

Week/Date	Literacy	Numeracy	Science/History Geography/ICT	Art/D&T Music	RE/PSHE	PE
			<p><b>Science</b> Seasons</p> <p><b>History</b> What were seaside holidays like in the past?</p> <p><b>ICT</b> Shadows and Stickmen (IT)</p>	<p><b>Art</b> What is sculpture?</p> <p><b>Music</b> Singing - exploring pitch/rhythm/harmony etc. (Planned by HJ)</p>	<p>RE Unit 5: Celebrating our journey through life</p> <p>PSHE Going for goals</p>	<p>Multi Skills / Team Games</p>
<p>1 The Enormous Turnip (Imitate) 17.04.17</p>	<p>The Enormous Turnip (Imitate) (See separate planning)</p>	<p>Addition &amp; Subtraction (See separate planning)</p>	<p><b>Geography</b> What lies beneath? The Great Barrier reef - where is it? What is it like in Australia? How is it different to the UK? Writing facts about the Great Barrier Reef.</p>	<p><b>Art</b> Making a corals / fish from the Great Barrier Reef. Have a look at pictures etc of corals / animals that live within the Great Barrier Reef. Using different techniques to make different textures for our corals e.g. sponge paint with and in, tissue paper in tubes etc. Collage / paint for fish etc.</p>	<p>PSHE - class assembly. Emotions - how do we recognise emotions? How do we feel when certain things happen? Introduce the interactive feelings board - what do we need to do? When do we do it? Ask children to put their name on their current emotion &amp; talk to a partner about what is making them feel that way.</p>	<p>Wednesday session of P.E. Planned by Mr Wright</p> <p>Monday session will be further developing these skills.</p>
<p>2 The Enormous Turnip (Innovate) 24.04.17</p>	<p>The Enormous Turnip (Innovate) (See separate planning)</p>	<p>Addition &amp; subtraction (See separate planning)</p>	<p><b>Science</b> Look at video PowerPoint of seasons - talk about the seasons and the changes / differences between seasons. Create a class mind map about the different seasons. Sorting the months into the correct seasons. Cut and stick activity (create a seasons wheel). Decorate with seasonal colours / pictures. If time, write a sentence about each one e.g. in winter there are no leaves on the trees etc. <b>ICT</b> Play a sample of a DVD cartoon, pause the video and</p>	<p><b>Music</b> planned by HJ</p> <p><b>Art</b> (lots of links with forest school / science) <i>natural sculptures</i>. Ask the children to explain what 'sculpture' is and what a sculptor does. Ask them if they know what materials are used to make sculptures, eg stone, wood, metal. Show the children a variety of examples of sculpture to challenge the children's ideas about the materials used. Explore ideas about why the materials are used, eg long lasting,</p>	<p>PSHE Covered through soft start / class assemblies and ongoing throughout the school week. (See class assembly planning)</p> <p>RE What do we celebrate over the year e.g. festivals and celebrations. Making a timeline of different celebrations over the year e.g. Christmas, Easter, Carnival, Birthday. Have a year / seasons calendar and children to stick the celebrations in the correct order - children to discuss</p>	<p>Wednesday session of P.E. Planned by Mr Wright</p> <p>Ask the children to explore different ways of using a ball or other equipment, eg bouncing a ball, passing it from hand to hand, around the body, through the legs, over the head, moving it with their feet or a stick, hitting it to a target. Help them to find different ways to send a ball or other equipment, eg a beanbag, with their hands, eg throwing, rolling, pushing. Show them how to retrieve</p>

use the software controls to move the image on frame by frame, explain that each change they see is a new drawing, when they are put together it makes us think they are moving. Talk about other animation / cartoons they have seen - make a group mind map of cartoons / animations they have made. During another carousel slot - Children to draw a dot on the last page in the corner, and then put the next page over the top, draw the dot again but moved slightly. Repeat previous steps until the children have used all pages. When finished the children can use their thumb to fan the pages and show their dot moving around the page. What is the algorithm to make a dot move around a page? Can they make a stick figure wave?

**History** (Links with science - seasons) *When do we have holidays?* 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

temporary, to resist weather, to convey ideas about the subject. •Show children the work of an artist, craftsperson or designer who works with natural materials, focus on **Andy Goldsworthy**. Ask the children why they think these people use natural, fallen or dying materials from the environment. Is it because they love nature? Do they want to attract attention to the beauty of nature without taking anything away? Ask the children how these artists might record their work, eg in photographs, on film.

the celebrations during the year and talk about how they are celebrated. Are any of them religious festivals? Are they celebrated by the whole world / country/town etc?

and stop a ball using different parts of the body. Help the children to find different ways to use a racket to dribble, carry or hit a ball or other equipment, eg to roll a ball along a line, slide it across a space, bounce it, roll it around the racket, carry it on the racket, drop it from the racket, gather it with the racket. Teach the children to recognise the top of a bounce and use this to develop their gathering and catching skills. Teach them how to watch, track and get in line with a ball. Talk to the children about how to help their partner when practising skills. The aim of the game is to score points by sliding a beanbag or rolling a ball over your opponent's line. The game is played one against one, or two against two. Set up two parallel lines, 3m to 5m apart (make sure there are sides to the court). The children should position themselves on either side of the lines, but may put their hands into the space between. The opponents try to intercept the ball or beanbag and then try to score themselves. Ask the children to: move the lines further apart as they get better at playing the game use small equipment to make the game harder, or large equipment to make it easier use hockey sticks with beanbags or small balls, kick soft balls, use a table and bats to push the ball, as in polybat

			seaside? Where did you go? What did you do? Locate on a map the places that children have visited. Draw and write about the last holiday the children went on.			
3 The Enormous Turnip (Invent) 01.05.17	The Enormous Turnip (Invent) (See separate planning)	Multiplication & Division (See separate planning)	<p><b>Science</b> Looking at different types of weather - create a class graph of our favourite types of weather. Talk in talk partners - what weather do we like and why? Draw and write about different types of weather. Adult to note down what children are discussing at tables about all different types of weather and then choose one and draw a picture of it and write a few sentences about the weather and things you can do / need in that weather e.g. when it rains you will need a coat so you don't get wet.</p> <p><b>ICT</b> Revise previous learning and look again at a flip book animation, explain that each picture that we have drawn is called a 'frame' and when we put these frames together we create an animation. Look again at the stickman animation that has been drawn. Remind the children of the list of things which helped to make a good animation. Today we're going to try and make our own frames for an animation using software called "Pivot Animator"). Allow time for the children to work in pairs to see what they can discover about this software. Draw</p>	<p><b>Music</b> planned by HJ</p> <p><b>Art</b> (lots of links with forest school / science) Ask the children to think of their favourite place out of doors, eg the park, garden, river, canal, seaside. Ask them to imagine they are there. What can they see? What can they smell? What can they hear? What colours are around them? What can they touch? What do they feel? Ask the children to create a collage using the materials they collected (Forest school on Tuesday) that shows the shapes, textures and colours of their favourite place. Ask them to choose materials that 'match' their feelings about the textures of the place, eg soft moss, crisp autumn leaves, rough tree bark. Glue materials in place on a firm card base. Leave the natural colours of materials where possible and add colour where appropriate.</p>	<p><b>PSHE</b> Covered through soft start / class assemblies and ongoing throughout the school week. (See class assembly planning)</p> <p><b>RE</b> Recap on celebrations from last week - Talk about which one they like to celebrate best - why is it their favourite? Design a celebration card of the children's choosing - could be a birthday card or Christmas card etc. Talk about celebrations that we may not send cards for e.g. Halloween or carnival but that we celebrate these in other ways.</p>	<p>Wednesday session of <b>P.E.</b> Planned by Mr Wright</p> <p>Teach the children how to score in games. Help them to understand which targets they are aiming for and the need for accuracy. Explain to the children the difference between helping a partner and playing against someone. Encourage them to explore different ways of sending equipment so that it is difficult for their opponent to intercept or stop. Teach them ways to defend their targets. Help them explore different ways to make it difficult for their opponent to score. Listen to the children's ideas about what makes it difficult for them to play, and how they have made it difficult for their opponent, eg pretending to throw one way and throwing another. Help the children to understand the concepts of team, scoring, and direction of movement for their partner, group and team in a game.</p> <p>The aim of the game is to throw beanbags into your opponent's hoop to score points. The game is played one against one. Set up a 'court', with a line dividing two players. Position a hoop on either side of the line, 1m to 2m from the line</p>

			<p>the children's attention to the first person to discover the "New frame" button and what it does. Draw attention to the play button. See what the children create</p> <p><b>History</b> <i>What were seaside holidays like when our parents/carers and grandparents were young?</i> 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.</p>			<p>(see diagram 1). Each player tries to throw three beanbags into the hoop on the opposite side of the line, while their opponent tries to stop them without actually touching the hoop. After one player has thrown three beanbags, the other player has a go. Once the children have learnt how to defend their hoop well, add a second hoop about a child's stride away from the first</p> <p>Ask the children to:</p> <p>use big hoops as targets; moving the hoops nearer to the line will make the game easier, throw the beanbags at cones or markers instead of into hoops; moving the hoops further apart if they are playing with two hoops will make the game harder</p> <p>concentrate on accuracy by playing the game without opposition, play two against two, with three or four hoops or cones on each side (this will increase the challenge for better players)</p>
<p>4</p> <p>08.05.17</p> <p>The Enormous Turnip Non-Fiction</p>	<p>The Enormous Turnip - Non-Fiction Explanation (See separate planning)</p>	<p>Multiplication &amp; Division (See separate planning)</p>	<p><b>Science</b> Role playing weather forecasts. Have a large cut out of the UK and different weather symbols. Start by having a group discussion about the different places in the UK (link with Geography). Can we find and label where we are and other main places in the UK. Talk about the different weather symbols and talking about the</p>	<p><b>Music</b> planned by HJ</p> <p><b>Art</b> (lots of links with forest school / science) Ask the children to make a sculpture for their favourite place using the natural and made materials they collected. Encourage the children to explore ideas that the materials suggest to them. For example can they 'see' the</p>	<p><b>PSHE</b> Covered through soft start / class assemblies and ongoing throughout the school week. (See class assembly planning)</p> <p><b>RE</b> How do people celebrate joining Christianity? Look at video about baptism - what happens? Why are they having a baptism? Was anyone Christened / baptised? Talk</p>	<p>Wednesday session of <b>P.E.</b> Planned by Mr Wright</p> <p>The aim of the game is for the thrower (the batter) to score as many points as possible by throwing beanbags into a channel and then counting how many times they can move in and out of a hoop before fielders retrieve the beanbags. The game is played</p>

different types of weather. Recap thinking about the seasons - when are we most likely to see these different types of weather e.g. snow in winter, rain in Autumn etc. Ask children to create a 'weather forecast' using the symbols on the map - would anyone like to present the weather? Talk about how its unlikely that it will be snowing in Taunton but having a heatwave in Bridgwater.

**ICT** Today we're going to plan our own animation. Show an example of a simple stickman animation involving key movements, wave, walk, and jump. Talk through the algorithm to make it happen. Explain that this animation can be broken into key events like when we plan a story, but instead of writing about each part we can draw a picture to show what is happening in each part. Show the animation again, how could we draw a picture to show what is happening at the beginning? Draw picture on the whiteboard. Repeat the process for the next series of movements to create our story board. Children to be given a blank story board frame with a minimum of 4 blank frames. Children to then draw out their plan or algorithm for their stick man animation, drawing key parts of their story. Allow children to think of their own story

shape of an animal or fish, the shape or form of a person, or a tree? Encourage the children to explore different ways of joining the parts of the sculpture, if this is necessary, using simple methods, eg glue, pins, staples. Emphasise that their sculpture could be temporary. Ask the children to describe what they are making and how they are using materials in their work. Using clay and natural materials.

about the objects used in a Christian baptism e.g. a font, a cross etc. Complete baptism labelling sheet - if time, choose one of the objects and write a sentence about what it is used for in the ceremony etc...

one against one, one against two, or one against three. One player stands in a hoop and throws beanbags down a marked channel. The other players stand behind the thrower and run to retrieve the beanbags after they have been thrown (see diagram 4). There should be one beanbag for each fielder to retrieve. Players take it in turns to throw. Once the children know how to play the game successfully, the fielders should stand in the throwing channel to try to intercept the beanbags  
Ask the children to:  
play with no more than three fielders, to keep scoring easy  
give the thrower more time by saying that all the fielders have to touch the beanbags before returning them, or by not letting fielders run with the beanbags  
hit the beanbags with a small bat or racket  
kick the beanbags  
play the game using a fast ball with a variable bounce, to make fielding more difficult than with beanbags or a slow ball, use a tee to hold the ball for hitting, play the game on a narrower or wider playing area, use a sounding bell to direct children who are unable to use visual clues, make up other ways of scoring, eg throwing and catching a ball to each other, play the game with one child throwing and another jumping in and out of

			<p>but provide well known traditional tales to give inspiration.</p> <p><b>History</b> <i>What is different and what is the same about seaside holidays now and then? 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.</i></p>			the hoop
<p>5 15.05.17 The Enormous Turnip Non-Fiction</p>	<p>The Enormous Turnip - Non-Fiction Explanation (See separate planning)</p>	<p>Measure (See separate planning)</p>	<p><b>Science</b> Sorting the clothes to go with the weather - working in pairs to put the appropriate clothing items with the correct weather. Once the pairs have sorted the objects children to have an outline of a person each and adult to have a selection of types of weather in a bag / mixed up in a box. Children randomly choose a weather type and have to design an outfit for the person based on the weather they have chosen.</p> <p><b>ICT</b> Re-cap previous learning</p>	<p><b>Music</b> planned by HJ</p> <p><b>Art</b> Decorating the clay sculptures. Think about the colours we would want to use for our nature sculptures - think about natural colours and maybe some bright colours to compliment the natural colours. Look at other artist's work and give children time to look at their sculpture and their natural collage to plan what they are going to do. Take them home when complete and dry.</p>	<p><b>PSHE</b> Covered through soft start / class assemblies and ongoing throughout the school week. (See class assembly planning)</p> <p><b>RE</b> Recap on how Christians welcome a new baby into their religion. Look at a different religion - Islam. How are babies welcomed? Talk about the importance of choosing a good name as they will be called it throughout their lives and into the afterlife. Talk about how it is special on the 7<sup>th</sup> day. Think about our names - why are they special?</p>	<p>Wednesday session of <b>P.E.</b> Planned by Mr Wright</p> <p>Teach the children to watch each other playing games and describe what's happening. Help them to explain what they find works well and to use different ideas in their games. Give them opportunities to talk to each other about what they have done and how they do it, and ask them to copy each other. Play some team games such as dodgeball / football etc</p>

and vocabulary from the week. Show the children your example of a story board / algorithm from previous activity. Demonstrate using the "add frame" button to start creating your animation come to life. Reinforce vocabulary as you are moving the stick figure. What do the children think will happen if we make the movements very small in each frame? We will create a smoother looking movement; model this process as we don't want to have a very jumpy animation as this won't fool our eyes. Remind the children of the list of attitudes to make a good animation. When we have made a quick animation use the "play" button to loop the animation back, what do we think will happen if we move the slider on the left hand side? This changes the speed in which the frames are played back, like moving our thumb at a different speed when using a flip book. Children to use their storyboards from last week's session to start to create their animations. Children should be encouraged to use very small movements to make sure that our eyes are fooled! Near the end of the session demonstrate the saving process to the children to make sure they keep their work.

History What do souvenirs

Do we know other people with that name? Create a name acrostic (or all about me poster for reception). Talk about how the things they choose need to be something about them e.g. kind or helpful or loves football!

			<p><i>tell us about seaside holidays in the past? Have a look at some pictures/souvenirs of things from holidays in the past. Children to choose one of the souvenirs and draw a careful picture of it. Help them to write a caption for their pictures, explaining what information the souvenir provides about seaside holidays in the past.</i></p>			
<p>6 22.05.17 Assessment Week</p>	<p>Assessment Week (See separate planning)</p>	<p>Assessment Week (See separate planning)</p>	<p>Consolidation and gap filling Planning for this week based on ongoing assessments</p>	<p>Consolidation and gap filling Planning for this week based on ongoing assessments filling</p>	<p>Consolidation and gap filling Planning for this week based on ongoing assessments</p>	<p>Consolidation and gap filling Planning for this week based on ongoing assessments</p>