

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	<p>Cat, Bramble & Heron Imitation week. Character actions. See Literacy Medium Term Plan.</p>	<p>Number: Multiplication See Numeracy Medium Term Plan.</p>	<p>Science Plants & Animals There are different kinds of plants and animals in the immediate environment. Treat animals and the environment with care and sensitivity. Recognise hazards in working with soil. Observe and make a record of animals and plants found. Present results in a table. Show chn various plants and animals in their natural habitat. Discuss what types of habitats you can find in England. Discuss possible plants and animals that may be found in Bridgwater. Chn to walk around the school and identify where different plants are growing and where there are animals living eg, under a stone, in the soil. Chn to record their findings on a table. Chn to return to the class and share their findings.</p>	<p>Music <i>See music teacher's planning.</i> No Music - 2-day week. Art <i>Mother Nature</i> No Art - 2-day week.</p>	<p>RE <i>Why is Jesus important?</i> No RE - 2-day week. PSHE <i>Relationships.</i> No PSHE - 2-day week.</p>	<p>PE (SS) <i>Dance</i> No PE - 2-day week. PE (Mr Wright) <i>See separate planning</i> No PE- 2-day week.</p>

Geography
Where in the world is
Barnaby Bear.
No Geography - 2-day week.

Computing
Animal Top Trumps
Program a robot to do a
particular task using the
correct vocabulary.

Tell the order to do things
to make something happen
and talk about this as an
algorithm.

Remind how to use Beebot.
Record the algorithm. Highlight
the need to work together,
being kind to their friends (link
with e-Safety). Set out Top
Trump Animal cards around a
large space. Challenge the
children to visit each basket to
collect the Top Trump cards.
Chn to discuss the algorithm
before they begin to program
the robot. Can they record the
program for moving from the
grass to the chicken? etc. Use
the vocabulary of 'execute the
program', 'debug', and 'algorithm'
and chn to come up with
definitions for the following
words and present them on
cards.

<p>2</p>	<p>Cat, Bramble & Heron Imitation & Innovation week. Character actions. See Literacy Medium Term Plan.</p>	<p>Number: Division See Numeracy Medium Term Plan.</p>	<p>Science Plants & Animals Name common habitats and the animals that live there (including microhabitats). There are differences between local habitats. Compare different habitats make predictions about the animals and plants found in different local habitats and to investigate these. Use drawings to present results and make comparisons saying whether their predictions were supported. Show and discuss what types and habitats different animals and plants live in. Why do they like to live in these places? Identify habitats in Bridgwater and what plant and animal life you may find there. Choose two contrasting areas in the school eg. Grassy area, paved playground, tree. Chn to predict and then find out what animals and plants they can find in each habitat. Chn must record the differences in plant and animal life between each area by drawing or writing. Chn to speculate why they found different animals in each area and record whether their predictions were accurate.</p>	<p>Music See music teacher's planning.</p> <p>Art Mother Nature Record from first hand observation and experience. Show and discuss the work of William Morris and Nancy Smith Klos. Discuss how these artists approach the same theme in a different way and identify the main characteristics of their work. Chn to walk around the school and collect interesting natural items eg. Fallen leaves, bark, berries. Return to the class and review the objects found, noting interesting qualities. Chn to arrange their objects into a display and carefully examine each item with a magnifying glass. Chn must note the different shapes, textures, colours. Discuss how the object may look different from alternative viewpoints.</p>	<p>RE Why is Jesus important? Reflect on who is important in my life. Start to consider why Jesus is important to Christians. Recall the Bible stories associated with the birth of Jesus including the meaning of his names Immanuel and Jesus. Talk about the meaning of the words important, guide, help, inspire and special. Discuss with partner who is an important adult in my life. Discuss with the class. Pupils to draw a picture of their important adult. Pupils to write about their important adult.</p> <p>PSHE Relationships. Tell when I feel cared for. Tell when I love or care for someone. Use the ideas from the Feelings detective poster in the whole-school resource file to further explore the feeling of being cared for. Make a class list: 'Things we can do if we care about people and miss them'.</p>	<p>PE (SS) Multi-skills Performing rolling and gathering skills with confidence. Making simple decisions about when and where to run. Choosing tactics to suit different situations Reacting to situations in ways that help their partners Understanding & anticipating how their bodies will feel after exercise and being able to describe changes to their heart rate. Recognising & describing what is successful & copying. Using ideas & information acquired to improve their skills. Warm up: Cone to Cone Main activity: Skills Activity CONE TO CONE Extend the warm up activity encouraging children to get to their target cone before the ball. 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. TWO by TWO Teams of 8. 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</p>
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Geography

Where in the world is
Barnaby Bear.

To recognise features of places.

To identify types of weather in
different places.

To use secondary sources of
information.

To note differences and
similarities of different places.

Look at where BB has travelled -
Australia. Read the story on BBC
website Barnaby Down Under.

http://www.bbc.co.uk/schools/barnabybear/stories/down_under_fs.shtml

Look at the part where
he travelled to Cairns. Show chn
where Australia and Cairns are
on the globe and map of the
world. How do you think he got
there? How long do you think it
took to get there? What do you
think the weather was like? Use
internet/ books/ photos to
research what Cairns is like with
a TP. *What is Cairns like?*

Discuss how Cairns compares to
Bridgwater (landscape,
weather). *How is Cairns
different from Bridgwater?
What would it be like to live
there?*

Draw a picture of Bridgwater
and Cairns. List features of both
(weather, rainforest, beach,
Great Barrier Reef). Chn to
make their own passport and
'stamp' it with the places they
would like to go.

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. 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.

Cool down: Stretches

PE (Mr Wright)
See separate planning

Computing
Animal Top Trumps

Tell you the order I need to do things to make something happen and talk about this as an algorithm.

Look at my friend's program and tell you what will happen.

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

Draw a line in a shape and ask chn to program the Bee-Bot to move along the line. Chn to watch carefully that it stays on the line. What animal is the robot thinking about? (pre-program the robot to draw the first letter of the name of an animal). Can they guess the animal from the shape that has been drawn? Can they 'write down' what they think the program looks like? Look at the programs. See if the children can recognise whether this will draw the shape. Can they spot any errors? Test and improve the programming as required. They can think of an animal and decide on the algorithm and then the program to draw the first letter of their name Can you program the floor Robot to draw a staircase? What is the algorithm? Can they 'write down' the program? Chn to enter and execute their program. Are they happy with the shape? Do they need to do any debugging?

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Cat, Bramble & Heron
Invent week.
Character actions.
See Literacy Medium Term Plan.

Number: Division
See Numeracy Medium Term Plan.

Science
Plants & Animals
Flowering plants produce seeds.
Discuss where plants come from and show children a series of pictures of plants in flower or with fruit. Explain that flowers and fruits contain seeds. Introduce the word 'reproduce'. Show children a range of fruits and flowers and discuss where the seeds are located. Children to draw and label a fruit of their choice, focusing on where the seeds are located.

Geography
Where in the world is Barnaby Bear
To be able to locate countries on a globe.
To identify a variety of places around the world.
To begin to understand the concept of visiting other places.
To understand that other places may be different from their own locality.

Show the children where South Korea is on the globe. Compare the average temperature in UK and South Korea. Discuss the average rainfall comparisons. Discuss the culture and the flag. Show the children the slides of South Korea - its tourist attractions, beaches, towns, houses. How does it compare to South Africa, South Korea, United States, England ... Children to do a fact file page for South Korea.

Music
See music teacher's planning.

Art
Mother Nature
Record from first hand observation and explore ideas for a design.
Children to draw the natural objects from the previous lesson. Children to then carefully sketch each object, including details of the object by recreating the texture, shape and colour in their drawing. Children must choose one of their drawings to develop into a design for a textile collage. A pattern is to be created by simplifying the drawing and enlarging the size.

RE
Why is Jesus important?
Understand that Christians believe in one God who is three persons - Father (parent), Son and Holy Spirit.
Which special book do Christians read to find out about Jesus? Read the story of Jesus growing up getting lost in the temple and then of the baptism of Jesus by his cousin John in the River Jordan. Explain that Christians know God as Father Son and Holy Spirit - one God in three persons. All three are in this Bible story. Pupils to make a dove to represent the Holy Spirit. Then explain the Trinity by drawing Jesus, God and the dove in a clover leaf template.

PSHE
Relationships.
I understand that if someone leaves me they might still love me.
I understand that people have to make hard choices and sometimes they have no choice.
Read the story from the resource sheet Wils or Pilgrim.
Check the children's understanding by constructing a simple storyboard of the story with the class. Ask the children to talk in pairs about the story and what they think Ruth should do.

PE (SS)
Dance
To explore, remember, repeat and link a range of actions with co-ordination and control Choose and link actions to make short phrases that express an idea and reflect rhythmic qualities
To recognise how different dance activities makes them feel
To watch and describe dance phrases and use what they learn to improve their own work
Say what they like and dislike giving reasons.
Warm up: Shakes

Main activity:
Autumn
Discuss the differences between all the seasons. Discuss Autumn in particular, focusing on how the leaves look and move. Explore leaf shapes with the whole body and different body parts. Choose words to describe the actions. *Floating, soaring, twisting down, falling, turning, hovering, gliding, flying, rolling, settling, resting.*
Explore the words through actions
Discuss happens to the leaf as it blown by the wind along the ground. *Spinning, rolling, running, tossing and turning.* Explore rolling along the ground. Use a percussion instrument e.g. rain stick. When you hear the sound-roll. Alternatively, use voice percussion by making blowing sounds. Contrast movements with

			<p>Computing Animal Top Trumps</p> <p>Look at a program and tell you what will happen. Program a robot to do a particular task. Watch a program execute and spot where it goes wrong and can debug it.</p> <p>Children to complete animal treasure hunt to learn about following a set of instructions. Chn to input a set of instructions into the floor robot which will lead them to a series of numbered animal cards. Together work out the next algorithm to program in. They must note down what they think each animal eats and predict which is the next animal based on the clue.</p>		<p>Ask for their views, and when they express them support others in agreeing or disagreeing and providing reasons. Create a class list of reasons why people might leave someone or something.</p>	<p>jumping and travelling actions. Selection, Composition and Development: Create a dance phrase. Choose actions and practise linking the actions together. Allow the children time to practise.</p> <p>Cool down: Arches</p> <p>PE (Mr Wright) See separate planning</p>
4	<p>Non-Fiction. Imitation & innovation week. Persuasion See Literacy Medium Term Plan.</p>	<p>Number: Fractions. See Numeracy Medium Term Plan.</p>	<p>Science Plants & Animals</p> <p>Turn ideas of their own, about what plants need to begin to grow, into a form that can be tested. Observe and describe how seeds and bulbs grow into mature plants. Make a day-by-day record of observations. Use the results to draw a conclusion about what seeds need to begin to grow and decide whether this is what they expected. Observe and understand why plants need water, light and suitable temperature to grow and stay healthy. Seeds produce new plants. Recognise when a comparison is unfair</p>	<p>Music See music teacher's planning.</p> <p>Art Mother Nature</p> <p>Represent observations, ideas and design and make a proper collage. Chn to choose the main fabrics they would like to use in their collage. Using the paper pattern created in the previous lesson, chn to trace the shape on to the fabric and cut it out. Show chn how to make basic stitches and other joining techniques like gluing, stapling and taping. Encourage chn to manipulate the fabric in different ways to recreate the texture of the natural object eg scrunching,</p>	<p>RE</p> <p>Why is Jesus important? Describe one God as Father (parent), Son and Holy Spirit. Understand why Jesus chose his 12 disciples. Remind children about the last lesson where Jesus had been baptised by his cousin John. Soon after he chose 12 friends to help him with his work. Discuss what makes a special friend. Why do you like them? How are they kind? How are they loyal? How do you have fun with them? How do they help you? How are you a good friend to others? The men Jesus chose were all different yet they were his friends. Watch the BBC Bitesize clip about Jesus calling his first disciples. Discuss the</p>	<p>PE (SS) Multi-skills</p> <p>Performing a range of rolling & gathering skills with control. Making simple decisions about when & where to run. Choosing & using tactics to suit different situations. Knowing how to score & keep the rules of the games. Understanding changes to heart rates when exercising. Recognising what is successful & copying. Using ideas and information acquired to improve their skills.</p> <p>Warm up: Follow my Leader Main activity: Activity ROLLING Chn roll their ball through a gateway and track and follow to</p>

Chn to identify what they feel would be needed for a seed to begin to grow. Plant seeds based on the conditions indicated by the children eg. Wet, sunny etc. Plant some seeds missing one essential requirement for growth to compare eg no water, no sunlight. Discuss how the seed will begin to change in the coming days and what developments they might observe eg shoots, roots. Chn to record daily observations of the changes that occur. Chn to compare the progress made by the seeds that have all needs met and those that do not. Is it fair to compare the developments of these seeds to one another?

Geography

Where in the world is Barnaby Bear.

To use previous knowledge to identify weather in different places and use geographical language.

To learn about the location and weather of other places.

Show the chn the weather, on line, currently in Bridgwater and in various locations throughout the world. Discuss how countries in the Southern Hemisphere are having summer and therefore it is much warmer. Talk about the differences and similarities. Show the chn the weather map for England today and discuss the various symbols used. Chn to use what we have learned throughout topic to create a

folding, embellishing, applique.

clip. What is a disciple? What were they going to learn and do?

PSHE

Relationships.

Share people I care about.
Talk about my feelings when I feel alone or when I have to share someone or something that is important to me.
Tell you how I feel when I lose someone or something I care about.

Ask for the children's ideas about whether it is possible to share someone or something you love. Discuss some things or people who are important to them and make a class list. Discuss how you may feel if you lost something you cared about.

collect their ball. On collecting the ball they start to look for another gateway. Repeat several times.

In pairs with one ball between two, children work together to pass the ball through gateways. In threes with two balls between them. On player stands in the middle and the other two either side. The player in the middle turns to face one of the others ready to receive the ball and return it to them, they then turn to face the other player ready to receive and return the ball. In threes with one ball between them. One player in the middle and the other two either side. The player in the middle has to try to intercept the ball whilst the other two aim to send it to each other.

Game/Group/Competitive Activity: 3 v 1 ROLLERBALL

Divide area into 8 zones.. Set a goal between two cones along the short length of the zone. One child is a defender and stands in front of the goal. Three other children start at the far end and must each pass the ball at least once before having a shot at goal.

3 v 3

. Mark two goals at each end of the pitch. Each team of 3 stays in their own half. Players pass to each other in their own half and shoot by rolling the ball from their half to the opposite goal.

Cool down: Letter stretches

weather map and perform a weather report! Give chn copies of the UK map with large cities labelled and a compass. Chn to draw weather symbols onto the UK map. With a TP use your weather map to act out a weather report. Record some examples. Choose some chn who would like to perform their weather report.

Computing
Animal Top Trumps
Begin to understand a branching database.

Children use web search skills to find out what food is eaten by some of the animals. Using the Animal Top Trump cards: The children are to be given large sheet of paper with Carroll diagram with headings. The whole class to create a tree diagram to sort the animals by asking a question with a yes / no answer. Explain that they are presenting and sorting information in different ways.

Model the creation of a branching database with the whole class. Use Textease Branch or Flexitree. Working in pairs one selects a card from a set of the top trumps. The other uses the branching database to ask questions to find out what card they have chosen.

PE (Mr Wright)
See separate planning

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Non-Fiction.
Invention
week.
Persuasion
See Literacy
Medium Term
Plan.

Number:
Fractions.
See Numeracy
Medium Term
Plan.

Science
Plants & Animals
Describe how animals obtain food from plants and other animals, exploring the use of a food chain.
Reaffirm with chn that food is an essential requirement for life. Discuss what some animals eat and introduce the concept of carnivores, herbivores and omnivores. Show an example of a food chain eg, greenfly eats leaves, ladybird eats greenfly, blackbird eats ladybird, hawk eats blackbird. Which of these animals are carnivores, herbivores or omnivores?
Discuss what might happen if one animal in the food chain disappears, Chn to choose to illustrate and explain a food chain of their choice in their books,

Geography
Where in the world is Barnaby Bear.
To be able to locate countries on a globe.
To identify a variety of places around the world.
To begin to understand the concept of visiting other places.
To understand that other places may be different from their own locality.
Show the chn where Africa is on the globe. Then show them where South Africa is.
Compare the average temperature in UK vs. South Africa. Discuss the average rainfall comparisons. Discuss the

Music
See music teacher's planning.

Art
Mother Nature
Represent observations, ideas and design and make a proper collage. (ongoing)
Question chn about their design choices and how it is similar or different from the work of William Morris and Nancy Smith Klos. Chn to continue with their fabric collage from the previous lesson. Ensure that chn are incorporating a variety of techniques to highlight the features of the object.

RE
Why is Jesus important?
Explore Christian beliefs about what God is like and Agape - unconditional, selfless love.
Children discuss with partner if they have ever lost something precious e.g. teddy. How did they feel when that happened? How did they feel when they found the precious thing? Share with the class. Explain that Jesus taught using parables (stories with a special meaning). These can be found in the NT part of the bible. Watch the video The Lost Sheep. What lesson was Jesus trying to teach the people with this parable? Discuss.

PSHE
Relationships.
Can share people I care about.
Talk about my feelings when I feel alone or when I have to share someone or something that is important to me.
Tell you how I feel when I lose someone or something I care about.
Ask children to draw a picture of the things that are important to them. They should include a person, a toy, a place and a thing. Around the outside of the pictures they should write or illustrate why these things are important.

PE (SS)
Dance
To explore, remember, repeat and link a range of actions with co-ordination and control. Choose and link actions to make short phrases that express an idea and reflect rhythmic qualities.
To recognise how different dance activities makes them feel.
To watch and describe dance phrases and use what they learn to improve their own work.
Say what they like and dislike giving reasons.
Warm up: Shakes
Main activity:
Winter
Ice
Discuss the changes that happen in winter time. Talk about the colder weather - snow, ice etc. What other ice shapes do we find in winter?
In partners, explore and experiment with different shapes you can make. Use twisting and turning to form new shapes.
What happens if ice is hit? It shatters. Experiment with partners shattering into spiky and jagged shapes, by parting in quick jerky movements.
Keeping warm
Discuss different actions people do to keep warm. Jumping up and down on the spot, wrapping their arms around their bodies, shivering etc. Explore some of the actions together.
What do we wear to keep warm -

culture and the flag. Show the children the slides of South Korea - its tourist attractions, beaches, towns, houses. How does it compare to other countries they know.

Children to fill out a fact file page for South Africa.

Computing

Animal Top Trumps

Talk about the different ways to use technology to collect information including adding it to a database.

Make and save a graph using the data collected.

Talk about the data that is shown in a chart or graph.

Show children to investigate and allow children to explore the programme in pairs. Create one whole class collaborative database with the children.

Create a field on the database for each of the headings on the Top Trumps cards. Add an additional drop down field for eaten by that animal. Each pair to get animal top trump card to add to the database. Show the children how all of their cards have now been added to the database. Create a graph to show number of legs. What have we found out from the graph? Create a graph to show main food eaten.

scarves, gloves and hats. Use these as a source of movement. Extension: Explore dancing with a scarf.

Selection, Composition and Development:

Create a winter dance with a partner.

- Choose two balancing shapes and repeat.
- Part in quick jerky movements.
- Choose two travelling movements.
- Choose actions to represent dressing up and keeping warm.

Practise with music and encourage a sense of rhythm and timing to their dance.

Cool down: Follow the leader

PE (Mr Wright)
See separate planning

Assessment week

See Literacy Medium Term Plan.

Assessment week

See Numeracy Medium Term Plan.

Science
Plants & Animals

Animals reproduce and change as they grow older.

Show and discuss how animals develop from babies into adults. Discuss how some adult animals look quite like their young eg cow, dog and others go through a lot of changes eg frog, butterfly. Chn to choose one animal and write and illustrate how that animal changes throughout its lifetime.

Geography

Where in the world is Barnaby Bear.

To be able to locate countries on a globe.

To identify a variety of places around the world.

To begin to understand the concept of visiting other places.
To understand that other places may be different from their own locality.

Show the chn where the United States is on the globe. Discuss how it has a variety of different landscapes and weather patterns.

Compare the average temperature in UK and United States. Discuss the average rainfall comparisons. Discuss the culture and the flag.

Show the chn the slides of the United States - it's tourist attractions, beaches, towns, houses. How does it compare to Australia, South Africa, England, South Korea ...
Chn to do a fact file page for

Music

See music teacher's planning.

Art

Mother Nature

Review what they and others have done and say what they think and feel about it.

Identify differences and similarities in the work of designers.

Look at examples of design based on nature and natural forms from different times and cultures.

Discuss the use of line, shape, colour, texture. Suggest ways in which the design was adapted to fit the design. Some chn to show and discuss their collage with the class. Other chn to provide positive feedback about the successful features of the collage. Discuss the use of lines, shapes, colours and textures. How did they change the surface of their collage? How do the textures make them feel? Each child to review their own work in a similar way in their book. Chn to include how they would build on the success of this piece in their next work.

RE

Why is Jesus important?

Explore the Christian belief in Agape - unconditional sacrificial love.

Raise and suggest answers to relevant questions in response to their enquiry into a parable.

What is special about parables? They are stories with special meanings. Jesus loved telling stories to the crowds of people. Sometimes he shocked the people. Tell the story of the Good Samaritan. What do you think would have shocked Jesus listeners? Why? Can we use all the vocabulary to describe the good Samaritan? Record on A3 sheet of paper. Divide children into groups of six and get them to act out the parable. Each group to share their version with the class.

PSHE

Relationships.

Talk about my feelings when I feel alone.

Use the photocards 'lonely' and 'included' to explore the feelings of loneliness, belonging or acceptance. Ask the children to suggest all the words and phrases they can that are associated with feeling lonely and being included.

PE (SS)
Multi-skills

Performing a range of throwing & catching skills with control

Making simple decisions about when & where to run

Choosing & using tactics to suit different situations

Knowing how to score & keep the rules of the game

Anticipating what they will feel like after playing games

Recognising & describing what is successful & copying

Using ideas & information acquired to improve their skills

Warm up: You to me, me to you

Main activity: THROW & CATCH

In pairs - try a low throw, a medium throw, a high throw

In pairs - working together how many passes can you make in 1 minute?

In fours - children are numbered 1 to 4. Each group of four marks out a square with cone in each corner. Each child stands in a corner of the square and they pass the ball around the square order.

In fours - add two balls to the group so that 1 and 3 start with the ball and pass around the group. As soon as the children have passed the ball to the number above them they must be ready to turn and receive from the number below them.

In fours - allow children to move around within their square, except for the person with the ball who must look to continue to pass the ball in number order

the United States.

Computing
Animal Top Trumps

Use technology to organise and present ideas in different ways.
Save and open files on a device.

Children to present a news report about one of the Top Trump animals. Highlight the need to work together and be kind to each other (eSafety). Show the children some news reports and allow the children time to discuss the report. Discuss what the key features that they need to include are. Chn to storyboard their news report.

In fours - children pass in any order they like.
Game/Group/Competitive
Activity: 3 v 1
Add two or three hoops or spot markers along two or three sides of the square. One child is the defender and must try to intercept the ball from the other three children.
The other three must pass the ball at least once each when they may try to aim a ball into a hoop and score a point.

Cool down: Stretches

PE (Mr Wright)
See separate planning