would like you to design them a new living room or dining in their cottage.

Think about the space, design, materials etc.

Ask the children to build one of these rooms from given materials and add appropriate furniture and fittings e.g. rug from material etc.

Ask them to try and design different ways of making hinges. Discuss the different methods. (Children could make hinges by scoring and bending card and joining a second piece with masking tape

Literacy links: to write a sentence what materials they have used to make their interior and why.

Extension: children to create a 3D model out of paper using a given template. Practice cutting, folding and joining techniques: origami.

RE- why are some stories special?

WALT:

Identify the Bible as being of value and importance to Christians and suggest reasons for this;

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

Talk about their own knowledge of the Bible.

www.channel4.com/programmes/stop-look-listen-animted-bible-stories/4od#2929264

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.

WALT:

Tell you something that has made me jealous
Feel proud on behalf of my friends when they have done well.

Tell when I am proud or jealous.

Introduce the two terms and give specific questions.

Read the chn two different scenarios and ask them how the person in each would be feeling.

Draw out the feelings of being proud or being jealous. Chn to discuss something that has made them feel proud and something that has made them feel jealous.

Make a working wall of children's ideas of these feelings.

P.E. - Dance

Warm up:

Direction movements using cards.

Practice the movements explore in last week's session related to the story.

Read the story and each group to be given a section of the story to perform.

Audience to give a verbal two stars and a wish.

Also Matt's session on Thursday PM.

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History- Unit 2

What were homes like a long time ago?

To recognise and describe characteristics of household objects from a long time ago.
Use clues to infer the use of an object.
Talk about aspects of home life long ago.

Show children pictures of household items or bring in artefacts and discuss the differences and similarities between household objects past and present. Is it heavy or light? has it been painted? Is it decorated? What is it made of? What is it? How do we know it is old? What was it used for? Where would it be used? What do we use today? Discuss how the objects would have been used eg the flat iron had to be heated on a stove before being used to iron.

Discuss how much more difficulty and time consuming house work would have been years ago. Children to choose one household item and draw the old and new version and label them. Extend higher to write sentences to explain the difference.

Show children the Victorian house

<http://www.geffrye-museum.org.uk/learning/walk-through-a-victorian-house/walk-through/>

Science

Animals including humans

Animals, including humans, are living. Make observations of animals and use these to group them explaining criteria chosen.

Go on a walk of the school grounds and collect small invertebrates and inanimate objects.

Show children pictures and collection of small invertebrates and inanimate objects e.g coke cans, stones, snails, woodlice. Discuss the differences between them. Chn to sort the collection into groups and explain the criteria they used.

Computing-

Unit 2 - Let's Find Out and Film

I can begin to use software to create movements and patterns on a screen.

Using the programme 2 simple 2Go show the chn how all the controls work. Chn to explore on blank screen by making shapes. Show the chn the flower screen game and relate to the Bee-Bot work. Chn to navigate the ladybird around the flowers. Chn to record then test the algorithm for getting the ladybird from the purple flower to the red.

Music - PPA cover

D&T- Unit 1D Homes

Join 2D and 3D materials effectively in different ways.

Apply what they have learnt in their designing.

Say how they are going to make their model

Give children a scenario: the three little bears would like to move house. They would like their home to be situated in a quiet place with access to the forest

Discuss the different buildings seen and encourage the children to think about the sort of home they might make. E.g detached, flat, cottage, caravan, boat house etc.

Question:

Who it is for? What do they need? What might it be like?

Show children the materials available and ask them to discuss ideas. How could we use this?

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.

Reflect on:

Ask them to try and design different ways of making hinges. Discuss the different methods. (Children could make hinges by scoring and bending card and joining a second piece with masking tape

Build regular frames using appropriate construction kit components. Show them to the children and ask them to explore making the frames more stable e.g by adding further parts, by having a wider base or by constructing walls in different configurations. Discuss the outcomes with the children.

Extension: sequence photos of houses being built.

RE- why are some stories special?

WALT:

Identify the Torah as being of value and importance to Jews;

Recognise what the Torah looks like and when it is used;

Learn that the Torah is an important book to Jews as the Bible is important to Christians;

Learn about Jewish artefacts.

Show the clip about a synagogue:

http://www.reonline.org.uk/specials/places-ofworship/judaism_video.htm

Explain, why the Torah is important to Jewish people. Explain that Torah means 'Law', 'Instruction' or 'Teaching' and the first five books of the Hebrew (and Christian) Bible are in the Torah.

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.

Ask: what are the things that are important to them?

PSHE

Relationships.

Tell you something that has made me jealous
Feel proud on behalf of my friends when they have done well.

Tell when I am proud or jealous.

Reflect on the two terms learnt in the last session.

Ask the children to think of as many things as they can that they might do to stop themselves from feeling jealous. They should write or draw their ideas. You might like to put these into a display.

Use the resource sheet How would I feel ... The children should place the pictures in order with 'very jealous' at one end and 'proud' at the other.

P.E. Dance

Activity:

Model how to make controlled partner movements. Perform a sequence of movements in steps of 4.

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.

Put together a sequence of moves using the given pictures.

Science (PE- links)

Children to have pictures to label here!

Animals including humans.
Animals, including humans, move.

Make observations and comparisons of the way animals move.

Show children books, pictures or videos of animals moving prior to lesson- in the classroom

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

Also Matt's session on Thursday PM.

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History- Unit 2 ??

What were homes like a long time ago?

To recognise different rooms and household objects from a long time ago.

Show the chn the interactive Victorian house:

<http://www.geffrye-museum.org.uk/learning/walk-through-a-victorian-house/walk-through/>

and discuss the similarities and differences between life then and now. Ensure the chn realise that this was a rich Victorian family and not an average one.

Chn to write about how life would have been different in Victorian times by making reference to the different rooms, objects and life style. Then draw a picture to illustrate this.

Science 1

Animals including humans.

We need to eat and drink to stay alive.

Record their ideas about foods using drawings and charts.

Discuss the term 'healthy living' and discuss how we keep healthy.

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 e.g cats, dogs, birds, fish and humans Chn to record these in drawings or charts.

Children may wish to produce a leaflet of keeping healthy: Humans and animals.

Computing-

Unit 2 - Let's Find Out and Film

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

Chn to create a town map in their key worker groups and use the given action cards. Children to choose what types of homes they will include in their town and relate this to their history topic.

The actions cards will then be used to 'write' the algorithm for getting the Bee-Bot around town. Children will make predictions and then test.

When any instructions don't work and a change has to be made, discuss that this 'change' is referred to as 'debugged' in computer talk. Swap groups and try out each.

Music - PPA cover

D&T- Unit 1D

Homes.

Say how they are going to make their model

Construct a model by joining and combining 2D and 3D materials in appropriate ways.

Use basic tools e.g scissors and snips safely and effectively.

Talk about their finished product saying what they have done well, what they are particularly pleased with and which parts they might have done better.

Show children a selection of pictures representing how houses are built. Children to sequence these photographs as a class.

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

Reflect on:

Ask them to try and design different ways of making hinges. Discuss the different methods. (Children could make hinges by scoring and bending card and joining a second piece with masking tape

Build regular frames using appropriate construction kit components. Show them to the children and ask them to explore making the frames more stables e.g by adding further parts, by having a wider base or by constructing walls in different configurations. Discuss the outcomes with the children.

Encourage them to add finish and detail to the home using paint or collage materials.

Review finished homes. Reflect against given criteria of three bears.

RE- why are some stories special?

Identify the Torah as being of value and importance to Jews and suggest reasons for this;

Learn there are similarities between Christianity and Judaism;

Learn that both faiths have special books through which they learn to live their lives.

Remind children about the importance of the Torah.

Explain the link between the Bible and the Torah. How are they the same / different. List suggestions on the board for reference. Tell them the story of Adam and Eve in the Garden.

Discuss. Explain some of the messages that Jews and

Christians might find underlying the story. e.g., human beings can be tricked; human beings find it hard to be obedient; human beings often do the wrong thing; life can be hard; human beings have made a mess of G-d's good world etc.

Provide the children with a picture of the story and ask them to write a caption underneath which might explain it.

PSHE

Relationships.

To deal with our hurt feelings without hurting others.

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

I can think of ways to make me feel better when I feel hurt without hurting others.

Read the chn 'The Feelings Story'. Elicit the feelings felt at each stage and discuss what actions should be taken to deal with each feeling without causing hurt to others. Re-read the story and chn offer ideas. Some ideas to consider:

Stop and think.

Explain how you are feeling.

Talk to your teacher.

Ask someone to help you sort things out.

Tell the person involved how you are feeling.

P.E. - Dance

See short terms plans

Warm up:
Corner movements - group movements..

Dance across the hall.
Large dance moves.

Background and setting for the story.

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. Thinking of the forest in the goldilocks and the three bears.

Also Matt's session on Thursday PM.

Assessment week

Assessment week

Science: Animals including humans

Human body skeleton and organs

Children to reflect on the unit so far.

Read funny bones story

Children to engage in scientific discovery about the human body.

Children to explore x-rays, skeletons and the different organs in the body.

Children to create a factfile/ leaflet labelling the different part of the skeleton and organs.

Computing-

Unit 2 - Let's Find Out and Film

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

Chn to use the 2Simple 2go town screen. Allow the chn time to explore moving the car around town. Discuss the similarity between this and the town we made for the Bee-Bot in previous lesson. Look at how it is now simulated on the screen.

Chn to work out different algorithms to get the car to different buildings. Record algorithms using pen and paper and writing arrows and numbers.

Chn to execute their instructions using pen down. Debug if necessary.

Music - PPA cover

RE- why are some stories special?

Learn about the importance of Moses to Jews, Christians and Muslims;

Learn about the commandments;

Learn about the Mezuzah holder and scroll;

Make their own rules for living a good life.

Recall learning: Can they name the Torah, the Hebrew Bible, The Christian Bible? Can they say what Jews and Christians might be learning from their special books?

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. if time allows, make Mezuzah holders to put them in.

PSHE

Relationships.

WALT: Reflect on this unit of work

Reflect on this unit of 'relationships' provide children with the following questions to consider:

Why do some people have more possessions than other people?

- What would happen if everyone was exactly like everyone else?

- Can you be proud and jealous of someone at the same time?

Children to reflect:

What have you learned? Do you think that you have met the intended learning outcomes we set at the beginning of the theme?

- What new thoughts or feelings have you had when thinking about this unit of work?

- How are you going to use what you have learned?

- What would you do if you started to feel jealous?

PE- Dance

See short terms plans

Put together this term's skills learnt during whole class, group and pair work. Children to work in small groups and create their own story in response to given pictures.

Model how to work in a group of 4 where each child adds a movements to put into a sequence.

Remind children to use different body parts, heights and speed.

Also Matt's session on Thursday PM.

