

Week /Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Science/ Geography/ICT</u>	<u>Art/D&T Music</u>	<u>RE/PSHE</u>	<u>PE</u>
1	<p>The Magic Brush. Imitation week - Setting description. See Literacy Medium Term Plan.</p>	<p>Number: Shape See Numeracy Medium Term Plan.</p>	<p>Science Plants & Animals Name different plants and animals and describe how they are suited to their environment. Group and classify plants and animals by their habitats. Group animals according to what they eat and describe how they get their food from other animals. Chn to investigate under the sea habitats. Show chn video of various sea creatures - how have they adapted to live in their habitat? Chn to sort various sea creatures into herbivores and carnivores before creating a food chain.</p> <p>Geography An Island Home. No Geography - 4-day week.</p>	<p><u>Music</u> See music teacher's planning.</p> <p>Art Show chn photographs of underwater habitats and animals. Discuss the various colours and textures. Chn to create different underwater creatures for the science "What's Underneath" display board.</p>	<p>RE Why are some places special? Recognise (religious) symbols and pictures and talk about them. Explain that everyone has special places, artefacts and photos which are special to them and remind them of a good memory. Ask who has ever bought a souvenir back from holiday - why did you buy it? How does it make you feel when you look at it now? What is the symbol of the Christian religion? What does this remind Christians of? Chn to draw a special symbol from their own lives and describe why it is important to them.</p> <p>PSHE Going for Goals. No PSHE - 4-day week.</p>	<p>PE (Outdoor) Multiskills</p> <p>No PE - 4 Day Week</p> <p>PE (Mr Wright) See separate planning</p>
2	<p>The Magic Brush. Instruction/Explanation Text.</p>	<p>Number: Addition and Subtraction See Numeracy Medium Term Plan.</p>	<p>Science Plants & Animals Describe and compare the observable features of plants and animals. Describe the basic needs of</p>	<p><u>Music</u> See music teacher's planning.</p>	<p>RE Why are some places special? Talk about what happens to Ganesha in the story. Explain that we are going to learn a story that is very special</p>	<p>PE (SS) Indoor Games Activities Slide a bean bag along the floor to hit a target work cooperatively with a partner Children will learn to slide a</p>

See Literacy
Medium Term
Plan.

plants and animals for survival.
Outline the main changes as
plants and animals grow to
maturity.
Notice similarities, differences
and patterns between plants and
animals.

Discuss the key features of
plants and animals and what they
require for survival. Discuss how
plants and animals grow and
change over time. Evaluate how
plants and animals are different
and how they are similar.

Science Animals

Name and locate parts of the
human body and identify
related senses.

Describe the importance of
exercise, balanced diet and
hygiene for humans.

Use scientific enquiry to
answers questions.

Discuss how different part of
the body relate to different
senses. Discuss how we can keep
our bodies healthy through
balanced diets, exercise and
hygiene. Chn to experiment to
see what changes they notice in
their body after undertaking
physical activity outside. Chn to
answer questions about the
human body.

Geography An Island Home.

Use pictures and photos to
describe the physical and human
landscapes of an island.

for Hindu people. Light a story
candle and tell the story of
Ganesha Discuss / ask questions,
e.g. What happens to Ganesha in
the story? Does this story
remind you at all of any other
stories that you know? Did you
like the story? Were there any
parts you didn't like.

PSHE

Going for Goals.

Tell you how I learn best.

Learn from my successes.

Provide three different ways of
learning the skill eg. Practical,
memorisation, writing.
You might set these out in
different areas of the
classroom and ask the children
to move round between
activities. Ask the children to
reflect on how they learned in
the different areas.

bean bag or roll a quoit and
retrieve it. Children will
begin to aim for targets and
to pass apparatus between
targets. Children will work
cooperatively as a team to
gain points by
throwing accurately while
competing against
other teams.

PE (Mr Wright)
See separate planning

			Read children the Katie Morag story. Then look at pictures and photos of the island Coll which the story is based upon and show the location of this using an atlas. Chn to describe both the physical and human landscapes of an island draw and label pictures.			
3	The Magic Brush. Book review/ character description See Literacy Medium Term Plan.	Number: Multiplication and division. See Numeracy Medium Term Plan.	<p>Science Plants & Animals Describe seasonal changes Discuss how the weather and the environment changes throughout different seasons. What do humans do to adapt to the different seasons? What do animals do? What do plants do? Chn to draw and describe the four seasons.</p> <p>Geography Draw a map of Struay and mark on the places mentioned in the story. Discuss what we learnt in the previous lesson - recap physical/ human features. Share information leaflet on Coll. Help the children to use the blank map of Struay and mark on the places mentioned in the story. Children will need to draw the features identified on the map and identify the places numbered in the key.</p>	<p>Music See music teacher's planning.</p>	<p>RE Why are some places special? Know what some Hindu symbols stand for Say what the murti of Ganesha means to Kedar. Remind children of the story of How Ganesha Came to Be. Explain that we are going to find out about a Hindu boy called Kedar, for whom Ganesha is very important. Tell the story of Kedar's puja, from A Gift to the Child, using the pictures from Kedar's book. Discuss the children's comments about the pictures. Why is Ganesha important to Kedar? Is there anything that you do every day that is important to you?</p> <p>PSHE Bank Holiday</p>	<p>PE (SS) Outdoor Multi skills Bank Holiday</p> <p>PE (Mr Wright) See separate planning</p>
4	Non-Fiction. Non Chronological Report	Number: Fractions See Numeracy Medium Term Plan.	<p>Geography An Island Home. Draw and list the different types of transport in Struay.</p>	<p>Music See music teacher's planning.</p> <p>D&T</p>	<p>RE Why are some places special? Recognise religious symbols and pictures and talk about them. Show pictures of different</p>	<p>PE (SS) Indoor. No P.E. due to SATs</p> <p>PE (Mr Wright)</p>

	<p>See Literacy Medium Term Plan.</p>		<p>Ask children to draw/ list the different types of transport used in Struay e.g. boat, tractor, lorry etc. Discuss with children why these types of transport are found on the island.</p>	<p>Puppets Model our ideas by making a paper template. Mark out, cut and join fabric pieces to make the main part of their puppet. Use appropriate finishing techniques.</p> <p>Model how the children can adapt a basic puppet shape to make a pattern for their puppet. Make their own pattern from thin card.. Chn to cut out their chosen fabric using the template. Chn who complete their pattern and cutting of material, can move on to joining the main parts of the puppet. Encourage the children to be accurate when marking out, cutting, joining and finishing.</p> <p>D.T. Puppets Use basic sewing technique. Mark out, cut and join fabric pieces to make the main part of their puppet. Use appropriate finishing techniques.</p> <p>Chn to complete their pattern and cutting of material, and move on to joining the main parts of the puppet. Encourage the children to be accurate when marking out, cutting, joining and finishing.</p>	<p>places of worship including local places of worship- discuss. Show pictures from Bristol Hindu temple: www.bristolhindutemple.co.uk</p> <p>PSHE Going for Goals. Say what I want to happen when there is a problem (set a goal). Break a goal down into small steps. Choose a realistic goal. Planning to achieve a goal.</p> <p>Some discussion about the sort of things that they might need to do may help children to organise their thoughts. When children have done this, the groups' work is shared and an overall plan agreed. The plan will identify the sub-steps necessary to achieve the overall goal.</p>	<p>See separate planning</p>
<p>5</p>	<p>Non-Fiction. Discussion Letter See Literacy Medium Term Plan.</p>	<p>Number: SATs See Numeracy Medium Term Plan.</p>	<p>Science Forces Understand that pushes and pulls can change the shapes of objects. Understand that pushes or pulls can make things speed up or slow down.</p>	<p>Music See music teacher's planning.</p> <p>D.T. Puppets Use basic sewing technique. Mark out, cut and join fabric pieces to make the main part of</p>	<p>RE Why are some places special? Recognise Christian symbols and pictures and talk about them. Talk about what is important to Christians. Show pictures of the Christian churches. Has anyone been</p>	<p>PE (SS) Outside Multi skills No P.E due to SATs</p> <p>PE (Mr Wright) See separate planning</p>

Provide chn with a range of materials eg. Plastecine, play dough, bag of sand, sponge, elastic bands. Ask chn to explore how to make various shapes and discuss whether these are classed as pushes or pulls. Give chn toy cars and allow them to experiment with the movement. Discuss how they think they can make the car go faster or slower.

**Science
Forces**

Build a rocket mouse.
Explain and experiment with how objects move faster and slower.

Chn to make their own rocket mouse and decorate it appropriately. Ask chn what will happen if they put their mice on a plastic bottle and push in the sides? Test the rocket mice outside - why do they shoot up into the air?

**Science
Forces**

Make predictions about how we can increase speed and distance of an object.
Suggest questions to test.
Take measurements and record these in a prepared table.

Recap on previous lesson - what happened to the rocket mice when you pushed in the bottle.
Why? Discuss how you could make the go faster and further.

their puppet.

Use appropriate finishing techniques.

Chn to complete their pattern and cutting of material, and move on to joining the main parts of the puppet. Encourage the children to be accurate when marking out, cutting, joining and finishing.

D.T.

Puppets

Use basic sewing technique.

Mark out, cut and join fabric pieces to make the main part of their puppet.

Use appropriate finishing techniques.

Evaluate against design criteria.

Chn to complete joining and decorating the main parts of the puppet. Encourage the children to be accurate when marking out, cutting, joining and finishing. Chn to evaluate their puppet against the original design criteria.

somewhere like this? We have looked at a Hindu temple - how are they different/similar?

Show some objects and artefacts from the Christian church. Discuss the significance of these objects to Christians and how they may be used in Christian rituals.

PSHE

Going for Goals.

Recognise when I am becoming bored or frustrated.

Know some ways to overcome boredom and frustration.

Talk about the feeling words 'bored', 'frustrated', 'irritable' and others that the children come up with. Encourage the children to consider what people look like when they are bored or frustrated, and how they might recognise these feelings in themselves or other people.

Discuss how the ability to manage frustration is essential if we are to be successful in reaching our goals.

Allow time to make amendments to their mice. In topic groups each child to shoot their mouse - use appropriate apparatus to measure distance. How can they make them go even further.

Record best result on a prepared table. **Extn. Draw a bar graph.**

Geography

An Island Home.

Identify jobs/ uses of land/ buildings in Struay.

Draw a family tree.

Discuss how land and buildings are used. Ask the children to identify the characters in the book and the work they do. Ask the children to list the uses of land and buildings. EXT: ask the children to draw a family tree for the people who live on Struay.

Geography

An Island Home.

Identify the similarities/ differences of our locality and Struay.

Identify likes and dislikes about a place

In groups children first make a collage of Struay and our locality and label the main features of both places. Discuss the similarities and differences between Struay and our locality.

They will then make a list of these under headings such as houses, physical landscape, people and traffic on sheet prepared by teacher.

Discuss with the children what

			<p>they would like about living on a small island, what they would miss most and what things it would be difficult to do. • Encourage the children to express personal preferences</p>			
6	<p>Assessment week Recount/ Narrative See Literacy Medium Term Plan.</p>	<p>Assessment week Position and direction/ Measurement / shape/ statistics. See Numeracy Medium Term Plan.</p>		<p>Music See music teacher's planning.</p> <p>Art Picture This! To record from first hand observations and explore ideas. Frame and record an interesting viewpoint in a drawing and a photograph. Allow chn to explore the area using their hands as view finders. Chn to settle on an interesting view which captures their attention. Teacher to take a photograph of the scene the child selected and make note of photograph so it can matched to chn drawings later. Chn must then sketch the scene as if a photo.</p> <p>Art Picture This! To record from first hand observations and explore ideas. Frame and record an interesting viewpoint in a drawing and a photograph. Identify similarities and differences between the drawing</p>	<p>RE Why are some places special? Recognise symbols and pictures of religion / belief and talk about them. Know what some Christian and Hindu symbols stand for. Recognise religious symbols as signs of belonging. Discuss how one of the reasons Hindus visit their temple and Christians visit their churches is that they feel that they belong there specially. They also feel that they belong to God and that it is important to show this by going to the temple or church to pray. Drawing together ideas of belonging and symbolic gestures/actions/clothing from Hindu and Christian traditions - Bindi, sign of cross etc.</p> <p>PSHE Going for Goals. Choose a realistic goal. Break a goal down into small steps. Tell you what I have learned. Tell you what I might do differently to learn more effectively. Tell you why things have been successful.</p>	<p>PE (SS) Indoor Games Activities No P.E due to SATs</p> <p>PE (Mr Wright) See separate planning</p>

and the photograph.

Chn to continue sketching scene from yesterday. Photos from previous day to be given to each chn to remind them of the scene.

Extn. Give chn half of a photograph glued on to a blank piece of paper. Chn to complete the missing half of the photograph.

Each child should specify their goal, state their current performance and name of the buddy. It should say how the goal will be achieved (in at least two steps) and who can help with it. The evaluation should take place at the end of the specified period