

Week /Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Science/History</u> <u>Geography/ICT</u>	<u>Art/D&T</u> <u>Music</u>	<u>RE/PSHE</u>	<u>PE</u>
1	No TFW. Tuesday by David Wiesner. See Literacy Medium Term Plan.	Number: Place Value. See Numeracy Medium Term Plan.	<p>Science Health and Growth</p> <p>Humans need water and food to stay alive. Record information in drawing and charts. There are many different foods. Review what chn already know about food by asking them what they eat. Find out what they know about the importance of drinking water and eating a variety of foods from different food groups and discuss the effects of not doing so. Chn to record the food groups.</p>			PE (Mr Wright) See separate planning
2	No TFW. Tuesday by David Wiesner. See Literacy Medium Term Plan.	Number: Place Value. See Numeracy Medium Term Plan.	<p>Science Health and Growth</p> <p>We eat different kinds of food. Collect information and to present results as a block graph. Discuss what the chn have for school meals or meals at home. Plan and carry out a survey of favourite foods and present results as a block graph. Discuss results, relating findings to the different food groups.</p>	<p><u>Music</u> See music teacher's planning.</p> <p><u>Art</u> Can buildings speak? Record first hand observations of buildings. Explore patterns. Discuss differences and similarities in buildings. To ask and answer questions about the starting points of my work. Use different materials and techniques to produce art work.</p>	<p>RE (Milestones in Family Life) Unit 5 - How do we celebrate our journey through life? To identify some important events in our lives and important events that might happen to us as we get older. Discuss the question for this unit and ensure they understand what 'celebrate' and 'journey through life' mean. Look at different types of celebrations from different</p>	<p>PE (SS) Gymnastics To explore gymnastic actions and still shapes. To remember, repeat and link basic movements with control. To begin to explore creating simple sequences of movement. Travel and Introduction to key shapes Warm up: Bean Game Main activity: Simon says Making shapes Time to travel...Using hands, feet and alternate feet</p>

Geography
Chembakolli (India)

Locate India on a globe and map.
Understand where Chembakolli is and locate it on a map.
Discuss weather and climate in Chembakolli.
Recognise the flag of Chembakolli.
Discuss the population of Chembakolli.
Understand the physical features of Chembakolli.

Chn to fill out the 'What I know about India' sheet to elicit prior knowledge.

Show the chn the ppt of Chembakolli to show them where in the world India is and where Chembakolli is located within India. Discuss the population, climate, weather and the flag. Look at the different physical features in Chembakolli. Chn to produce their own fact file of Chembakolli.

Computing
Fix It and Find Out.

Tell you why I use technology in my home and community.
Identify benefits of using technology including communicating with others.

Show the chn 'what is the internet' clip to help them distinguish between reality and internet. Introduce the class blog to the chn. Discuss what a blog is used for and who can view it. Discuss how handy it is to ask a question. Pose a question on the blog for others

Show the chn the photographs of the school on the IWB. Look at the patterns and shapes involved. Discuss what different textures there might be. Chn to make rubbings of different parts of the exterior of the school. Chn to use a variety of tools and objects to print regular patterns in straight rows based on their rubbings. Chn to explore rotating the shapes to produce irregular patterns.

religions and discuss the fact that not all families celebrate the same things and if they do they might do it in a different way.

Ask the children about what special things they have for a family celebration. Chn to give their responses to such questions as: *How does the celebration make you feel? Why is it special? How did you celebrate a birthday or a special family occasion?*

Ask the children if they have any other family traditions which they celebrate with a special tea, special treat etc. Talk about sending celebration cards.

Chn to design and make a celebration card of their choice.

PSHE
New Beginnings
Know that I belong to a community.
Feel safe and content within my class.
Help to make the class a safe and fair place.

Read the 'New World' story to the chn.

Ask the following questions:

- What is going wrong?
- Do you ever hear things like that in the classroom/playground?
- Do you ever say things like that?
- When? What is happening?

Ask the children to thought-shower some more things that the people might be saying.

Ship Shape...*Stretched and truck shapes*
Cool down: Copy cat

PE (Mr Wright)
See separate planning

			to answer. Discuss the e-safety features of a blog. E.g. what personal information not to put on a public domain. Post a blog about our learning.		Write them up on the whiteboard. The children should work in pairs to think of what might be happening for each of the things people might be saying. They might like to show this by acting out a scenario	
3	Greedy Fox Imitation week. Character Description. See Literacy Medium Term Plan.	Number: Place Value. See Numeracy Medium Term Plan.	<p>Science Health and Growth Sometimes we eat a lot of some foods and not very much of others. Chn to plan a meal for a special occasion and record what they choose using drawings or models and writing. Discuss how what they chose might be different from what they would normally eat and why.</p> <p>Geography Chembakoli (India) To use secondary sources of information. To identify similarities and differences between places. To communicate findings. Show the chn the PPT about village life in Chembakolli and discuss what life might be like there. Discuss the similarities and differences between life there and here. Chn to write about everyday life in Chembakolli comparing and contrasting it with a normal day in their life.</p>	<p>Music See music teacher's planning.</p> <p>Art Can buildings speak? (2 Week project) Use different materials and techniques to paint. Explore buildings. Know about the artist Frank Stella, his techniques, art and his inspiration for the pictures. Collectively produce a relief collage.</p> <p>Show the chn the ppt of different buildings from various periods and various countries and discuss how they 'speak' to us. Ask chn why they think certain things were chosen. E.g. why does a fire station have such large doors? Why does a church have a steeple? Give chn a background on the Artist Frank Stella and look at his work and his inspiration. Discuss what is meant by relief collages. Look at his work and discuss textures, shapes and colours involved. Chn to go outside and choose one small section of the school e.g. a window and draw it in detail. Each piece to then be put together as a relief collage using</p>	<p>RE (Milestones in Family Life) Unit 5 - How do we celebrate our journey through life? To learn how the birth of a baby might be celebrated by Christians believers. To learn how baptism is conducted in some churches and understand some of the symbolism and significance. Show the first two sections of the RE: quest slides on baptism, showing what baptism is, and why Christians are baptised. Discuss. Have any children been christened or been to someone else's? Show the next section of RE:quest baptism slides, showing the two main types of baptism: infant baptism and believer's baptism. Outline the preparations for the baptism. Point out the use of some of the symbolism in the act of baptism. Show artefacts. Chn to work in pairs to make an invitation to a baptism using some of the objects and symbols in the design.</p>	<p>PE (SS) Gymnastics To explore gymnastic actions and still shapes, with control. To watch copy and describe what others have done. To begin to explore creating simple sequences of movement. To remember, repeat and link basic movements with control. Travel and Introduction to key shapes Warm up: Bean Game Main activity: Balancing technique Making shapes Double up....Working with a partner Shape up...Straddle and pike shapes Cool down: Copy cat - Extended task</p> <p>PE (Mr Wright) See separate planning</p>

			<p>polystyrene or cardboard to separate the pieces and make it 3D.</p> <p>Computing Fix It and Find Out. Give instructions to my friend (using forward, backward and turn) and physically follow their instructions. Tell you the order I need to do things to make something happen and talk about this as an algorithm. Show the chn a range of examples of instructions. E.g. seeds, recipes etc. What are they? Why do we need them? Chn to follow a set of given instructions using position and direction numeracy language. Show the chn how we could use symbols to convey direction and discuss how much easier this is. In pairs, chn to set up obstacle course and navigate around them by following their partners instructions.</p>		<p>PSHE New Beginnings Sometimes be able to tell if other people are feeling sad or scared and I know how to make people feel better. Using the feelings cards and the feelings detective poster, explore a range of feelings. Concentrate on happy, sad, excited and frightened. Using Barnaby Bear tell the chn that he is new to the school. Thought shower all the possible, different emotions that he might be feeling. Use their experiences as being new to Class 8. Give the chn different scenarios and they explain what emotions he might be having and why.</p>	
4	<p>Greedy Fox Innovation week. Character Description. See Literacy Medium Term Plan.</p>	<p>Number: Addition and Subtraction. See Numeracy Medium Term Plan.</p>	<p>Science Health and Growth We need to exercise to stay healthy. Make and record observations and to make simple comparisons. In PE, chn to undertake a variety of activities identify which part of the body they are exercising. After PE, discuss how they feel, does anything feel different? Chn to produce before and after drawings and write a description. Discuss what is meant by exercise being healthy. Identify different</p>	<p>Music See music teacher's planning.</p> <p>Art Can buildings speak? (2 Week project) Use different materials and techniques to paint. Explore buildings. Know about the artist Frank Stella, his techniques, art and his inspiration for the pictures. Collectively produce a relief collage.</p> <p>Show the chn the ppt of different</p>	<p>RE (Milestones in Family Life) Unit 5 - How do we celebrate our journey through life? To reflect on the idea of a promise. To learn about a wedding that Jesus attended and what happened there. To learn about some of the features of weddings portrayed in paintings. Remind children of the key question for this Unit of Work - How do we celebrate our journey</p>	<p>PE (SS) Gymnastics To explore gymnastic actions and still shapes, with control. To remember, repeat and link basic movements with control. To lift, move and place equipment safely. Traveling and using key shapes on apparatus Warm up: Bean Game Main activity: Carrying and placing mats and apparatus. Making shapes Double up.... Working with a partner</p>

kinds of exercise that chn could do outside of school.

Geography Chembakolli (India)

To use secondary sources of information.

To identify similarities and differences between schooling in Chembakolli and Hamp.

To communicate findings.

Chn to watch the school day PPT and answer various questions about what they think the chn are doing and why. Discuss the similarities and differences between their school day and ours. Chn to write a detailed timetable for an average school day in Chembakolli and compare it to our time table by completing the 'How our school is different/similar to the school in Chembakolli' sheet.

Computing Fix It and Find Out.

Program a robot to do a particular task.

Watch a program execute and spot where it goes wrong so that I can debug it.

Share a set of instructions and see if the class can follow them. Remind of the term algorithm. Chn to work in pairs using 'Lego Fix the Factory'. Show them the ppt first. They are not allowed to ask for teacher help they have to work it out in pairs.

Introduce the language of 'execute the program'. Chn to design an obstacle course on

buildings from various periods and various countries again and discuss how they 'speak' to us. Remind chn of why certain things were chosen.

Remind chn of the Artist Frank Stella and look at his work and his inspiration again. Remind them of what is meant by relief collages.

Look at his work and discuss textures, shapes and colours involved. Chn to continue with their drawings from last week.

Each piece to then be put together as a relief collage using polystyrene or cardboard to separate the pieces and make it 3D.

through life?

Explain that one important ceremony for many people happens when people get married. Do they know the words 'marriage' and 'wedding'? Start with the word wedding on a large piece of paper and ask the children what they know about this ceremony. Note down their answers in blue marker and keep the paper for the next lesson.

Ask the children such questions as, *What is a promise? Why might people make promises in front of others? Why do Christians say that weddings are important? What are the symbols used in most weddings? Why do people wear special clothes for a wedding ceremony?*

PSHE

New Beginnings

Know some more ways to calm myself down when I feel scared or upset.

Talk with the children about how they felt when they started school or joined a new group. When we are scared or sad, we often want to cry and find ourselves 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. Ask them what helps them to calm down when they feel like this. The ideas should be pooled and made into a class posters to remind children

Shape up...Straddle and pike shapes

Cool down: Copy cat -
Extended task

PE (Mr Wright)
See separate planning

			squared paper with partner then write an algorithm using symbols to solve it. Another pair to solve the problem.		of the different ways to calm down.	
5	<p>Greedy Fox Invention week. Character Description. See Literacy Medium Term Plan.</p>	<p>Number: Addition and Subtraction. See Numeracy Medium Term Plan.</p>	<p>Science Health and Growth Animals (including humans) produce young and these grow into children and new adults. Revise what chn know about young growing into adults. Show and discuss pictures of animals and their young, including young that don't match their adult. E.g. frogs or butterflies. Chn to match parent to offspring.</p> <p>Geography Chembakoli (India) To use secondary sources of information. To identify similarities and differences between homes in Chembakolli and Bridgwater. To communicate findings. Show the chn the homes ppt and discuss similarities and differences. Chn to answer various questions related to the homes. Chn to write about the similarities and differences between homes in Chembakolli and homes in England, specifically Bridgwater.</p>	<p>Music See music teacher's planning.</p> <p>Art Can buildings speak? Use different materials and techniques to produce artwork. Explore buildings. Know about the artist Banksy, his techniques, art and his inspiration for his graffiti. Design a piece of graffiti. Show the chn the pictures of Banksy's work in Bristol. Discuss how he uses a stencil and produces these images overnight and unseen. Discuss that he is anonymous. Talk about the hidden message in every picture. Chn to pretend that Banksy is going to do a paint on one of our school walls but they have to design the picture for him. It has to be a picture relevant to our school or community. Chn to produce a finished piece of Banksy artwork.</p>	<p>RE (Milestones in Family Life) Unit 5 - How do we celebrate our journey through life? Reflect on the idea of a promise; Learn about a wedding that Jesus attended and what happened there; Read a version of the Bible story 'The Wedding at Cana', What questions do children have about the story? Explain that, for Christians, the story may tell of how Jesus made a bad situation better. Many Christians apply this teaching to the way we treat each other and that a marriage, or a friendship, for example, is made better when people follow the teaching of Jesus. Ask the children for their stories about how a bad thing was made better, e.g. what happened when someone hurt themselves. Add to last week's brain storm about weddings.</p> <p>PSHE New Beginnings Know how to make someone feel welcome. Play 'Consider yourself at home' from Oliver and discuss what he might be feeling. In pairs, chn to produce a poster titled 'Welcome to Class 8'. On their poster, chn to write or draw</p>	<p>PE (SS) Gymnastics To explore gymnastic actions and still shapes, with control. To remember, repeat and link basic movements with control. To lift, move and place equipment safely. Traveling and using key shapes on apparatus Warm up: Animal Zoo Main activity: Making shapes. Traveling on apparatus. Copy cat - Animal zoo Double up....Working with a partner Shape up...Straddle and pike shapes Cool down: Jungle walk. The ant and the elephant</p> <p>PE (Mr Wright) See separate planning</p>

			<p style="text-align: center;">Computing Fix It and Find Out.</p> <p>Tell you the order I need to do things to make them happen and talk about this as an algorithm. Watch a program execute and spot where it goes wrong so that I can debug it.</p> <p>Chn to work in pairs to solve level 4 of Fix the Factory. In pairs chn to solve slide 5 of the ppt. Can the chn debug the program using slide 6? Repeat for slide 7. Slide 8 - what is the algorithm for level 5? Chn to write their algorithm then test it out. Chn to write the algorithm for level 6, execute it and then debug if necessary.</p>		<p>their ideas of how to make someone new feel welcome.</p>	
6	<p>Non-Fiction. Imitation/innovation week. Discussion letters. See Literacy Medium Term Plan.</p>	<p>Number: Addition and Subtraction. See Numeracy Medium Term Plan.</p>	<p style="text-align: center;">Science Health and Growth</p> <p>Babies and children need to be looked after while they are growing. Ask questions in order to make simple comparisons of babies and toddlers. Discuss chn's experiences of babies and young chn within their home. Show the chn babies and toddlers doing daily activities. Discuss the differences. E.g. in talking, communication, feeding etc. Chn to generate questions about what the needs of the toddler are compared with the needs of the baby.</p>	<p style="text-align: center;">Music See music teacher's planning.</p> <p style="text-align: center;">Art Can buildings speak? Use different materials and techniques to produce artwork. Explore buildings. Know about the artist Hundertwasser, his techniques, art and his inspiration for his artwork. Design a largescale mural. Introduce chn to Hundertwasser and give a quick biography. Show them his architecture and discuss how his buildings 'speak' to us. Show the chn various pieces of artwork by the artist Hundertwasser and discuss what</p>	<p style="text-align: center;">RE (Milestones in Family Life) Unit 5 - How do we celebrate our journey through life? Reflect on the idea of a promise; Learn about a wedding that Jesus attended and what happened there; Remind children of the key question for this Unit of Work - How do we celebrate our journey through life? Explain that one important ceremony for many people happens when people get married. Do they know the words 'marriage' and 'wedding'? Ask the children such questions as, What is a promise? Why might people make promises in front of others? Why do</p>	<p style="text-align: center;">PE (SS) Gymnastics</p> <p>To explore gymnastic actions and still shapes, with control. - Jumping To begin to understand some of the basic compositional ideas. To recognise what their body feel like during different types of activities. Jumping Warm up: Animal Zoo Main activity: Jumping technique and jumping using apparatus Jumping Jacks...Landings, jumps, leaps and turns Cool down: Jungle walk. The ant and the elephant</p>

Geography
Chembakolli (India)

To use secondary sources of information.

To identify similarities and differences between food in Chembakolli and England.

To communicate findings.

Show the chn the food and crops in Chembakolli ppt and discuss the similarities and differences between food and crops in Chembakolli and England. Chn to write about these similarities and differences. Then design a 'menu' for the three main meals of the day for Chembakolli and England.

Computing

Fix It and Find Out.

Know how to stay safe online. Explain why I need to keep my password and personal information private.

Ask the chn to complete a questionnaire about e-safety. Brainstorm ideas. Make a list of all the different hardware the chn use to access the internet at home. Give out the Byte pupil e-safety self- assessment sheets. What do they already do? What do we need to work on? Watch Smartie the Penguin and then watch Hector's World clip. Add points to our e-safety list. Agree a Class set of e-safety rules.

they think about his art. Discuss the use of colour and shape. Discuss his fascination with spirals and his loath of straight lines. Introduce the idea that we are going to do a whole class mural or our school in the style of Hundertwasser. Give each group a piece of the cut picture of the school and ask them to do a detailed line drawing of it.

Christians say that weddings are important? What are the symbols used in most weddings? Why do people wear special clothes for a wedding ceremony?

Start with the word wedding on a large piece of paper and ask the children what they know about this ceremony. Note down their answers in blue marker and keep the paper for the next lesson.

Read a version of the Bible story 'The Wedding at Cana', What questions do children have about the story?

Explain that, for Christians, the story may tell of how Jesus made a bad situation better. Many Christians apply this teaching to the way we treat each other and that a marriage, or a friendship, for example, is made better when people follow the teaching of Jesus.

Ask the children for their stories about how a bad thing was made better, e.g. what happened when someone hurt themselves.

PSHE

New Beginnings

Know some ways to solve a problem.

Ask the children to imagine, that there is a problem when the 'new child' starts the school.

This is the problem:

You like the new girl/boy. But you are part of a very close group of friends who like to

PE (Mr Wright)
See separate planning

					<p>practise every break and lunchtime for a football/dancing competition you and your friends have entered. You have told your new friend to come along with you and expect your friends to be pleased. Instead they say, 'he/she can't play - it's only for the people in the competition'. Your new friend looks very sad and goes to sit by him/herself in the playground.</p> <p>What do you do? Discuss and use the problem solving techniques to help.</p>	
7	<p>Non-Fiction. Invention week. Discussion letters. See Literacy Medium Term Plan.</p>	<p>Measurement: Length and Mass. See Numeracy Medium Term Plan.</p>	<p>Science Health and Growth Sometimes we take medicines when we get ill, these help us to get better. Medicines are useful but are drugs not foods, and can be dangerous. Some people need medicines to keep them alive and healthy. Ask questions about medicines and health. Visit from a health practitioner. Chn to discuss their visits to doctors or nurses. Discuss if they were given medicines and why. Chn generate questions about what the health professional does and about medicines in relation to themselves and other people they know.</p> <p>Geography Chembakoli (India) To use secondary sources of information. To communicate findings. To recognise how places may</p>	<p>Music See music teacher's planning.</p> <p>Art Can buildings speak? Use different materials and techniques to produce artwork. Explore buildings. Know about the artist Hundertwasser, his techniques, art and his inspiration for his artwork. Try out tools and techniques and apply these to making a clay tile. Remind chn about the artist Hundertwasser and again discuss the use of colour and shape. Remind them of his fascination with spirals and his loath of straight lines. This week the chn are going to make a large clay tile and transfer their detailed line drawing from last week onto their tile.</p>	<p>RE (Milestones in Family Life) Unit 5 - How do we celebrate our journey through life? Develop an understanding of the idea of a promise and of the ring as a symbol of a promise; Reflect on the meaning of weddings and other commitments. Remind children of the key question for this Unit of Work - <i>How do we celebrate our journey through life?</i> and of a possible meaning of the story of the Wedding at Cana. Explain that the ring that a couple exchange at a wedding is a symbol of their promises to love one another. Ask, <i>Why might a ring be a good symbol for a promise?</i> and <i>Why are promises important to us, and what happens if they are broken?</i> Ask them to reflect on the Christian idea that Jesus had come to make things better: how</p>	<p>PE (SS) Gymnastics To explore gymnastic actions and still shapes, with control. - Jumping and balancing To begin to understand some of the basic compositional ideas. - using music. To recognise what their body feel like during different types of activities. <i>Jumping and Balancing Warm up: Musical statues</i> Main activity: Sequence on mats and low apparatus A Routine matter...<i>Introducing sequences</i> <i>Jumping Jacks...Landings, jumps, leaps and turns</i> <i>Steady as a Rock... Standing, kneeling and large body part balances</i> Cool down: Tired Cats</p> <p>PE (Mr Wright) See separate planning</p>

change.

Discuss how the Adivasi people of Chembakoli have had to adapt and change over the years.

Discuss how they worked together to promote a positive change. Talk about how they now sell tea for a fair price and show them the 'leaf to tea' ppt. Chn to write a set of instructions for from leaf to tea.

Computing Fix It and Find Out.

Identify benefits of using technology including finding information.

Begin to understand that other people have created the information that I use.

Describe the things that happen online that I must tell an adult about.

Where can we get information?
Who created the information?
Chn to discuss then brainstorm ideas. Introduce the idea of a search engine. Explain how it sorts through the information to help us find what we need. Let the chn explore Swiggle. Then give the chn focused geography related questions about Chembakoli (India) to find the answers to. Share the information the chn have found.

could he do this, do they think?

Retrieve the original piece of paper with their ideas about weddings from the last lesson and ask the children what they have found out about weddings and promises. Add their comments in red. Then let them take time to reflect upon the importance of weddings for Christians and others too.

Explain that not every couple gets married; many people make a commitment to love each other without a marriage ceremony.

Chn to make friendship bracelets for each other as a promise of friendship.

PSHE

New Beginnings

Know that I belong to a range of communities (class/group).

Feel safe and content within my class.

Feel good about the ways we are similar in the group and the ways I am different.

Feel good about my strengths.

Chn to work in groups of 3/4 and produce an A3 flag for their group. Before starting, they discuss: something they like doing at home; somewhere they like to go; something they like doing at school; something they like playing; someone or something they like to be with.

Each flag must contain each member's name, something that is special to them, then some of the above information. Flags must be presented well.

<p>8</p>	<p>Assessment Week</p>	<p>Assessment Week</p>	<p>Science Health and Growth Medicines can be dangerous if we take them without consulting parents or doctors. Recognise hazards and risks in medicine and how to avoid these. To communicate information about the safe use of medicines. Present chn with a range of packaging for medicines. Ask them to decide how they know they are not packaging for food or sweets. Make a collage or display to illustrate the packaging for medicines and how they help medicines to be use safely. Talk about the use of medicines and when we may need them.</p> <p>Geography Chembakoli (India) To identify similarities and differences between various aspects of life in Chembakolli and England. To communicate findings. Chn to fill in the 'What I now know about India/Chembakolli', using all the facts they have learned this term. Chn to write a list of questions related to what they would still like to know. Answer questions in groups using the iPads.</p> <p>Computing Fix It and Find Out. Identify benefits of using technology including finding information. Review last week's information</p>	<p>Music See music teacher's planning.</p> <p>Art Can buildings speak? Use different materials and techniques to produce artwork. Explore buildings. Know about the artist Hundertwasser, his techniques, art and his inspiration for his artwork. Use paint and choose colours for effect.</p> <p>Remind chn about the artist Hundertwasser and again discuss the use of colour and shape. Remind them of his fascination with spirals and his loath of straight lines. This week the chn are going to paint their tiles and assemble them into a whole class mural.</p>	<p>RE (Milestones in Family Life) Unit 5 - How do we celebrate our journey through life? Identify new learning about religious celebrations; Learn about 'blessings' of life; Reflect on their own blessings.</p> <p>Remind children of the key question for this Unit of Work - <i>How do we celebrate our journey through life?</i></p> <p>Remind the children of their answers they gave in the first lesson to the questions about special times and how they are celebrated. [<i>What are special times? Why and how do we celebrate them?</i>]</p> <p>Ask them, What new things have you learnt, e.g., about the way that different religious communities celebrate? [e.g., birth of a new baby / christenings / birthdays / weddings / funerals etc.] What do they think were the most interesting or puzzling things they learnt about?</p> <p>Show the children a selection of cards used by Christians and Hindus to celebrate important times, e.g., Easter. Point out any symbolism on the cards and ask the children what they think the symbols stand for.</p> <p>Ask the children to think of things that are 'blessings' in their or their family's lives and then ask them to make their own card of celebration, showing something lovely in their life.</p>	<p>PE (SS) Gymnastics To improve their work using information they have gained by watching, listening and investigating. To remember, repeat and link combinations of body actions, body shapes and balances with control and precision, including varying the skills to include twisting.</p> <p>Twisting Warm up: Musical statues Main activity: Balancing and twisting using apparatus A Routine matter...<i>Introducing sequences</i> Jumping Jacks...<i>Landings, jumps, leaps and turns</i> Steady as a Rock... <i>Standing, kneeling and large body part balances</i> Cool down: Musical balances</p> <p>PE (Mr Wright) See separate planning</p>
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and review successes and problems encountered. What do we do if we find something unexpected or worrying? Explain that we are going to research Chembakoli (India) again and this time get enough information for the chn to make a poster. Chn to work in same ability pairs to research and produce their poster.

Encourage them to add some words about how this makes them feel.

PSHE

New Beginnings

Know that I belong to a community.

Know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.

Help to make the class a safe and fair place.

Help to make my class a good place to learn.

Ask the children to think back to the story of the 'learning school' from Year 1. Drawing on their experience of working on the charter and working on feelings, each child should decide:

one thing that they would take with them from this school to the dream school if they were given the chance;

one thing they would leave behind;

one new thing or idea that they would create or order especially to take. Remind them of all of our WALTs this term and encourage them to link their ideas to them.