

Year One Planning: Class 6
TFW: The three little pigs

School Theme: What's underneath?

Medium Term Planning

Summer term A (Term 5) 2017

Week/Date	<u>Litera</u> <u>cy</u>	<u>Numer</u> <u>cy</u>	<u>Science/History</u> <u>Geography/Computing</u>	<u>Art/D&T</u> <u>Music</u>	<u>RE/PSHE</u> <u>Circle Time</u>	<u>PE</u>
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See
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Fiction:
The
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Measurement

Science-Unit 1B Growing Plants

WALT:
Understand there are different plants in the immediate environment
Name a variety of garden and wild plants.
Treat growing plants with care
Make careful observations of one or two plants and of where they grow and to communicate these
Name the parts of a flower e.g flowers, blossom, petals, fruit, roots, bulb, seed, stem
Discuss wild and garden plants.
Go on walk around the school grounds 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.
Children to read the given fact cards in the environment, hidden by the three little pigs.
Question; why plants grow where they do.
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.
Plant seeds in outdoor planting area for observations throughout this unit.

Music - PPA cover

DT

Unit 1C - Eat More Fruit and Vegetables. Short unit due to focus on healthy eating on PE curriculum day.

WALT:

Recognise and name a number of different fruit
Can say which may be peeled before being eaten
Use sensory vocabulary to describe texture, taste and appearance
Classify some fruit according to colour, texture and taste, how and where they are grown, what they are used for, how they are eaten
Know and practise the hygiene rules for fruit preparation
Name and demonstrate appropriate use of simple tools in preparing fruit.
Carry out simple tasting of fruit eg preference tests and record results
Know that fruit and vegetables are an important part of a healthy diet
Discuss healthy living and make links to science unit 'plants'.
Introduce unit through handa surprise pp.
How many is 5 aday?
Brainstorm all the different things that can be made with fruit.

Chn to be provided with a range of kitchen utensils e.g. knife, juicer, peeler and be given opportunities to use them to peel, juice, cut different fruit. Use senses to explore these and record this. Compare and describe raw and cooked fruit and evaluate preference.

RE: How do we celebrate our journey through life?

WALT: Identify some important events in their lives and important events that might happen to them as they get older.

How do people celebrate the important events in their lives? (Birth, naming ceremonies, coming of age, joining a group, marriage, death)

. Chn to answer key question - How do we celebrate our journey through life? Explain the word *celebration* and the variety of ways in which people mark special events in their lives.

Share a collection of photographs of possible special events such as a birthday cake, L plates, graduation picture, Hindu wedding photo, retirement party, memorial stone, Divali celebration.

Ask children to sequence the pictures appropriately.

PSHE/Circle Time: Going for Goals

WALT: Recognise we learn in different ways.

Start the game by lightly squeezing the hand of the child on your right. This child should do likewise, and so on. Talk to the children about the squeeze needing to be gentle. The children pass the squeeze all round the circle and back to you. If they find it hard and the squeeze gets stuck, then set the goal: 'I wonder if we can get the squeeze all the way round?' If they can do this, then set a time target. They can pass the squeeze in different directions and from different starting points. Repeat until the goal is achieved.
Read the story about Pammy. Children act out the scenarios. At the end of each section ask the children to think what Pammy learned, and what part of her body or which of her senses helped her learn.

Unit 1 - Gymnastics

NO PE due to WOW starter Literacy morning

Acquiring & Developing: basic gymnastics shapes on different body parts basic balances using patches and pointsf Selecting & Applying: 3 like gymnastics actions, creating and performing a basic sequence f Knowledge & Understanding: explain/demo the differences between tense and relaxed muscles f Evaluating & Improving: show and name each of the basic positions

FOCUS: shapes/ balancing

Warm up: Bean game and rabbits.

Skills: Chn to recap the shapes: tuck, straight and star and show this in different forms using patches and point languages.

Chn to hold this shape for 3 seconds discussing balancing techniques.

Chn to put these shapes in sequences in pairs and perform these.

Ext: chn to use low apparatus to practise these shapes and balances.

Cool down:

Low ground relaxation stretches- reflect on effect of exercise on body.

Also Matt's session on Thursday PM.

<p>See literacy medium term plan</p> <p>Fiction: The three little pigs: Innovati on</p>	<p>See Numeracy Medium Term Planning</p> <p>Place Value</p>	<p>History- Unit 1</p> <p>What were seaside holidays like in the past?</p> <p>WALT:</p> <p>Talk about school and other holidays. Sequence major holidays on a time line. Infer information from a picture</p> <p>Contribute to a discussion about seaside holidays, using appropriate vocabulary</p> <p>Introduce the topic by showing the children a selection of objects often taken on a trip to the seaside e.g. bucket, spade, shells etc.</p> <p>Highlight different seaside's on the UK map and discuss the differences across the various places. Locate on a map the places that children have visited. Label key features at the seaside</p> <p>Science-Unit 1B Growing Plants</p> <p>WALT:</p> <p>Understand that plants provide food for humans Understand that plants grow and discuss what they need to grow. Make observations of the plants. Understand that plants have leaves, stems and flowers Discuss farming and food and explore plants we eat. Make reference to the different parts of the plant and where the fruit and vegetables grow. 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 complete the table with a diagram representing what plants we eat. Children to draw a picture of a fruit plant and label the main parts. 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.</p> <p>Computing- Unit 3 - Shadows and Stickmen</p> <p>WALT:</p> <p>Identify some of the benefits of technology such as the purpose for using a class blog. Recognise ways that technology is use in my home and community. Agree and follow sensible eSafety rules. Show the children a blog (see Foundation Stage Term 1). Who would be interested to see this blog? What is the purpose of a blog? Review the class e-Safety rules (Term 1), which will be important to remember for the blog. Do we need to add any rules? Talk about which photographs can be added to the blog. Demonstrate adding a photograph. Add the first post together to show a photograph of the classroom and to tell other people about what you are going to do this term.</p>	<p>Music - PPA cover DT</p> <p>Unit 1C - Eat More Fruit and Vegetables.</p> <p>WALT Use sensory vocabulary to describe texture, taste and appearance. Classify some vegetables according to colour, texture and taste, how and where they are grown, what they are used for, how they are eaten Know and practise the hygiene rules for vegetable preparation Name and demonstrate appropriate use of simple tools in preparing fruit.</p> <p>Look at a variety of vegetables. Include root vegetables, e.g. carrots, parsnips, potatoes, suede. Also include leaf vegetables, (e.g. sprouts, cabbage). Brainstorm all the different things that can be made with vegetables. Choose two contrasting vegetables carrot and tomato and investigate the inside by cutting them in half. Explain terms eg peel, skin, flesh Ask the children to taste different foods both cooked and uncooked (prepared before the lesson). E.g. Carrot, potato, peppers, tomatoes, courgette etc. Demonstrate how vegetables change when they are cooked eg baked apple and a raw apple, boiled potato and a raw potato -Discuss how fruit and vegetables can change in colour, taste and texture. Look at an example, e.g. cooked and raw carrot. Look at the colour, (any change?). Pass it around and feel the difference: - soft and squashy as opposed to hard and solid. Read hidden vegetable fact cards in environment (outside or inside) and then summarise Plenary: vegetable science experiment</p>	<p>RE: How do we celebrate our journey through life?</p> <p>WALT:</p> <p>To identify some important events in our lives and important events that might happen to us as we get older.</p> <p>Ask the children about what special things they have for a family celebration. Chn to give their responses to such questions as: <i>How does the celebration make you feel? Why is it special? How did you celebrate a birthday or a special family occasion?</i></p> <p>Ask the children if they have any other family traditions which they celebrate with a special tea, special treat etc. Talk about sending celebration cards, asking the children for ideas on how they might chose a card for a particular person depicting their interests / age etc. Chn to design and make a celebration card of their choice.</p> <p>PSHE/Circle Time: Unit 5- Going for Goals.</p> <p>WALT: Recognise we learn in different ways. Read the story about Pammy once more. 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. Remind children of our carpet rules as these help us to learn too- listening, lips closed etc 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 Create a class collage of all the different ways class 6 learn. Encourage children to think of different ideas on their table- not producing the same idea. Show some of the things the class has learned today and which senses or parts of the body they used.</p>	<p>P.E. - Gymnastics See short term plans</p> <p>FOCUS- Rolling</p> <p>Acquiring & Developing: basic gymnastic rolls: Rock and roll to stand, Log roll, Dish/Arch roll f Selecting & Applying: 3 like gymnastics actions, creating and performing a basic sequence f Knowledge & Understanding: recognise what happens to their heart rate when rocking & rolling f Evaluating & Improving: comment on the quality of a roll and make suggestions to help improve</p> <p>Warm up: zoo animals. Skill: Chn to work their way around a carousel of activities that involve them exploring different types of rolls. e.g balance on bench and then forward roll on finishing mat. - explore: tuck rock and roll, pencil/ log roll, teddy bear roll and egg roll. - Chn to work in pairs and small groups to put a sequence of rolls together with a finishing shape. Cool down: full front and back support.</p> <p>Also Matt's session on Thursday PM.</p>
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History- Unit 1

How are our toys different from those in the past?

WALT:

Sort information into past and present by identifying familiar objects and recognising what is unfamiliar
to distinguish between holidays in the recent and more distant past
to recognise that some things change and others stay the same
Sort photos into chronological order and explain the reasons for the order using appropriate time-related vocabulary

What were seaside holidays like when our parents/carers and grandparents were young? Chn to sort pictures showing seaside holidays today and when their parents/carers and grandparents were young.

Children to create a mindmap of key words associated with each picture... modern and from the past. Are there cars in all the photos? Are there ice-cream sellers? Are there families sitting on the sand? Are there people wearing swimsuits?

Science-Unit 1B

Growing Plants

WALT:

Name the different parts of a flower plant and explain the plant structure.

Plant a bean seed and discuss growth factors.

Begin to explain what they know by writing up the investigation making predictions.

Use scientific vocabulary.

Explore how different plants develop eg beans, peas, amaryllis, mung beans, sunflower, marrow.

Plant bean seeds and draw this.

Discuss what plants need to grow and place different plant pots in different locations e.g one in cupboard with no light and water and one in the sunlight with no water.

Children to write up their investigation and prediction.

Question:

- What will happen if we don't put the bean in any soil?
- What will happen if we don't give the bean any water?
- What will happen if we leave the bean in the dark?

Computing- Unit 3 - Shadows and Stickmen (AFTERNOON)

WALT:

Use links to websites to find information

Tell an adult when I see something unexpected or worrying online

Show "Cartoon Network Montage" <https://vimeo.com/128327207>

Show the children the word **animation**, does anyone know what this word means or have you seen it before? Show the word Thaumatrope to the children. Does anyone know what it means? DON'T TELL THEM YET! Chn to search for the word using a child appropriate search engine such as Swiggle.org.uk.

Mind map with the children a list of their favourite animations, have pictures of cartoon characters available.

What is a thaumatrope? Let the children offer what they have discovered. Talk through what it does. What is the algorithm for what is happening?

Look at the video from the Museum of the History of Science

Music - PPA cover

DT

Unit 1C - Eat More Fruit and Vegetables.

WALT: Explore basic food handling, hygienic practices and personal hygiene, including how to control risk by following simple instructions

Identify a target group for what they intend to design and make

Communicate what they intend to make.

Develop their design ideas applying findings from their earlier research

Select and use appropriate fruit and vegetables, processes and tools

Starter:

What am I powerpoint to revisit fruit and vegetables explored previously.

Think of fruit or vegetable for the alphabet.

Input:

Discuss basic food hygiene practices with the children. Why is it important to wash your hands before you eat? What other things can we do to make sure we are safe when preparing food and that the food we eat is clean and safe. Activity: In groups of 3 or 4, chn to decide who their target group will be (e.g. parents, younger children) and what they are going to make for them using a range of fruit supplied. E.g. a bright fruit salad. Ideas might include a

face, a pattern of lines, a pattern of a circle divided into quarters, a house, a car, etc. Make some drawings to show as examples They need to consider the ingredients and which utensils they will need. Chn to record individually.

RE: How do we celebrate our journey through life?

WALT: To learn how the birth of a baby might be celebrated by Christians believers.

To learn how baptism is conducted in some churches and understand some of the symbolism and significance.

Show the first two sections of the RE: quest slides on baptism, showing what baptism is, and why Christians are baptised.

Discuss. Have any children been christened or been to someone else's?

Show the next section of RE:quest baptism slides, showing the two main types of baptism: infant baptism and believer's baptism.

Outline the preparations for the baptism. Point out the use of some of the symbolism in the act of baptism. Show artefacts e.g gown, candle, cross, presents. Ask questions: *Why might parents take their children to be baptised? Why do you think the baby has water sprinkled on its head?*

Chn to work in pairs to make an invitation to a baptism using some of the objects and symbols in the design.

PSHE/Circle Time: Going for Goals

Choose a realistic goal.

Break a goal down into small steps.

Tell you some of my strengths as a learner.

Resist distractions.

Discuss the meaning of the word 'goal'. Agree a definition with the children.

Go through with the children the learning we have planned for tomorrow.

Explain what they are going to be doing. Ask the children to set their own goals for tomorrow.

The miracle learner

How do we know what we want to achieve? One way of looking at this is by thinking of our dreams or our miracles - those very special things that we would really like to happen.

Explain to the children: 'Just imagine if, in the night when you were asleep, your fairy godmother came and waved her magic wand. A miracle happened and in the morning, when you woke up, you were a miracle learner.'

• What would I (*the teacher*) see when I look round the classroom?

• What would I see that was different?

• What would I hear that was different?

• How would I know that you (*the children*) were miracle learners?

Make notes of their ideas for next week.

P.E. -

See short term plans

PE

Unit 1 - Gymnastics.

Focus:

Travelling using apparatus

WALT:

Explore gymnastic actions and still shapes • Move confidently and safely in their own and general space, using changes of speed, level and direction

Copy or create and link movement

phrases with beginnings, middles and ends

Know how to carry and place apparatus

Warm up: zoo animals to explore different heights, speed and direction.

Chn to revisit shapes and balance learnt so far.

Skill:

Chn to work round a carousel of activities that are based around animal theme. Chn to travel around the given animal stations (different apparatus- benches etc).

Cool down: Boats and planes.

Also Matt's session on Thursday PM.

See
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History- Unit 2

How are our toys different from those in the past?

WALT:

Ask appropriate questions about seaside holidays in the past
Chn to discuss the important of entertainment at the seaside in the past. Children to write a fact poster about Punch and Judy entertainment. Chn to look at visual pictures and ask questions within their group discussions.

Science-Unit 1B

Growing Plants

WALT: understand that plants grow

Make observations of the plants.

Use drawings to record their observations and to communicate what happened e.g it is taller, it has more leaves, the stem is thicker, it had two leaves now it has many..

Understand that plants have leaves, stems and flowers

treat growing plants with care

Name and describe the structure of a plant.

Review bean growth and record this through written explanation and diagrams.

Name a variety of wild and garden plants and create a fact file on this.

Use the sorting cards to describe the structure of a plant. E.g the stem of a plant grows above the ground. The leaves and flowers grow from it. The stem is also used to transport water and minerals around the plant.

Computing

Unit 3 - Shadows and Stickmen

Describe what actions we will need to do to make something happen and begin to use the word algorithm.

Show children "Wheels on the bus"

<http://www.dailymotion.com/video/x34c9e4> Are the characters we're seeing real? Why are they able to move? Explain that these characters are **animated**, they are a series of pictures that have been drawn to trick your eye into thinking they are moving.

Show children how you can make a basic flipbook.

<https://www.nyfa.edu/student-resources/flipbook-animation-techniques-and-examples/> What is the algorithm to make the flower grow?

Children to make their own flip book and test it out. What is the algorithm to make a dot move around a page?

Show the children the [Smart video of a stickman](#). What is the algorithm to make a stickman wave? Can they make the stickman wave as the pages go on in their own flipbook?

Music - PPA cover

DT

Unit 1C - Eat More Fruit and Vegetables.

WALT:

Select and use appropriate fruit and vegetables, processes and tools
Evaluate product by asking questions about what they have made and how they have gone about it

Discussion of unit so far including hygiene practises, fruit and vegetables classification and planning process.

Children to follow their fruit salad designs in their groups.
Model to chn different ways of cutting and presenting.

Chn to select the fruit they need according to their design.
They can then work together to cut the fruit into the correct shape and arrange it on their plate
Draw a picture of their completed fruit salad.

After completion chn to write an evaluation of their fruit salad, indicating how they made it, whether or not they liked it, and if they had to change anything what would this be.

RE: How do we celebrate our journey through life?

WALT: Understand the importance of the name for a new baby.

To learn the ceremonies and the symbolism when a Muslim baby is born.

Explain that within this lesson we will be looking at the importance of a name given to a new baby within the Islamic Faith.

Ask the children to find out why they were given their name and what it means. What would they like to be called?

Explain that some names are chosen because of religious belief. Find out some common Muslim names and their meaning, Outline the special birth ceremonies for Muslim babies,

Chn to design a card with their name on and draw something on it which describes them, e.g., a ball if they like ball games.

Outline the special birth ceremonies for Muslim babies, e.g:

- soon after the birth of a baby the Imam or the father whispers in the baby's ear the Muslim call to prayer: Allah is most great....
- sugar, honey or a soft date is placed in the baby's mouth - to make the child sweet tempered;
- on the seventh day the Aqiqa celebration takes place when the baby's name is given. Also on the seventh day the baby's hair is shaved off and weighed. Traditionally an equivalent amount of silver or gold is given to charity.

Ask the children to say what they think the most important part of the ceremony is. Can they give a reason?

PSHE

Unit 5- Going for Goals.

Choose a realistic goal.

Break a goal down into small steps.

Tell you some of my strengths as a learner.

Resist distractions.

Remind the chn of the last lesson and show them the notes you made about being a miracle learner. In their groups at the tables, ask the chn to talk together in pairs about their goal of being a miracle learner.

As a class, thought shower their ideas about the attributes of a miracle learner add to list.

Chn can make themselves a better learner bookmark
Focus on two or three specific aspects:

Settling quickly to learning: Ask children to think of something that might help them settle to learning. They might like to set themselves a group goal for seeing how quickly they can settle. They might use a timer to help them.

Resisting distraction: You might explore this further by asking for a volunteer to model good learning behaviour by completing a simple task such as copying

P.E. Gymnastics

See short term plans

Focus: Height using apparatus and jumping.

WALT:

Jumping f Acquiring & Developing: basic jumping and landing techniques, 2-2 & 1-2-2. f Selecting & Applying: 3 like gymnastics actions, creating and performing a basic sequence f Knowledge & Understanding: describe how they feel during jumping and landing activities f Evaluating & Improving: use a wide vocabulary by naming and describing different jumps

Warm up:

Bean game

Fox and rabbits.

Skill: chn to

practise completing

different jumps on

the mat. Ext- chn

to learn jump

rotation 180

degrees. Discuss

the importance of

bending knees,

swinging arm,

attempting to

complete shape in

air and

concentrating on

landings.

Chn to work round

the carousel of

activities:

different height

apparatus to

practise given

jumps and shapes.

Cool down: mirror

image in pairs.

See
literacy
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Term
Planning
Multiplication

History- Unit 1 How are our toys different from those in the past?

WALT:

Contribute to a discussion about seaside holidays, using appropriate vocabulary

*Distinguish between holidays in the recent and more distant past
Recognise that some things change and others stay the same*

Chn to discuss learning so far in history unit- name features of present and past seaside holidays. Children to create a survey to question what beach holidays people have visited. Children to choose to write a sensory poem linked to seaside from the past or present seaside's. Children to explain what they see, hear, smell, touch and taste at the seaside.

Science-Unit 1B Growing Plants

WALT:

Understand that plants have roots

Observe and compare the roots of different plants

Name and describe a variety of evergreen plants.

Describe the parts and structure of a tree e.g roots, trunk, branches, bark)

Starter: Show children a plant and its roots ask the children to suggest ideas why a plant needs roots.

Discuss the different types of trees and their structure.
Explore the similarities between a deciduous and evergreen plant.

Name different types of deciduous plants and use this knowledge to sort the deciduous and evergreen plant cards. Children to draw a selection of evergreen plants and describe what this means. Children to write an explanation to describe the structure of a tree.

Computing

Unit 3 - Shadows and Stickmen

WALT: Describe what actions we will need to do to make something happen such as adding 'frames' using Pivot Animator. Begin to use software / apps to create movement and patterns on a screen.

Be creative with different technology tools.

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 all of 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.

Chn to make their own frames for an animation using software called "Pivot Animator" (<http://www.pivotanimator.net>)

Children can then share their animations with the rest of the class by either showing on the whiteboard or by children moving around the room to see each other's screens. What do we notice

Music - PPA cover

RE: How do we celebrate our journey through life?

Listen to the story of the birth of Muhammad and a story Muhammad told.

Learn about Muhammad as an example to follow.

Begin to learn about the importance of Arabic in the Muslim faith.

Read the story of the birth of Muhammad and ask the children to say what they found interesting about the story. What did they think the most important part was? Encourage them to write the name 'Muhammad' and one of the meanings of the name, on a fairly large piece of paper, leaving a space for more writing.

Then show children the name Muhammad in Arabic, <http://en.wikiquote.org/wiki/Muhammad>. Can they add the Arabic name to their paper?

Explain that, for Muslims, Muhammad was the prophet / messenger who revealed the message of Allah about the right way for people to live. Tell the children Muhammad's story.

Ask the children to suggest some words that describe the man in the story. Ask them to talk to a partner about what symbol they might choose to represent the kindness shown by the man in the story. Ask them to add their chosen symbol to their papers.

PSHE

Unit 5- Going for Goals.

Learn from my successes.

Tell you how I learn best.

Predict and understand the consequences of reaching my goal.

Thought shower with the children some of their achievements. For example, 'I can ride a bike.' List them on the whiteboard.

Ask the children questions about how and why they were successful at their achievements. Suggest some likely and some unlikely ideas, for example:

- Did you learn to write a story so well because the sun was shining?
- Did you learn to count in twos because you kept practising?
 - Did you ... because you were wearing a green jumper?
 - Did you ... because you worked very hard?
 - Did you ... because the window was open?
- Did you ... because you had listened carefully to the instructions?

P.E. - Gymnastics

See short term plans

Focus: Height using apparatus and jumping.

WALT:

Jumping f Acquiring & Developing: basic jumping and landing techniques, 2-2 & 1-2-2. f Selecting & Applying: 3 like gymnastics actions, creating and performing a basic sequence f Knowledge & Understanding: describe how they feel during jumping and landing activities f Evaluating & Improving: use a wide vocabulary by naming and describing different jumps

Warm up:

Bean game

Fox and rabbits.

Skill: chn to

practise completing different jumps on the mat. Ext- chn to learn jump rotation 180 degrees. Discuss the importance of bending knees, swinging arm, attempting to complete shape in air and concentrating on landings.

Chn to work round the carousel of activities: different height apparatus to practise given jumps and shapes. Cool down: mirror image in pairs.

6 22nd - 26th May 2017

Assessment week

Assessment week

Science-Unit 1B
Growing Plants

WALT: state that living plants grow

Name a variety of garden and wild plants.

Discuss the structure of plants and trees.

Reflect on the flowers and trees are types of plants that we have explored so far in this unit.

Recap on evergreen tree and the different structures between a flower plant and tree.

Name the parts of a tree (e.g roots, trunk, branches, bark)

Describe the structure of a tree.

Show Artificial and real-life plant that is similar - distinguish between a plant that has died and an artificial plant
Discussion on what plants need to grow.

Computing
Computing

Unit 3 - Shadows and Stickmen

WALT: Describe what actions we will need to do to make something happen and begin to use the word algorithm.

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,

Show the animation again, how could we draw a picture to show what is happening at the beginning?

Children to be given a blank story board frame and draw out their plan or algorithm for their stick man animation, drawing key parts of their story.

Music - PPA cover

RE: How do we celebrate our journey through life?

WALT: reflect on the idea of a promise.

Learn about a wedding that Jesus attended and what happened there.

Learn about some of the features of weddings portrayed in paintings.

Explain that one important ceremony for many people happens when people get married. Ask the children questions. E.g, *What is a promise?*

Read a version of the Bible story 'The Wedding at Cana', or read 'The Cat's Tale' by Nick Butterworth. What questions do children have about the story?

Show enlarged versions of two reproductions of The Wedding at Cana. And discuss.

Ask the children for their stories about how a bad thing was made better, e.g. what happened when someone hurt themselves.

PSHE

Unit 5- Going for Goals.

Say what I want to happen when there is a problem (set a goal).

Think of lots of different ideas or solutions.

Predict and understand the consequences of my solutions or ideas.

Choose a realistic goal.

In groups, give children a problem from the selected list 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.

Each group presents its final freeze-frame. The others guess what the freeze-frame means.

Check with the children that their goal was what they really wanted. For example, in the first problem situation they might have got their rubber back, but if they just snatched it they might have fallen out with their friend. You have to think 'beyond the end of your nose' to what might happen later on. Ask the children to try again to make sure the outcome is what they really wanted.

Matt's session on Thursday PM.