

Planning

TFW: How the tortoise got his shell.

Summer Term B 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

Science-
Materials-
Undertake activities
dependent on ability
e.g. cutting and sticking
pictures made from
different materials,
researching on laptops
and observing materials
in the real world.

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

Music - PPA cover

Science-
Name the four seasons
and identify the
features of each of the
seasons.
Children to undertake
different activity
based upon needs.
Activities will include
drawing pictures,
researching information
about each of the
seasons, writing the
information down,
observing the current
season and weather and
comparing it to others
already passed.

PSHE
Changes
I can tell you some
things about myself
that have changed and
some things that will
not change.
I can tell you how I
might change in the
future.
I know that some
changes are natural and
happen 'by themselves'

P.E. - *Games/Ball Skills*

See short term plan

Also Matt's session on
Wednesday AM

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Medium Term
Planning.

See
Numeracy
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Geography-Unit 5

*Where in the world is
Barnaby Bear*

Arrange for Barnaby Bear to be taken with parents, children, staff or governors when they visit places away from school, and for him to send postcards back to school or be photographed in these places.

With the children's help, create a wall display of the postcards and photographs and a series of maps that identify Barnaby's destinations. Lower attaining children may be asked to sort the cards or photographs into labeled piles, e.g. local/not local, like/don't like, sunny/cloudy.

Computing-

Unit 3 - Shadows and
Stickmen

See short term eLiM plan

Music - PPA cover

Science-

Work on the season of Summer children to research Summer and what happens during this season.

Undertake activities dependent on ability e.g. cutting and sticking pictures from the summer, researching on laptops and observing outside in the environment.

RE - How do we celebrate our journey through life?

How do I feel about the natural world? (E.g. wonder, amazement, mystery, worry, sadness)

What do songs, poems, prayers and stories say about God as the Creator?

*Featured religions-
Christianity and
Hinduism.*

P.E. - *Games/Ball Skills*

See short term plan

Also Matt's session on
Wednesday AM

<p style="text-align: center;">36 19 - 23 June</p>	<p style="text-align: center;">See Literacy Medium Term Planning.</p>	<p style="text-align: center;">See Numeracy Medium Term Planning</p>	<p style="text-align: center;">Geography-Unit 5 <i>Where in the world is Barnaby Bear</i> Children to listen to the adventures that Barnaby bear has had over the time off. Children to be asked to create a house from a selection of materials that will meet Barnaby bears requirements that he gives in the letter to the class.</p> <p style="text-align: center;">Computing- Unit 3 - Shadows and Stickmen <i>See short term eLiM plan</i></p>	<p style="text-align: center;">Music - PPA cover</p> <p style="text-align: center;">D&T: <i>Moving Pictures:</i> Focus - mechanisms. Look at books with moving parts and discuss. Discuss how levers and sliders can be used to bring books to life. Use card and construction kits to discuss how these mechanisms work. Chn to investigate various objects with moving parts and draw and label them.</p>	<p style="text-align: center;">PSHE - <i>Changes</i></p> <p>I know different ways that help me to learn to do things. I can tell you what a habit is and know that it is hard to change one. I know what it means when something is or isn't your fault.</p>	<p style="text-align: center;">P.E. - Games/Ball Skills</p> <p style="text-align: center;"><i>See short term plan</i></p> <p style="text-align: center;">Also Matt's session on Wednesday AM</p>
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37
26 - 30 June

See Literacy
Medium
Term
Planning.

See
Numeracy
Medium
Term
Planning

Geography-Unit 5

*Where in the world is
Barnaby Bear*

Ask the children to describe what the places Barnaby visits are like and what sort of weather he might have experienced, using the postcards and photographs received. Show an interest in the world around them. Develop a deeper understanding of the notion of travel to other places. Understand that weather conditions in other countries may be different from those they are experiencing at the same time. Are aware of similarities and differences between other countries and their own

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

Music - PPA cover

D&T:
Moving Pictures:

Focus - practical tasks: □Chn to understand that construction kits can be used to try out ideas. □Chn to make simple sliding and lever mechanisms. □Chn to understand how to use specific tools. Ask the children to practise punching holes eg make a paper chain decoration or a chain with their names on.

RE - How do we celebrate our journey through life?

What different ways can I use to show what I think and believe about our world?

How do people show they care / don't care about our world?

*Featured religions-
Christianity and
Hinduism.*

P.E. - *Games/Ball Skills*

See short term plan

Also Matt's session on
Wednesday AM

38
03 - 07 July

See Literacy
Medium
Term
Planning.

See
Numeracy
Medium
Term
Planning

Geography-Unit 5
*Where in the world is
Barnaby Bear*
Ask the children to look
at pictures of Barnaby
using different types of
transport and the places
he visited and, for each,
say whether it is a long
way away, whether he
would have to cross sea,
mountains or rivers, or
drive along a motorway,
and then decide what
would be the best way for
him to travel to the place.
Ask the children to draw
a graph to show the
number of times Barnaby
used different types of
transport in a given time
and find out which type
of transport he used
most.
Ask the children to think
about how long the
journeys took him.

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

D&T:
Moving Pictures:
Focus - mechanisms. Chn
suggest ideas and explain
what they are going to do.
Chn model their ideas in
card or paper. Chn to
make their designs using
appropriate techniques.
Chn to evaluate their
product by discussing how
well it works in relation to
the purpose. Chn to
design and make a moving
picture for the teacher
to use when telling story.
Different chn to make
pictures for different
parts of the book. Chn to
model ideas first using
paper. Evaluate the final
moving picture by
discussing strengths and
areas for development.

PSHE - **Changes**
What changes will we be
facing in the coming
months?
How can we deal with
these changes?
What are good things and
bad things about change?

P.E. - Games/Ball Skills
See short term plan

Also Matt's session on
Wednesday AM

<p style="text-align: center;">39 10-14 July Assessment Week</p>	<p>See Literacy Medium Term Planning.</p>	<p>See Numeracy Medium Term Planning</p>	<p>Science- Investigation work- Children to undertake an investigation on how durable different materials are (similar to the waterproof investigation) children to have a selection of materials and test them on their durability e.g. stretching, scrunching etc. Make predictions and evaluate</p> <p style="text-align: center;">Computing- Unit 3 - Shadows and Stickmen <i>See short term eLiM plan</i></p>	<p style="text-align: center;">Art-</p> <p>'My mum' pictures. Children to look at their 'My mum' pictures when they first started the year and complete a version of how they see their mum now. Compare the pictures and discuss the difference and similarities.</p>	<p style="text-align: center;">PSHE - Changes</p> <p>Continue to think about the changes we will face in the upcoming months and how we will change over the holidays.</p> <p>What changes will we be facing in the coming months?</p> <p>How can we deal with these changes?</p> <p>What are good things and bad things about change?</p>	<p style="text-align: center;">P.E. - Games/Ball Skills</p> <p style="text-align: center;"><i>See short term plan</i></p> <p style="text-align: center;">Also Matt's session on Wednesday AM</p>
<p style="text-align: center;">40 17-21 July Moving on Week</p>	<p>See Literacy Medium Term Planning.</p>	<p>See Numeracy Medium Term Planning</p>	<p style="text-align: center;">Science-</p> <p>Finishing off any work for transition packs. e.g. investigation work as previous week.</p> <p style="text-align: center;">Computing- Unit 3 - Shadows and Stickmen <i>See short term eLiM plan</i></p>	<p style="text-align: center;">Art-</p> <p>Independent drawing and painting. Children to be given a theme (link to Literacy) and create artwork based upon this. Using a selection of different media e.g. crayons, paints etc.</p>	<p style="text-align: center;">PSHE - Changes</p> <p>Talk about moving on and how we move on in many ways through our life discuss the different milestones we take e.g. birthdays (getting older)</p> <p>Moving house, moving out etc.</p>	<p style="text-align: center;">P.E. - Games/Ball Skills</p> <p style="text-align: center;"><i>See short term plan</i></p> <p style="text-align: center;">Also Matt's session on Wednesday AM</p>