

Week /Date	Literacy	Numeracy	Science/History Geography/ICT	Art/D&T Music	RE/PSHE	PE
1	<p>The Papaya that Spoke Imitation week. Punctuation. See Literacy Medium Term Plan.</p>	<p>Number: Place Value. See Numeracy Medium Term Plan.</p>	<p><b>Science Variation</b> To explore, observe and recognise some simple characteristics of animals and plants. That the group of living things called animals includes humans. To treat animals with care. Review chn's learning by presenting them with a selection of pictures of animals and specimens of plants. Ask them to group them into animals and plants. Elicit simple ideas about the groupings. Ask chn explicitly about some items.</p> <p><b>History Remembrance</b> Symbols may represent commemoration events. Why are people wearing poppies this week? Find out why the chn think people wear poppies. Through discussion, establish that poppies are worn around a special time in November called Remembrance Day. Talk about remembering e.g. what sorts of things do we remember? Are there special people/events that we remember? Why is it important to remember?</p>	<p><b>Music</b> See music teacher's planning.</p> <p><b>DT Vehicles</b> That there are many different types of vehicles. That vehicles have different purposes. That vehicles are made up of different parts. That ideas for their own designs can be obtained by looking at familiar products. To make simple drawings and label parts. Show the children some vehicles. What is the same about all the vehicles? What is different about them? How could we sort them into groups? What are the different parts of a vehicle called? In what different ways can they move? Which features enable them to do this? Discuss with the children the similarities and differences between the vehicles. With the children, make a list of features that all the vehicles have. Talk to the children about</p>	<p><b>RE</b> How should we live our lives? Reflect on how stories can help them learn lessons in life, Think about the meaning of forgiveness. Ask the children what their favourite story is. Share some ideas about books they have been reading or stories they have heard and explain that many stories carry lesson about life. We can LEARN something from stories to help us. Perhaps we might learn not to make the same mistakes as people in the stories. Or perhaps we might learn how to behave wisely by following the example set by good characters in stories. Read 'It Was Jake!' by Anita Jeram: a story of blame and forgiveness. Ask the children to identify the most important parts of the story. What was Danny's big mistake, do they think? What happened that made things better? Ask the children to quietly reflect on a time when they were sorry for doing something or when they forgave someone. Make a class list of how people can show they are sorry in different ways.</p>	<p><b>PE (SS)</b> 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. <b>Traveling and using key shapes on apparatus</b> Warm up: Bean Game Main activity: Carrying and placing mats and apparatus. Making shapes Double up... Working with a partner Shape up... Straddle and pike shapes Cool down: Copy cat - Extended task</p> <p><b>PE (Mr Wright)</b> See separate planning</p>

Computing  
Fix It and Find Out

I can use technology to organise and present my ideas in different ways.

I can save and open files on the device I use.

I can tell you why I use technology in the classroom.

Ask the children for suggestions as to how we can present information to others. Look at examples of information posters. We can use the computers/tablets to produce pieces of work that can be shared electronically or be printed off. Make links to e-safety - Where can work be viewed? Prompt children to suggest class blog or school website. Ask the children to open a Textease document / word. What do they remember about the programme if they have used it before? Allow time to revisit and explore.

Encourage children to discover they can add text to any part of the page.

When the children have got a document up and running, model how to save their work. Ensure that all children save their work in the correct place and can talk through the process. Use correct vocabulary including icon, double click, drop down box, select, etc. Make a 'How to save your work' list of instructions which can be used to support children in future lessons.

how they can use existing vehicles, to give them ideas for their own models.

Ask the children to investigate a collection of toy vehicles. Get them to sort the vehicles in different ways.

Ask the children to make a sketch of one of the vehicles and label the parts.

PSHE

Good to be me

To know what I am good at  
To know when and how I learn best.

Show the children the *Mouse profile* from the resource sheets. The children should then make a similar profile about themselves, first working individually and then pairing up for help. The role of the partner is to make sure that the child has included as many good things about themselves as possible.

2

The Papaya that Spoke  
Innovation & Invention week.  
Punctuation.  
See Literacy Medium Term Plan.

Measurement: Time  
See Numeracy Medium Term Plan.

Science Variation  
That humans are more like each other than they are like other animals.  
To make careful, detailed, observations to identify similarities.  
Show chn a clip of various animals including those not found in this country. Present the with a collection of pictures of animals and humans and ask them to consider the following questions: in what way are all the animals similar? Which are humans? How do we know? In what ways are all the humans like each other? Ask chn to suggest two answers to each question. Discuss answers.

History Remembrance  
To use historical sources in the locality to find out information. How to record our findings so that we can demonstrate to other people what they have learnt.

To ask and answer relevant questions from the past.  
Why do we remember on Remembrance Day?  
Show the chn pictures of local war memorials. Encourage them to accurately describe what they can see. E.g. lists of names, dates, symbols. Prompt them to ask questions. Discuss the sort of information war memorials can tell us and the information they leave out. Chn to record the information in several ways.

Music  
See music teacher's planning.

DT Vehicles  
To use hand tools safely and appropriately.  
To use wheels and axles, understanding that wheels and axles can be assembled in 2 different ways  
1. Either the wheel is attached tightly to the axle and the axle is free to rotate, or The axle is fixed with the wheel free to rotate around it.  
To identify a purpose for what they intend to design and make.  
To develop their design ideas through discussion, observation and drawing.

Show the children a picture of the underside of a lorry. Focus their attention on the wheels and axle. Explain that they are going to learn how to make wheels and attach them to vehicles. Ask some children how they think wheels are made.

Show the children a technique for joining wheels. Demonstrate how to use a hand drill safely. Which wheels do you think are best and why?

What risks are there in this activity?  
What precautions will you take to work safely?

Make a list on the board of  
1. Different types of wheel.  
2. Different ways of attaching axles.  
3. Different ways of keeping wheels on.

RE  
How should we live our lives?  
Consider the feelings associated with acts of forgiveness,  
Create words and pictures to describe those feelings.  
Re-read and remind children about the 'It Was Jake!' story and its messages about blame and forgiveness.

Provide the children with card and show them how to make a double-sided person out of it.

Encourage them to draw themselves on one side and on the other the person they said sorry to or forgave (from the last session). On each side, children should write words describing how each person felt.  
As a class, share ideas about the feelings words that the children used and point out the costs of forgiveness (e.g., having to admit fault, having to give up being angry at someone) and benefits (e.g., friendships, trust etc, can be restored).

Ask the children to write some sentences on card; these could begin 'Forgiveness is hard because...' and 'Forgiveness can help to...'

These can be displayed around the board for a summarising session at the end of the lesson.

PSHE  
Good to be me  
I know how to feel relaxed  
I know things that make me feel relaxed and things that make me

PE (SS)  
Multi-skills  
To show control in moving with a ball in a variety of ways  
To show spatial awareness and awareness of others  
To choose and use tactics to suit different situations  
To explain what happens to our bodies with exercise  
To watch others and describe what they see.

Warm up: GATEWAYS  
In a defined area set up a number of gateways using pairs of cones about 1 metre apart of the same colour. Children start by standing in a space & on command they move around the area moving through empty gateways. If a gateway is busy they should look for another gateway.

Start at a walking pace gradually increasing the level of activity. How many gateways can they move through in 1 minute?

Explore different ways of moving through the gateways. Eg. sidestepping, skipping, galloping  
Mark out boxes or place hoops in the four corners of the area to hold sets of equipment.

Area 1: footballs (dribbling)  
Area 2: rackets & bean bags or tennis balls. (balancing/flipping/bouncing a beanbag/ball)  
Area 3: balls (bouncing & catching or bouncing like a basketball).  
Area 4: unihoc sticks and beanbags or airflow balls. (An alternative station might be tennis balls for rolling)

Divide the group into four. Each group collects a set of equipment  
Children move through the gateways at a pace at which they can keep control of the ball.

**Computing**  
**Fix It and Find Out.**  
I can save and open files on the device I use.

I can use the keyboard on my device to add, delete and space text for others to read. I can use the *SHIFT, ENTER, CAPS LOCK, DELETE and BACKSPACE* keys accurately.

Model opening up their previous documents. Ensure all children follow the process. Make a list of 'How to open the document' which can be used to support children in future lessons. Make links to e-safety - who can see our work now? Discuss the difference between the P-Drive and the web.

Now we have explored the programme, we are going to use it to type up the information we found out. We will use the information collected from our research sessions to add to our documents today. Remind the children of the importance of capital letters, full stops, etc in our writing. Just because we are typing, that doesn't mean we don't need them! Ask the children to explain the keys we use to create capital letters. Ensure they understand the difference between the shift and caps lock keys, and how to check if the caps lock is on.

Remind children that they only need one space between words. Look at the backspace and

Remind the children about their design criteria.

*feel stressed.*  
I can tell you when a feeling is weak and when it is strong.

Use the photo card 'relaxed' from the whole-school resource file. The chn should work in pairs to talk about the pictures.

Mindmap as much information about the pictures as you can. Consider how the people in the pictures might be feeling and why. Ask the chn to think about examples of situations when they have felt relaxed. Do the same situations make everybody relaxed?

Use the *Feelings detective* poster from the whole-school resource file to further explore the feeling 'relaxed'. In pairs, ask the chn to cut up the pictures on the *How are you feeling?* sheet and put them in order of most relaxed to least relaxed. Ask them to think of and write down words to describe how the person is feeling. Ask the chn to choose a feeling that best shows how the feel when they are learning something new and difficult..

How many gateways can you move through in a certain time? Can you improve this score?

Use visual signals eg. a RED CONE or hand signal for stopping to encourage children to keep their heads up whilst moving through the gateways. On command children return equipment to base and move to another base to collect different equipment and continue the activity.

**Game/Group/Competitive Activity:**  
**TREASURE CHEST**

Remove the cones from the area and in the centre of the space using hoops or cones mark out an area to store all of the equipment. Children return the equipment to the central area. This is the treasure chest.

In their four groups children stand at the corners of the area and on command one child from each team runs to the treasure chest collects an item of equipment and returns it to their team in the appropriate manner (eg. dribbling a football, balancing a ball on a racket. On returning it to their team's store the next person in the team does the same.

The winning team is the one with the most treasure.

**Cool Down:**

Tidy equipment away. Children find spaces and as a group go through or simple stretches.

*PE (Mr Wright)*  
*See separate planning*

delete keys - how are they different? Remind children of when to use each key. Recap how the Enter key drops down a line. This is better than just clicking - model why with the writing starting at different places and not completing to the end of the page, etc.

Allow children to work independently/in pairs to produce their information poster.

Use the instruction list from last week and ask the children to save their now edited work. Support and remind as needed. Revisit the lesson objectives - get the children to self-assess how they did with using the keys.

3

Non-Fiction.  
Imitation/  
Innovation  
week.  
Recounts.  
See Literacy  
Medium Term  
Plan.

Number:  
Multiplication.  
See Numeracy  
Medium Term  
Plan.

Science  
Variation  
That humans are similar to each other in some ways and different in others.  
To explore human variation making observations and comparisons.  
Ask chn to bring in a photo of themselves. Ask the chn to sort all the pictures according to their own criteria. Ask them to write a description about a member of the class so that others can identify who it is. Discuss how they could change the way they look and whether they could still be recognised.

History

Music  
See music teacher's planning.

DT  
Vehicles  
To identify a purpose for what they intend to design and make.  
To develop their design ideas through discussion, observation and drawing.  
Explain that the children will be making their own vehicle in the next lesson. Remind them about the design and make activities they have completed so far. Ask them if they can remember how they know whether their design is successful. Discuss with the children what features their finished vehicles will need to have. Encourage the children to think about

RE  
How should we live our lives?  
2 Weeks

Consider the role of rules in helping people's lives.  
Learn about Moses and the 10 commandments.  
Create their own artistic responses to the question of what believers might mean by 'loving God' and 'loving my neighbour as myself.'  
Explain that we are looking at the big question of how we should live our lives and that the children will be thinking about what we can learn from lots of different stories and examples from Christianity, Judaism and other beliefs.  
Ask the children if they think

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.

PE (Mr Wright)

### Remembrance

That commemorations are linked to specific events in the past which really happened  
When World War 1 and Armistice Day occurred.  
Why specific symbols are associated with commemorations.

Why do we have Remembrance Day?

Explain that the origins lie in WWI Discuss how it relates in time to other famous events or people that they may have already encountered or to generations of their family.  
Explain briefly that the war lasted a long time that soldiers from countries all over the world fought in the war and many died and people were very sad.  
Tell the children that the soldiers saw the poppies growing in the battlefields and how they came to represent both loss and hope.  
Tell the children how the Armistice (ceasefire) to end the war happened on the 11<sup>th</sup> hour of the 11<sup>th</sup> day of the 11<sup>th</sup> month and that was the moment the guns fell silent.

### Computing

- Appearance
- Construction
- Durability
- Moving parts
  - Finish
  - Size.

Ask these questions:

What design features will your vehicle need to be well made?

How will you rate your finished vehicle against these criteria?

Encourage the children to decide which design criteria their vehicles will need to meet.

Encourage the children to use the correct terminology when referring to different parts of their vehicles.

that rules can help people lead a good life. Can they remember the rules for the class/school?

Why do we have rules? Ask children to work with a partner to identify: (a) a rule that helps keep people safe, (b) a rule that helps to keep people healthy, (c) one that helps us to treat each other with fairness, (d) one that reminds us to respect each other, (e) one that helps us learn, (f) one that helps us enjoy our work and play.

Explain that many years ago, Moses, the leader of the Jewish people, was believed to bring 10 rules (commandments) from God, to help people live good lives.

Other Jewish leaders later summarised these rules as 'Love God and love your neighbour as yourself'. Jesus, for example, agreed. 'Do this and you will live', he said (Luke 6.28).

Ask the children what they think 'Loving God' might mean. How might believers show that they love God? Help the children to make a list of such things as: worshipping God in church / synagogue; taking God seriously and obeying God's rules; helping parents and other people; caring for the world and its creatures; not running after things that are not God, such as money, possessions etc.

Ask the children on each table to begin (and finish in the next session) a poster with a big heading: 'Do this and you will live'. Ask them to work together to draw and label pictures of

See separate planning

### Fix It and Find Out.

I can use technology to organise and present my ideas in different ways including editing the text and changing the appearance of the text.

Use the prompting instructions from last week and ask the children to open their work. Look at the text they have created so far. Make comparisons to other information texts we have seen in class. What could be improved? Take and note up suggestions.

Explain that eventually we will include photographs/pictures and captions. Firstly we are going to focus on altering the appearance of the text.

Revisit/introduce the term font to the children. Model how to select the text that they want to change. Help children to click and drag the mouse over the correct section needed / click to select text object. Model how to select the font they require and make the changes. Continue with size and colour.

Remind the children of the purpose of the text. Ensure that it can be read! Make sensible choices about colour and font based on the intended audience.

Save their work. Choose some children at random. Call up their work to the big screen and ask the children to peer assess their efforts. Have they altered the appearance of the text? Have they managed to

things they think will help believers to show that they 'love God', e.g., church, synagogue, parents, two tablets of stone - the 10 commandments, the earth, animals and other creatures. Provide some sample pictures from which they can get ideas.

Most children can go on to add ideas to their posters for 'loving my neighbour as myself.' Sample pictures could include: helping someone get to their feet after falling over, handshakes, offering someone a last sweet, doctors, nurses and other service personnel.

### PSHE

#### Good to be me

I know what it feels like to be relaxed.

I can be still and quiet and relax my body.

Ask the children to:

Lie on the floor (or sit down with head resting on the table or their knees) and make themselves feel like ton weights - as heavy as possible.

Slowly lift one arm, imagining it to be made of something really heavy - allow it to fall, repeat with the other arm.

Lift one leg, again as if it were a dead weight - allow it to fall, repeat with the other leg.

Tense and tighten up every muscle in their faces, grimace, clench teeth, feel the skin stretching tight over their

			consider the audience when thinking about size, font choice and colour?		faces, screw up their eyes, then relax their faces completely. Tighten their shoulders, then relax. Tighten their neck, then relax. Tighten their tummy, then relax. Help the children to breathe slowly and deeply by counting 'in 1, 2, 3, 4' and 'out 1, 2, 3, 4'. Allow them to carry on breathing slowly and deeply, establishing their own pattern. Explain that relaxation with slow deep breathing is a good way to help control yourself if you feel tense, angry, worried or anxious. Counting to ten, perhaps in your head, is another way to regain self-control.	
4	Non-Fiction. Invention week. Recounts. See Literacy Medium Term Plan.	Number: Division. See Numeracy Medium Term Plan.	<p>Science Variation</p> <p>That plants in the local environment are similar to each other in some ways and different in others. To make detailed observations and comparisons of local plants. To identify the need for and use equipment appropriately. Present the chn with a collection of plants found locally, including some that have had the soil washed off their roots. Clarify the distinction between the different parts of the plant. Show them pictures to demonstrate that many trees have flowers. Ask chn to choose two different plants and make detailed drawings of them and then label the parts.</p> <p>History</p>	<p>Music</p> <p>See music teacher's planning.</p> <p>DT Vehicles</p> <p>To develop their design ideas through discussion, observation and drawing. To measure and cut accurately. To assemble, join and combine in order to make a vehicle. Remind the children what they have learnt so far in the unit about joining wheels and axles, cutting wood and making a chassis. Explain that they are going to make their vehicle in this lesson and outline the time they will have available. Remind them about their design criteria. Review and reinforce important skills such as sawing and drilling. Emphasise safety points such as adults only should use the glue gun, on</p>	<p>RE</p> <p>How should we live our lives? 2 Weeks</p> <p>Consider the role of rules in helping people's lives. Learn about Moses and the 10 commandments. Create their own artistic responses to the question of what believers might mean by 'loving God' and 'loving my neighbour as myself.' Explain that we are looking at the big question of how we should live our lives and that the children will be thinking about what we can learn from lots of different stories and examples from Christianity, Judaism and other beliefs. Ask the children if they think that rules can help people lead a good life. Can they remember</p>	<p>PE (SS) Gymnastics</p> <p>To perform rolling and gathering skills with confidence To make simple decisions about when and where to run To choose tactics to suit different situations To react to situations in ways that help their partners To understand and anticipate how their bodies will feel after exercise and being able to describe changes to their heart rate To recognise and describe what is successful. To use ideas &amp; information acquired to improve their skills</p> <p>Warm up: CONE TO CONE</p> <p>Cones are randomly scattered 2 to 4 metres apart within a defined area. Use 20 to 30 (8 or so of each colour) Each child has a small ball and stands beside a cone of their choice. This cone is their home base. Children roll their ball from cone to cone (keeping to the same colour as their home base). On command children return to their base. Take children through one ball</p>



### Remembrance

How some historic events are commemorated by pageantry or celebrations, which usually stay the same every year.

To compare and contrast information about remembrance.

What happens on Remembrance Day?

Discuss what happens in the local community on Remembrance Day. Show the chn video clips of the events in London. Ask the chn to identify the special features of the commemoration, e.g. wearing poppies, the march to the Cenotaph, wreath laying, involvement of the Queen and government representatives, two minutes silence and special music. Ask the chn to compare Remembrance Day events in London and with those in their local community.

### Computing

#### Fix It and Find Out.

I can use technology to organise and present my ideas by importing pictures into my work.

Again, open their work from the previous session. Discuss how we can edit our work to make a finished piece of information text. We are going to add images to our work. Discuss where we can get images from - web, clip art, camera, etc.

Discuss the differences between photographs and clip art. In Textease you will be able to create a 'word bank' of pictures for children to choose

request from children.

Divide the children into groups.

Give out the design criteria sheets they completed in the last lesson. Ask the children to make a start on the construction of their vehicles. Keep them informed of time constraints and how much longer they have. What precautions will you take to ensure that you work safely? Have you had any problems while making? How did you overcome these?

the rules for the class/school?

Why do we have rules? Ask children to work with a partner to identify: (a) a rule that helps keep people safe, (b) a rule that helps to keep people healthy, (c) one that helps us to treat each other with fairness, (d) one that reminds us to respect each other, (e) one that helps us learn, (f) one that helps us enjoy our work and play.

Explain that many years ago, Moses, the leader of the Jewish people, was believed to bring 10 rules (commandments) from God, to help people live good lives.

Other Jewish leaders later summarised these rules as 'Love God and love your neighbour as yourself'. Jesus, for example, agreed. 'Do this and you will live", he said (Luke 6.28).

Ask the children what they think 'Loving God' might mean. How might believers show that they love God? Help the children to make a list of such things as: worshipping God in church / synagogue; taking God seriously and obeying God's rules; helping parents and other people; caring for the world and its creatures; not running after things that are not God, such as money, possessions etc.

Ask the children on each table to begin (and finish in the next session) a poster with a big heading: 'Do this and you will live'. Ask them to work together to draw and label pictures of things they think will help believers to show that they love

familiarisation/mobility exercise.

Repeat 3 or 4 times. Each time returning to home base to carry out a different mobility exercise.

Children could come up with their own choice of mobilising activity.

#### Skills Activity CONE TO CONE

Extend the warm up activity encouraging children to get to their target cone before the ball. On release of the ball children should move quickly to position themselves in the pathway between the ball and the target cone, facing the target cone and letting the ball roll through their legs to meet its target. After a few attempts children aim to position themselves between the ball and its target this time facing the ball to stop it.

#### WORKING IN PAIRS

Child A stands by a cone and rolls the ball to child B who stands by an adjacent cone. On releasing the ball Child A moves to a cone adjacent to Child B and receives the ball from B who moves to a different adjacent cone. The pairs aim to move across the area.

As the children become familiar with the activity add challenges.

Eg. How many passes can you make in 1 minute?

Eg. Can you get from one side of the area to the other in 1 minute?

#### TWO by TWO

Sending & Receiving Relays. Teams of 8 (4 pairs). Pairs line up facing each other behind two rows of markers set out in a zig zag.

Pair 1 start with the ball and pass the ball up the zig zag, when they reach the end the person holding the ball sends it down the middle to Pair 2 who start moving up the zig zag passing the ball from cone to cone.

Pair 1 now join the back of the line.

#### Game/Group/Competitive Activity: ROLLERBALL RELAY

Set up a simple shuttle relays with teams of approximately four children. The distance between each end should be about 5 to 10 metres. Number children 1 to 4 with 1 and 3 stood at one end and 2 and 4 at the other.

Child number 1 starts with the ball and rolls it to child number 2. On release of the ball they follow it to the other side and join the back of the line (standing behind Child No. 4). On receiving the ball Child No. 2 sends the ball back to Child No. 3 and follows the ball to join the other side.

The game ends when each child has returned to their original starting position

from.

Depending where images are coming from, model how to input them into the document.

Demonstrate how to search through clip art and make choices about which images are inserted. Model how to resize the image.

Also demonstrate how to select photographs from a file on the P-Drive. Children can be involved in taking the images from the camera in a previous session if they are ready for that step. Ensure all children are able to insert images and resize them in their work.

Model how to view the whole page so that children can view the overall layout of their work. Think again about the audience; try not to over-power the page with images.

Save and share final pieces of work. Print or post to the class blog. Children self-assess own work - what have they done well? What could they improve if they were to have more time? Recap all of the skills learned and developed during the process.

God', e.g., church, synagogue, parents, two tablets of stone - the 10 commandments, the earth, animals and other creatures. Provide some sample pictures from which they can get ideas.

Most children can go on to add ideas to their posters for 'loving my neighbour as myself.' Sample pictures could include: helping someone get to their feet after falling over, handshakes, offering someone a last sweet, doctors, nurses and other service personnel.

PSHE

Good to be me

I know what it feels like to be relaxed.

I can be still and quiet and relax my body.

You could develop this further through dance and drama. Sing with children 'I'm a jingle jangle scarecrow with a flippy-floppy hat'. Let them do actions, moving in a flippy-floppy way. Ask the children to move around the hall, using all the space, in a relaxed and floppy way, then when you signal - with clapped hands, or a bang on the drum, for example - they must tense up. Imagine they are now the Tin Man (from The Wizard of Oz) or the Iron Man, as they move tensely around the room. Then, after moving tensely, get them to flop, as they relax completely, taking deep breaths.

(ie. Having rolled the ball twice each).

Repeat the games several times. **Cool**

**Down:**

Children put equipment away. Children find spaces and as a group go through simple stretches.

PE (Mr Wright)  
See separate planning

					<p>Ask them to move in various attitudes - angrily, as if unsure, as if frightened, and after each attitude to relax completely and take deep breaths.</p> <p>Ask the children to think of words to describe how they feel when they are tense and when they are relaxed. (Tense is tight, stiff, painful; relaxed is gentle, soft, easy, smooth, etc.).</p> <p>What happens to our bodies when we feel tense? Can the children find words to describe how they feel when they are out of control?</p> <p>Explain to the children that we sometimes need to be active and moving quickly and sometimes to be more relaxed. It is not good for our bodies to be tense too much of the time, to build up spiky, tight feelings like anger, stress and anxiety. We will feel better inside ourselves and in our bodies if we learn techniques for relaxing. Counting to ten and breathing steadily and slowly are good ways to make our bodies slow up and relax. It helps also to fold your arms very loosely, so that you are holding your forearms with the opposite hand, and gently stroke your arm. To feel good about ourselves we need to know how we are feeling and to be able to calm down when we want to.</p>	
5	Assessment	Assessment	Science	<p><u>Music</u> See music teacher's planning.</p>	RE	PE (SS)

week

See Literacy  
Medium Term  
Plan.

week

See Numeracy  
Medium Term  
Plan.

### Variation

That some differences between themselves and other children can be measured.

To perform a simple test, explaining what I have found out and how I found it out.

To measure hand span in standard units of length (to the nearest cm)

To present measurements in block graphs.

To make comparisons of hand spans.

To make predictions and raise questions about differences between themselves, test them and decide whether their predictions were correct.

Ask chn to compare the size of their hand with the another child's hand. Help chn to measure their hand span, discussing whether they should stretch their hands out as much as possible and where to take the measurements from. Chn to make a tally chart then block chart of their findings. Ask them questions about the graph and ask them to discuss the differences.

### History Remembrance

That some important events are commemorated by people in Britain and the wider world.

Why is it important to remember?

Ask the chn to think about why we still have Remembrance Day. Develop the discussion to

### DT Vehicles

To use appropriate finishing techniques.

Remind the children that they have already made a logo as a way of finishing off their vehicle. Show the children the samples of additional features - door handles, exhausts, stickers for lights etc. Explain that they are all ways to finish their vehicle and that they will have the opportunity to try some of these on their model. Show the children some pictures of vehicles - discuss additional features for adding realism to their vehicles. What type of vehicle have you made? What special features should it have? How will you make your vehicle look more realistic? Can you add any working parts? Give the children an opportunity to add the finishing touches to their vehicles.

### How should we live our lives?

Engage in a 'stilling' activity, imagining themselves as Jonah.

Begin a poem about Jonah's journey.

Explain that, according to the Hebrew Bible, the Holy Book for Jews [Christians call it the Old Testament], after Moses led the Jewish people to the Holy Land where they could settle and live, there were lots more stories where God asked certain individuals to do something special for Him.

Tell the story of Jonah and the Big Fish from *The Lion Storyteller Bible* up to where Jonah is left on the beach. Retell the last part of the story as a 'stilling' activity, where children picture themselves as Jonah, going on the ship to escape God's command, volunteering to be thrown overboard, being swallowed by the fish. What would it have felt like inside the fish? What sort of things might have been going through Jonah's mind?

Explain that you would like children to write a poem about what happened to Jonah, but it is going to be in two parts. The first part is about all the thoughts and feelings he had when God asked him to go to Nineveh and he tried to get away but ended up inside the fish and being spat out onto the beach. To help the poem, write words on the board that the class suggest might be used in

### Gymnastics

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

PE (Mr Wright)  
See separate planning

include other commemorations. E.g. international, national, local and family events as appropriate. Help chn to identify, through discussion, why some commemorations are national/international events.

**Computing**  
**Fix It and Find Out.**  
I can use technology to organise and present my ideas in different ways.

Remind the children of the class e-Safety rules. How can we share these with other people. Prompt children to suggestions such as posting to the blog, creating a poster, recording their voice.

Children to work in mixed ability pairs and produce an e-safety poster / voice reminder / post to the blog which shares the important e-safety information with others. Make sure that they include all the skills developed last term - editing text, changing fonts, inserting clip art, viewing the whole page, etc. Some children could record e-Safety rules on talking tins to add to a class display.

Show me / Explain Everything Apps could be used on iPads.

Share, save and print off e-safety posters for use in displays. Children help to make

the poem so far, including emotion words to describe Jonah's feelings.

**PSHE**

**Good to be me**

To know how to stand up for myself at the right time.

Read the chn the following script:

Script 1 A I want it all and I want it now. B Yes but if you have it all there won't be any for me. A I want it all and I want it now. B OK, here you are. (Goes off crying.)

Ask the children to work in pairs to work out and act what might happen next. Some chn to show their scenarios.

Repeat with following script:

Script 2 A I want it all and I want it now. B I want it all. I had it first. I am going to have it all. Go away. A I want it all and I want it now. B Go away.

Ask the children to work in pairs to work out and act what might happen next. Ask a few chn to act out their own ideas.

Repeat once more with the following scenario;

Script 3 - Ask the children to generate their own ideas about what B should do. A I want it all and I want it now.

Use the script below if they do not suggest their own assertive response.

A I want it all and I want it now.

B But if you have it all there won't be any for me. A I want it all and I want it now. B Here is your half. That is fair.

			the script for the parents e-safety workshop session.		Review the activity by asking children how they might cope if: <ul style="list-style-type: none"> <li>• someone wanted all the pencils on the table and wouldn't share;</li> <li>• someone pushed into the line at dinner. They might do this in pairs or small groups.</li> </ul> Draw out the importance of standing up for yourself, but not in an angry, cross way.	
6	<p>Christmas week.</p> <p>See Literacy Medium Term Plan.</p>	<p>Christmas week.</p> <p>See Numeracy Medium Term Plan.</p>	<p><b>Science</b> Variation</p> <p>That living things in the locality can be grouped according to observable similarities and differences.</p> <p>To present results in a block graph.</p> <p>Give chn a collection of pictures of animals, including humans, found in the local environment and ask them to find different ways of sorting them. Discuss their groupings. Chn to make a block graph showing their findings.</p> <p><b>History</b> Remembrance</p> <p>To reflect on the importance of Remembrance Day.</p> <p>To reflect on the importance of remembering.</p> <p>To reflects on other important events.</p> <p>Briefly discuss the issues covered in History this term.</p> <p>Chn to write about Remembrance Day and other regular important events. Then draw a poppy as a reminder.</p> <p><b>Computing</b></p>	<p><b>Music</b></p> <p>See music teacher's planning.</p> <p><b>DT</b> Vehicles</p> <p>Evaluate their finished vehicle, recording how it works and matches the original idea.</p> <p>Remind the children about their design criteria. Explain that they are going to evaluate their model to see how well it meets their criteria. Discuss the original design drawn up by the children and how their vehicles are to be evaluated against these. Show them an enlarged copy of the sheet. What did you like best about your vehicle? Why was this? How well did it meet the agreed design criteria? Did you make any changes to your original design? Why was this? How could you improve your vehicle?</p> <p>Ask the children to record the evaluations of their vehicles against the agreed criteria.</p>	<p><b>RE</b></p> <p>How should we live our lives?</p> <p>Weigh up the difference between what Jonah <i>should</i> do and what he might <i>want</i> to do.</p> <p>Take part in a 'conscience alley' activity and discuss what Jonah <i>should</i> do.</p> <p>Remind the children of the story of Jonah. Can they guess what happens next? Ask the children to draw Jonah and add two speech bubbles; one saying what he <i>should</i> do now and one saying what <i>wants</i> to do now.</p> <p>Set up a 'Conscience Alley' activity. Invite TWO capable thinkers / speakers to volunteer to play the part of Jonah. Set up an alleyway of children in front of 'Jonah'. Ask the group of children on one side of the alley to prepare to give reasons why Jonah should disobey God and refuse to go to the people of Nineveh. Ask the children on the other side to prepare to give reasons why he should go to Nineveh. The two 'Jonahs' walk slowly through the alley listening to the voices on their side of the alley.</p> <p>Ask the volunteers to discuss</p>	<p><b>PE (SS)</b> Gymnastics</p> <p>To explore gymnastic actions and still shapes, with control. - Jumping and balancing</p> <p>To begin to understand some of the basic compositional ideas. - using music.</p> <p>To recognise what their body feel like during different types of activities.</p> <p>Jumping and Balancing Warm up: Musical statues</p> <p>Main activity: Sequence on mats and low apparatus</p> <p>A Routine matter...Introducing sequences</p> <p>Jumping Jacks...Landings, jumps, leaps and turns</p> <p>Steady as a Rock... Standing, kneeling and large body part balances</p> <p>Cool down: Tired Cats</p> <p><b>PE (Mr Wright)</b> See separate planning</p>

Fix It and Find Out.  
No computing due to Christmas week.

what they have heard and how they think Jonah must have felt when faced with his dilemma.

Ask the rest of the class to compare with a partner on the other side of the alley how Jonah felt and then to share ideas with the whole class on what Jonah would do. Read the end of the story and compare their ideas to it

PSHE  
Good to be me  
No PSHE due to Christmas week.

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CHRISTMAS WEEK