

Planning

TFW: Rumpelstiltskin.

Summer Term A 2017

Week/Date	<u>Literacy</u>	<u>Numeracy</u>	<u>History</u> <u>Geography/Computing</u>	<u>Art/D&T</u> <u>Music</u> <u>Science</u>	<u>RE/PSHE</u>	<u>PE</u>
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See Literacy
Medium Term
Planning.

See
Numeracy
Medium Term
Planning

Computing-
Unit 3 - Shadows and
Stickmen
See short term eLiM plan.

Music - PPA cover

Science-Unit 1B
Growing Plants
Take children for a walk
around the local area to
observe the
plants/flowers they can
see growing.
Name some plants found
around the school e.g.
daisy, dandelion and name
groups of plants e.g.
trees, grass, pondweed,
moss.

Describe orally, by
drawing or in simple
writing, what the plants
are like e.g. trees are tall
and have thick branches,
dandelions have yellow
flowers and green leaves
and where they can grow
e.g. there is grass in the
path cracks.

Recognise when plants
should not be pulled up.

RE - Why are some stories
special?

To identify the Torah as
being of value and
importance to Jews;

To recognise what the Torah
looks like and when it is
used;

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

To learn about Jewish
artifacts.

Show the clip about a

synagogue:

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

Explain, why the Torah is
important to Jewish people.
Explain that many Jews (and
Christians and Muslims)
believe that the Torah was
inspired by God and brought
to people by Moses.

Ask the children to reflect
on the synagogue / the
artefacts and to draw two
things that are important to
Jewish people and explain
what they are.

P.E. - *Gymnastics*
See short term plan

Also Matt's session on
Wednesday AM

See Literacy
Medium Term
Planning.

See
Numeracy
Medium Term
Planning

History-Unit 3

What were seaside
holidays like in the
past?

Agree with the children
what holidays are and when
they have holidays. Ask the
children to place the three
main school holidays and any
other holidays they suggest
on a simple time line.

Encourage the children to
identify the relationship
between holidays and
religious festivals; and to
think about the reasons we
have holidays and what
happens at different
holidays.

Show the children a picture
or photograph of a seaside
holiday today. Help them to
find clues to show them
what sort of holiday is
shown in the picture. *Has
anyone been on a seaside
holiday or day trip to the
seaside? Where did you go?
What did you do?* Locate on
a map the places that
children have visited.

Computing-

Unit 3 - Shadows and
Stickmen

See short term eLiM plan

Music - PPA cover

Science-Unit 1B **Growing Plants**

Show children plants or
pictures of plants e.g.
apple trees, tomato
plants, sweetcorn,
cabbages and ask them
why it is important for
humans to grow plants.
Children to write down a
list/paragraph of reasons
why we need to grow
plants and produce a
separate list of things we
need to do in order to
ensure a plant will grow.
This will link to growing
plants ourselves after the
holidays.

RE - Why are some
stories special?

Discuss the
commandments in all
there are 613, but Ten in
particular have become
well known as a guide for
living a Good Life. What
do the children think of
these rules?
Chn to write what rules
for living a good life they
make for themselves?

P.E. - *Gymnastics*
See short term plan

Also Matt's session on
Wednesday AM

30
02 - 05 May

See Literacy
Medium Term
Planning.

See
Numeracy
Medium Term
Planning

History-Unit 3
What were seaside
holidays like in the
past?

Give the children packs of photographs or pictures showing seaside holidays today and when their parents/carers and grandparents were young. Help them to find clues to what holidays used to be like.

Ask children to sequence the photographs or pictures into chronological order: now; when my mum/dad/carer was young; when my gran/grandad was young. Talk about the clues they used to help in the sequencing, *eg clothes, hairstyles, vehicles, buildings*, and use the discussion to reinforce time-related vocabulary, *eg recent, modern, older, oldest*

Computing-
Unit 3 - Shadows and
Stickmen
See short term eLiM plan

Music - PPA cover

Science-Unit 1B
Growing Plants

Show children a plant and its roots ask the children to suggest ideas why a plant needs roots. Discuss how seeds do not have roots because they have not fully developed. Plant some beans with the children and discuss the different things we will need in order to plant it. Make a recording of the items and what the plant looks like at this stage.

PSHE - *Going for Goals.*

Thought shower all the things the class have learned over the week in school and at home. Pose the question 'How did we learn these things?' Draw out that we learn in all sorts of different ways - for example, seeing, hearing, touching, doing. Children should each choose one thing they have learned and illustrate it to show how they learned it. For example 'I have been learning to read. I looked at the words and I listened to what my teacher was saying.' This might be illustrated with a picture of an eye and an ear. Make a display together to show some of the things the class has learned today and which senses or parts of the body they used.

P.E. - *Gymnastics*
See short term plan

Also Matt's session on
Wednesday AM

31
08 - 12 May

See Literacy
Medium
Term
Planning.

See
Numeracy
Medium
Term
Planning

History-Unit 3

What were seaside holidays like in the past?

Give the children packs of photographs or pictures showing seaside holidays now and when their parents/carers and grandparents were young. Ask the children to look carefully at the photographs or pictures. *Are there cars in all the photos? Are there ice-cream sellers? Are there families sitting on the sand? Are there people wearing swimsuits?* Ask the children to identify and write down three things that are similar in all the photographs or pictures and three that are different.

Computing-

Unit 3 - Shadows and Stickmen

See short term eLiM plan

Music - PPA cover

Science-Unit 1B

Growing Plants

Observe the plants at this time and discuss how we will be not watering some of the plants anymore and some plants we will not be providing any light too, we will record and observe what happens. Ask the children to write down a prediction Help children to record their observations in a chart or table and to decide what these show.

PSHE - **Going for Goals.**

Setting goals:

Ask the children to brainstorm what the word 'goal' means.

Children to list individually their strengths as a learner e.g. are they a good reader, mathematician etc. next children are to create their own realistic goal and write down how they will achieve this e.g. practising at a skill more, listening hard, paying ore attention etc.

P.E. - Gymnastics
See short term plan

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Computing-
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DT-Unit 1C
Fruit and Vegetables.

Discuss basic food hygiene practices with the children. Ask the children to practise using hand tools and simple food-processing skills *eg washing, grating, peeling, slicing, squeezing*. Discuss the different effects achieved by different processes. Discuss healthy eating advice *eg eating more fruit and vegetables*. Survey the quantities of fruit/vegetables that are eaten in the class. Display as a pictogram.
Demonstrate how fruit and vegetables change when they are cooked *eg baked apple and a raw apple, boiled potato and a raw potato*.

PSHE - Going for Goals.

Thought shower with the children a list of their achievements. How did they achieve them, was it because of hard work, because the sun was shining, because they had a red jumper on etc.

Introduce or recap on the problem-solving process. In groups, give children a problem (which may be taken from the list below) and ask what they would like the outcome to be in this situation (their goal). They then act out what happens next. When they have achieved their goal, they 'freeze' to create a 'freeze-frame' or tableau of the final outcome.

The following are some example 'problem' situations.

Your friend takes your rubber without asking. You want it back.

You don't know what to do next. You want help but the teacher is busy.

You are hungry. A friend has left her chocolate bar on the table and gone out of the classroom.

You are playing with the ball and someone takes it away.

P.E. - Gymnastics
See short term plan

Also Matt's session on
Wednesday AM

33

22-26 May

See Literacy
Medium Term
Planning.

Poetry Week

See
Numeracy
Medium
Term
Planning

Assessment Week