

Year One Planning: Class 6
TFW: Rumpelstiltskin

School Theme: British values

Medium Term Planning
Autumn Term A 2017

<u>Week/Date</u>	<u>Literacy</u>	<u>Numeracy</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 literacy medium term plan Eliza and the Moonchild

Number:
Place Value
See Numeracy
Medium Term Planning

Science
Seasonal change
Name the four seasons.
Identify features of each season.
Observe changes across the four seasons.
Discuss day length as season change.
Talk about and name different weather types
<http://www.bbc.co.uk/education/clips/zrjd7ty>
Prior Learning Assessment: Children to produce a mindmap with the title seasons and weather. Children to note down anything they already know about seasons and the weather.
This record of their prior learning will help to inform subsequent lessons.
Show powerpoint of the 4 seasons and discuss their features:
Watch this clip about seasons:
<http://www.bbc.co.uk/programmes/p021vqg9>
Which Season? Play each of the video clips and talk about what they show.
Explain the first season they will be thinking about is autumn.
Children to create a seasons wheel and illustrate each of the four seasons.
Children to record sentences of their prior understanding of the sentences.
Ext: Children given sentences and match this to the correct season.
Set up weather chart to observe weather for the next two weeks. (weather monitors/ busy bees)

No computing this week.
Children to complete 'my mum pictures' and holiday recounts.

Music - PPA cover

Art - Self Portraits

Chn to understand the differences and similarities in the work of various artists.

Chn to ask and answer questions about the starting points of their work and to develop their ideas.

Look at selected images of children by different artists.

Look at a selections of self-portraits.
How have the artists portrayed themselves?

As a painter? As a mother? As a friend? As a person with status? Ask the children to suggest why portraits are made, eg to record an important time in a person's life, to project a powerful image of the person, to portray individuals as wealthy, knowledgeable or hard working.

Groups to focus one self-portrait and describe various aspects of it. E.g colour, technique, shapes, painting, picture, appearance etc. s it a photograph? A painting? A print? (materials and processes used) how the image makes them feel about the person portrayed. What sort of person is this? What is the person doing? What does the image tell you about the person? (the ideas and meanings)

Chn to look at the appearance of others and of themselves. How would they portray themselves in a self-portrait?

Discuss how this unit will make links to the whole school BRITISH VALUES theme.

Democracy: equality of rights - every children is important and equal in the classroom. Every child has a right to a voice.

Mutual Respect- respect everyone's individuality in the classroom.

Tolerance of Those with Different Faiths and Beliefs

PSHE/Circle Time

New Beginnings.

WALT: Establish belonging to a community.
Help to make the class a safe and fair place.
Help to make the class a good place to learn.
Making someone feel welcome.

Creating a community.

Read the chn 'The Learning School' and ask them Ask the children what it would be like in the 'learning school':

Chn to write their own class charter/class rules.

What would the classrooms be like? (colour, temperature, view, windows, etc.)

What would they have in them?

What would you see when the children were working in the classroom and playing in the playground?

What would people be saying? Teachers and other adults? Children? How would it sound?

In pairs or individually, draw a happy classroom from the 'learning school' using speech bubbles to show what the people are saying. Label all the things that make it a happy school.

How do you do? Activity

RE - Where do we belong?

Unpack' the word 'belonging'.

Talk about positive and negative feelings associated with 'belonging' and being 'left out' and how to make everyone feel welcome within the class.

Children to discuss how they show that they belong to these different groups.

Children to identify a badge or uniform they wear which shows that they belong. Draw a picture of themselves and associate

Chn to consider their place in their family and community.

Discuss belonging to the school/class. What do they do in school? What are the signs of belonging? Who is in charge? What rules or codes of behaviour are there?

Ask the children to divide their page, so that they have four boxes and a space underneath to write some sentences. Ask them to write/draw responses in the spaces.. home, me,

P.E. -Games Activities

See short term plans

Selecting & Applying: using different movements, speeds & pathways

Selecting & Applying: recognising space in games & using it to their advantage

Knowledge & Understanding: describing changes to their bodies when they exercise

Evaluating & Improving: watching others, describing what they see & copying

BASIC MOVEMENTS & SPATIAL AWARENESS

Warm up: **Traffic lights/ home james...**

Fundamental: STATIC BALANCE

Play simple reaction games.
Children lie on the floor in a space and on command they have to get to their feet as quickly as possible

RAT & RABBIT REACTION GAMES

Cool down: Children carry out simple stretches led by the teacher using the game Simon Says. Eg. Simon Says touch your toes, Simon says stretch out wide, Simon says reach up tall.

Also Matt's session on Thursday AM.

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Science
Seasonal change
Name the four seasons.
Identify features of each season.
Observe and record changes across the four seasons.
Discuss day length as season change.
Talk about and name different weather types.
<http://www.bbc.co.uk/education/clips/zrjd7ty>
Prior Learning Assessment: Children to produce a mindmap with the title seasons and weather. Children to note down anything they already know about seasons and the weather.
This record of their prior learning will help to inform subsequent lessons.
Show powerpoint of the 4 seasons and discuss their features:
Watch this clip about seasons:
<http://www.bbc.co.uk/programmes/p021vqg9>
Which Season? Play each of the video clips and talk about what they show.
Explain the first season they will be thinking about is autumn. Discuss how many hours of daylight there are in autumn and what happens.
Children to represent the the amount of hours of daylight in a bar chart, using the table of information. Children to draw table in their book before graph. Discussion on barcharts.
Children to colour code the months with their seasons

Children to make rain gauges to review next week.

Computing - E-safety
E-safety - To agree and follow sensible e-safety rules.
Elicit children's ideas about the term e-safety.
Talk about what it means to stay safe on line.
Introduce the 'gigabyte'
Discuss sharing of information and sharing with trusted adults.
Produce a class e-safety poster and agreement for the chn to sign.

Music - PPA cover
Art-
Art - Self Portraits
Chn to investigate the possibilities of a range of materials and processes, including drawing.
Chn to try out tools and techniques and apply these to materials and processes, including drawing.
Chn to review what they have done.
Chn to represent observations, ideas and feelings and design and make a painting.
Investigate a range of drawing media and the different marks that they can make,

Children to investigate different shapes they can make- can they shade lighter or darker?

Using mirrors, chn look at themselves and draw key features, e.g eyes, nose, mouth, eye brows, ear, of themselves.

Try out techniques for showing textures of hair, smoothness of skin, pattern on clothing

Ask them to use marks that communicate ideas about themselves and how they would like to be seen by others, eg big and bold, quiet and thoughtful.

Use the portraits to compare differences and similarities.

PSHE/Circle Time
New Beginnings.
Making someone feel welcome.
Say to the children 'Come into the circle and join hands if you ...', for example, 'have long hair ...' 'wear glasses ...' 'have lived in this city/village all your life ...' 'can speak Bengali ...' 'have family in another country'

Building a community
Discuss the class charter/class rules from last week. Why do we need rules? Discuss the importance of having and following the rules and the consequences for not doing so.
Reinforcement activity
Write a 'class song' with actions to show 'how we do things in our class'

Rounds
I am special because ...
I feel happy at school when ...
I think it is fair when ...

RE - Where do we belong?
Where do people belong?
Chn to think about people who are special to them. Chn to consider how other people make a difference.
Children to draw the person/ people who are special to them and write a sentence to explain why this is.

P.E. - Games Activities
See short term plans

BASIC MOVEMENTS & SPATIAL AWARENESS
Acquiring & Developing: moving fluently, changing direction & speed easily, avoiding collisions & developing spatial awareness
Selecting and Applying: using different ways of moving, speeds & pathways
Selecting & Applying: recognising space in their games & using it to their advantage
Evaluating and Improving: watching others, describing what they see & copying others

Warm up: TRAFFIC JAM, TOUCH THE FLOOR
Moving in different ways (big steps, small steps, side steps, backwards, skip, gallop, etc) moving along different pathways and directions and moving and stopping.

Partner - copying. Use the movements explored by copying partner.. explore different speeds, pathways, directions etc.

Skills Activity RABBITS
In a space each pair stands face to face and without running away from their partner has to try to protect their tail whilst at the same time
Game/Group/Competitive Activity: "RUN, RABBIT, RUN!"

Cool down: stretching rabbits:
Children through 4 or 5 simple stretching exercises. Children stretch tall and wide and finish curled up small as if asleep inside a rabbit warren.

Also Matt's session on Thursday AM.

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Science
Seasonal change
Name the four seasons.
Identify features of each season.
Observe and record changes across the four seasons.
Talk about and name different weather types.
Observe changes in weather and record this.
What Is Weather? In talk partners children discuss what children understand by the word 'weather' and 'forecast'
Measuring the Weather: Challenge children to think of sensible ways we could measure the weather, focusing particularly on rainfall, temperature and wind direction and discuss their suggestions
Weather Station:
<http://www.bbc.co.uk/education/clips/z9g87ty> showing children using tools to measure and record the weather.
Make a rain gauge as a class/ groups (if not all groups completed one last week)
Show a table of rainfall ml.
Discuss how the graph helps us to see how much rainfall there was and also to compare different days. What information can we find out from this graph?
Show children some other examples of graphs showing rainfall and discuss what they show.
Children to draw the table in their books and then create a barchart to present the findings.
Children to discuss and analyse the data as a groups.
Look at this week's weather forecast. Class to record a week's weather.

Computing - Move my bee-bot (core)

Programming -
*Explain what happens when I press buttons on a robot.
To give instructions to a friend and follow their instructions to move around.
Bee-bot to enter classroom.*
Programme the Bee-Bot to move in a sequence of repeated steps.
Discuss what the Bee-Bot can do and how we make it move.
Ensure clear understanding of the buttons and pressing CLEAR.
Give chn clear instructions of a set of movements. They are the Bee-Bot.
Chn give instructions to each other using the correct 'Bee-Bot language. Express their forward/backward need to be the same size.
Children to have the copy of the algorithm chant-
Algorithm rap PowerPoint
Select children to have a go at issuing instructions to the whole class, then explore in pairs. Take children outside to do this activity: **Children to reveal a code/ sentence.**

Music - PPA cover

Art - Self Portraits

*Chn to investigate the possibilities of a range of materials and processes, including drawing.
Chn to try out tools and techniques and apply these to materials and processes, including drawing.
Chn to review what they have done.
Chn to represent observations, ideas and feelings and design and make a painting.*

Children to discuss key techniques from previous lesson and apply this by painting a portrait.
(Examples on display)

Children to experiment with colour mixing and brush effects and different shading.. Children will learn how to mix and colour to represent skin, eyes, hair etc. adding black or white to make darker or lighter tones

Children to make connections to paint and how they represent different feelings...

Children to draw one key feature of themselves and use painting skills in the lesson to complete this. Chn to use mirrors to support.

Children to explore a wide range of resources e.g charcoal, pastels, crayons, colouring pencils, pencils etc.

Use the portraits to compare differences and similarities.

PSHE/Circle Time

New beginnings

WALT: Identify a time of braveness
Understand how to overcome feelings of fearfulness
Doing something brave - overcoming feelings of fearfulness.

Chn to reflect upon a time when they have been scared of doing something and how they overcame those negative feelings. Were they brave and face their fears? What feelings did they have after they accomplished the task?

RE - Where do we belong?

Where do people belong?

Chn to think about who makes up their family.
Chn to draw their family as a paper chain or a family tree.

Folded paper activity which, when unfolded, produces a number of figures 'holding hands' to represent different members of the family.

Chn to think about the roles in a family.
Discuss how babies are welcomed into a family - the visits of friends and relatives bringing cards/presents

Explain that religious groups have different forms of welcoming ceremonies and encourage the pupils to share their own experiences

Chn to hear the story of Jesus in the Temple in Jerusalem at 12 years old;

Chn to think about roles within the family as illustrated in the story of Jesus in the Temple;

Chn to think about what this story tells Christians about why Jesus was special.

P.E. - Games Activities.

See short term plans

MOVEMENT WITH A BALL

*Acquiring & Developing: fluency in moving with & handling a ball, changing direction & speed easily
Selecting & Applying: recognising space in their games and using it
Knowledge & Understanding: describing changes to their bodies when they exercise
Evaluating & Improving: watching others, describing what they see & copying*

Warm up: Sticky ball

Each child has a medium or large ball to start the lesson. The aim is to prevent the ball from falling to the floor. landing position take the children through the following movements to familiarise themselves with the ball and to the body.

Skills STOP & GO Children carry/move the ball around the area and on command "Stop the Ball"

Game Activity: RELAY GAMES

Set up simple relay games, which involve carrying a ball. Set up teams of 4 or 6 children.

Cool down:

STICKY BALL Children find spaces and as a group go through simple stretches with the ball. Encourage children to keep control of the ball f Stretch tall and push the ball to the sky f Sit and stretch by pushing ball towards the toes

Also Matt's session on Thursday AM.

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Science
Seasonal change
Talk about changes in weather.
Observe changes in weather across the four seasons.
Record changes in weather.
Record changes in seasons.
Discuss day length as season change.
To gather and record data to help in answering questions by recording the weather, temperature, rainfall and wind direction in winter.
Discuss their ideas and highlight the link between the word forecast and the word before.
Show children pictures of meteorologists at work to help develop their understanding of this role.
Recap on weather forecast and symbols and use this to create a class table of their findings of the weather this week. Compare and discuss findings against forecast.
Compare our findings in relation to Autumn weather.
Children to represent the findings of our weather station in own way.
Create a picture of weather is Autumn and write a caption. (what trees look like and the clothes we wear).
Compare Autumn weather against the 3 other seasons.
Computing - Move my bee-bot (core)
Programming - Chn to describe what happens when they press buttons on a robot.
Chn to describe what actions they need to do to make something happen and begin to use the word 'algorithm'.
Use the word debug when mistakes are made.
Chn to work out which toy the Bee-Bot will end up at if given certain instructions.
Chn to work out the algorithm which will get them to a certain toy.
Chn to select a toy, discuss the algorithm needed, enter and execute the programme to move the Bee-Bot to the selected toys.
Children to have a large grid and draw on route. Keep for next lesson. Draw a town related to Literacy story
Geography - Around our school - the local area.
Where do I live? Where do other pupils live?
Chn understand that all pupils have a personal address and that they travel to school.
Chn to know their own addresses.
Chn to understand the significance of each line of the address.
Chn to represent the various types of travel on a simple graph.

Music - PPA cover

Art - Self Portraits

Chn to investigate the possibilities of a range of materials and processes, including drawing.
Chn to try out tools and techniques and apply these to materials and processes, including drawing.
Chn to review what they have done.
Chn to represent observations, ideas and feelings and design and make a painting.

Children to discuss key techniques from previous lesson and apply this by painting a portrait.
(Examples on display)

Children to create a life-size self-portrait using various medium and skills taught so far. Chn to use mirrors to support. Children will draw outline and main shapes of the portraits using light-coloured chalk. Children will learn how to mix and colour to represent skin, eyes, hair etc.
Visual qualities such as line, colour, texture?
Encourage children to explore different types of marks, eg bold, expressive, quiet, wriggly

Children to explore a wide range of resources e.g charcoal, pastels, crayons, colouring pencils, pencils etc.

Display children's work to show how they look different from one another. Put images of children talked about earlier alongside their work and talk about similarities and differences. Reinforce that the children can choose how to project themselves in their self-portraits.

PSHE/Circle Time

New Beginnings.

What if there is a problem?
WALT: Define a problem
know some ways to solve a problem.

Sometimes things don't go as we would like them to in the classroom. With the children, reflect on some things that sometimes go wrong

Introduce the problem solving process and go through each step.

RE - Where do we belong?

WALT: identify feelings and experiences associated with belonging to a family;
Reflect on things that make us happy;
learn how religious groups remember important beliefs or traditions.

Children to bring in photographs of a time which was special to them.

- List the times when whole families meet together eg. birthdays, anniversaries, festivals, New Year, welcoming a new baby, weddings etc)

Read some poems about the family and talk about some of the things about the family that are the same for different religious people, e.g., the mutual support they offer for members and how their religious traditions and values can be passed on
Engage in 'walk and talk'. Children start with a talk partner and tell them about their special memory. Swap so that each person has an opportunity to talk and listen. Children walk around the room to music or until a signal is given. They find a new talk partner and repeat their story. Continue until everyone has spoken to 3 or 4 different people.
Chn to learn how religious groups remember important beliefs or traditions.

Talk about the actions we do which show someone how much we care, in school, at home and in the wider community. Relate these actions to how and why religious people show care and concern for humanity.
Children to write about own special occasion.

P.E. - Games Activities.

See short terms plans

Movement with the ball

Acquiring & Developing: showing control in moving with a ball in a variety of ways

Acquiring & Developing: showing spatial awareness and awareness of others

Selecting & Applying: choosing and using tactics to suit different situations

Knowledge & Understanding: explaining what happens to our bodies with exercise

Evaluating & Improving: watching others, describing what they see & copying

Warm up: GATEWAYS

Children start by standing in a space & on command they move around the area moving through empty gateways.

CIRCLES

Take children through some simple mobility exercises.

Make circles with thumbs, wrists, arms, hips, ankles

Skills Activity GATEWAYS

Area 1: footballs (dribbling)

Area 2: rackets & bean bags or tennis balls.

(balancing/flipping/bouncing a beanbag/ball)

Area 3: balls (bouncing & catching or bouncing like a basketball).

Area 4: unihoc sticks and beanbags or airflow balls.

Children move through the gateways at a pace at which they can keep control of the ball.

Game/Group/Competitive Activity:
TREASURE CHEST

Cool down: Children find spaces and as a group go through or simple stretches.

Also Matt's session on Thursday PM.

<p>Rumpl estilts kin Imitat ion & Innova tion Stage Infor mation Texts See Literacy Medium Term Planning.</p>	<p>Numb er: Numb er: Additio n and Subtra ction Numeracy Medium Term Planning</p>	<p>Science Seasonal change Identify key features in the Autumn seasons. Talk about changes in weather. Observe changes in weather.</p> <p>Autumn walk: With a partner, children discuss any signs in the pictures which suggest it is autumn. Go on walk and record any signs of Autumn using their checklist and prior knowledge. What different signs of autumn did they find? 3 Words: Ask children to think of three words to describe their autumn walk, for example fun, orange and windy. Look at Autumn fact sheets. (hedgehogs, trees, etc). Children to create a mindmap and illustrations of the primary and secondary research collected. Large collage for display.. Share the autumn Poem using actions and children to engage in group discussions related to senses. I can see, I can hear etc. Computing - Move my bee-bot (core) Begin to predict what will happen for a short sequence of instructions. Describe what actions they need to do to make something happen and begin to use the word 'algorithm'. Bee-bot town with traffic lights Children to add PAUSE button to their programming so far. Children to draw traffic lights and add these to their given town/ own town designs. Revisit the algorithm chant with actions. Choose a place for the bee-bot to travel. Talk aloud inputting a sequence of instructions. Where do you think the Bee-Bot will land? Make clear that the mat helps us as 1 forward move= 1 square on the mat. Children to record the program. Challenge: Ask children to travel via additional places on route. Use extended algorithm. (links to Literacy story)</p>	<p>Music - PPA cover</p> <p>Art- self-portraits. Children to review what they and others have done and say what they think and feel about it.</p> <p>Continue with self-portraits where needed and evaluate work.</p> <p>As a class, review the children's drawings and paintings and the decisions they have made. What has been most successful? What ideas about themselves and meaning did they want to convey? How have they represented themselves. What have they included in the portrait and why? What are they doing in their portrait? What media have they used? How have they used visual qualities such as line, texture and colour? What do they think about the techniques they have used.</p> <p>Children to write an evaluation on their portraits in addition to their peers.</p> <p>What would they change about their work? How might they show themselves differently?</p> <p>Overall comparison to the artists' portraits.</p> <p>Children to respond to peer assessment by focussing on improving key features.</p> <p>Extension: Children to select one of the focus artists and compare this to their own self-portrait.</p>	<p>PSHE/Circle Time New Beginnings. Focus on feelings</p> <p>WALT: sometimes tell if other people are feeling sad or scared know how to make people feel better. Remind the chn of the problem solving process and go through each step. Remind the chn that we are trying to make a classroom where everyone feels safe and happy so that they can learn. Discuss different feelings using a puppet. Chn to sort scenarios into how the person would feel. Sort the scenarios into the relevant four emotions. Remind chn that feelings can be comfortable or uncomfortable - they are not 'good' or 'bad' - as it is OK to have any feeling (although it is not OK to act in any way we like Ask children to share their own experiences of starting in a new class or starting something new, if they wish to Role play problems given... and solve these.. Children to write a list of things to help people feel better. Make a class feelings wall. RE - Where do we belong? Chn to consider what it means to be part of a family; Think about the value that they get from their families. Introduce the idea that people who believe in God belong to a 'family' too and explain that they do things together to show that they belong (eg. worship, attend a church, raise money, have a special meal (Communion), pray, take action together). Chn to think about the value that they get from their families; Chn to think about how religious people might remember their religion. Children to complete acrostic poem 'FAMILY' OR use the framework: Being in a family is like... Being in a family means... Being in a family gives you... My family is special because...</p>	<p>P.E. - Games Activities. See short terms plans SENDING SKILLS ROLLING Acquiring & Developing: control & accuracy with the basic actions for rolling f Selecting & Applying: understanding the concepts of aiming f Selecting & Applying: recognising space in their games and using it to their advantage f Knowledge & Understanding: discussing why it's important to exercise f Evaluating & Improving: watching others, describing what they see & copying</p> <p>Warm up: BEANS <u>Skills Activity ROLLING STATIONS</u> Children are organised into small groups of 3 or 4. Each group is sent to one of the stations in the area.</p> <ol style="list-style-type: none"> Using two skipping ropes to create tramlines Using hoops as targets. Using coloured cones or skittles Using a light, larger ball. <p>Game/Group/Competitive Activity: ROLLING STATIONS See skills activity. Cool Down: Tidy the equipment away. Take children through some simple stretches. Children make shapes of letters. Eg. L, K, C, T Q & A. Also Matt's session on Thursday AM</p>
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<p>Rumplestiltskin Imitation & Innovation Stage Information Texts See Literacy Medium Term Planning.</p>	<p>Number: Addition and Subtraction See Numeracy Medium Term Planning</p>	<p>Science: Seasons</p> <p>Share with them the autumn Poem and children to think of a class Autumn Poem using their research from last lesson.</p> <p>Children can independently create their own illustrations, descriptions and sentences.</p> <p>Children to bring together recordings from last lessons' walk and continue with sensory poem. Discuss senses.</p> <p>"I can feel, I can hear etc.</p> <p>Children to illustrate this in chosen way e.g as a shape poem or picture and then writing underneath.</p> <p>Computing- More than my bee-bot</p> <p>Lilyhop activity:</p> <p><i>Begin to predict what will happen for a short sequence of instructions.</i></p> <p><i>Describe what actions they need to do to make something happen and begin to use the word 'algorithm'.</i></p> <p>Introduce the children to lilyhop iboard activity-set to level B</p> <p>Question: what do you think you have to do? How do you think you will control the frog? How is it the same/ different to the bee-bot? Record and write a prediction of the sequence of moves needed (algorithm). Execute and debug if any mistakes are made (e.g why did the frog end up in the water? Why did it move that number of spaces?</p> <p>Children to then use the design maze to create their own lilypad route.</p> <p>No Geography due to curriculum day</p>	<p>Music - PPA cover</p> <p>Art- self-portraits.</p> <p><i>Chn to investigate the possibilities of a range of materials and processes, including drawing.</i></p> <p><i>Chn to try out tools and techniques and apply these to materials and processes, including drawing</i></p> <p>Children to look at Andy Warhol self-portrait and pop art techniques.</p> <p>Children to apply colour skills taught in the unit and feeling links to create their own pop art. Children to write a sentence to explain why they have selected the colour and define popart.</p> <p>Children to evaluate their popart designs.</p>	<p>PSHE/Circle Time</p> <p><i>New Beginnings.</i></p> <p><i>Calming down</i></p> <p>WALT: know some more ways to calm myself down when I feel scared or upset</p> <p>Remind children of the puppet who is visiting the classroom and discuss scenario.</p> <p>Discuss what we do and how we feel inside when we are upset</p> <p>Discuss and record all the ways the chn already know for calming down (upset or angry).</p> <p>Choose some calming music and maybe some calming pictures and share how these can help.</p> <p>Children in groups could role-play their ideas. Make a class poster to remind children of the different ways to calm down.</p> <p>RE - Where do we belong?</p> <p><i>Chn to think about significant festivals;</i></p> <p><i>Chn to consider the importance of baptism for Christians.</i></p> <p>Show the children pictures of different church buildings in the local area. Do children recognise them? Show children pictures of different features within a church building. Can children identify them?</p> <p>Ask them to recall significant events from the Christmas story, and of Jesus in the Temple at 12 years old, perhaps working with a talk partner to retell the story.</p> <p>Encourage the children to ask questions about (a) Jesus' baptism and (b) baptism in the churches. Can they see the connections? Ask them to draw a cartoon strip about the Baptism of Jesus and explain why people get baptised today.</p>	<p>P.E. - Games Activities.</p> <p>See short terms plans.</p> <p>SENDING SKILLS ROLLING</p> <p>Acquiring & Developing: control & accuracy with the basic actions for rolling f</p> <p>Acquiring & Developing: understanding the concept of tracking & getting in line with a ball to receive it f</p> <p>Selecting & Applying: understanding the concepts of aiming f</p> <p>Selecting & Applying: recognising space in their games and using it to their advantage f</p> <p>Knowledge & Understanding: discussing why it's important to exercise f</p> <p>Evaluating & Improving: watching others, describing what they see & copying</p> <p>Warm up: DISHES & DOMES (Volcanoes & Ice Creams)</p> <p>Skills Activity CONE TO CONE</p> <p>All cones are now turned over to their proper position.</p> <p>Each child has a small ball and stands beside a cone of their choice.</p> <p>Children aim to send the ball to an adjacent cone</p> <p>Partners:</p> <p>TRACKING THE BALL Children roll the ball into a space and follow and collect the ball, repeating several times</p> <p>Game/Group/Competitive Activity: SENDING RELAYS</p> <p>Set up targets, one target for each team. In teams of 4 or 5 children line up one behind the other each taking turns to aim their ball into or repeat the game several times.</p> <p>Activity: ROLLERBALL RELAY</p> <p>Cool down: LETTER STRETCHES</p> <p>Tidy equipment away. Children make shapes of letters. Eg. L, K, C, T</p> <p>Also Matt's session on</p> <p>Thursday AM</p>
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week

See
Literacy
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Term
Planning.

Asses
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Numeracy
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Science:

Seasonal change

Share with them the autumn Poem and children to think of a class Autumn Poem using their research from last lesson.

Children can independently create their own illustrations, descriptions and sentences.

Assess children- months in their seasons. Do they know any events which happen in these months?

Autumn to winter...

Revisit autumn to winter daylight hours to make comparison. How does this compare to the number of hours of daylight in the autumn? If the days in the winter are shorter then encourage children to think about what happens to the nights. *Do children know what happens to the nights in winter?*

In talk partners children discuss what their experiences of winter are.

Describe what the weather is usually like in winter

Children could paint a picture of a tree, half of which could show an autumn tree and the other half a winter tree.

Children could make a list of as many seasonal changes that take place as autumn turns to winter as they can think of.

Children to create a booklet which identifies the change from Autumn to Winter.

Computing-

More than my bee-bot

2 sessions in one to compare the difference between bee-bot and online programme.

Bee-Bot race track/ online (children to alternative between the two activities)

Begin to predict what will happen for a short sequence of instructions.

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

Bee-bot racing track (printed sheets)How many turns are needed to make its way around the track? What direction? Children to write the algorithm.

Computers: 2go racing track (infant video toolkit)
Children to talk through and record the algorithm.

No Geography due to parents day

Music - PPA cover

Art- self-portraits.

Identify differences and similarities in the work of artists.

Chn to try out tools and techniques and apply these to materials and processes, including drawing

Show examples of the self-portraits we have been creating this term.

Ask children to place the artist next to each of these pieces of work. What are the mediums we have used? What techniques have we been exploring? What key skills have they learnt during this unit?

Look closely at Frida Kahlo features in her self-portrait. Notice she shows her interest/ likes in her self-portrait.

What does her self-portrait tell us? She likes cat or she may have a pet cat. Show other examples of artists which represent their homelife and interests within their self-portraits.

Discuss using a background to show where the person spends their time e.g school, home, park, outdoors, inside, library, etc.

Children to use talk partners to explain what they would like to include in their self-portrait e.g animals, background, objects, etc.

Think about adding clothes to show how they portray themselves e.g bright colours, smart etc.

Children to design and create their own background behind a miniature self-portrait. Children to use available resources explored in this unit so far.

PSHE/Circle Time

New Beginnings.

Self-awareness

Children are to work together in the following task to find out about each other.

Each child might be given a strip of paper about 3cm x 19cm .

They should illustrate this strip to represent four things that make them special.

This would include their name and three things that are important to them, something they like doing at home, something they like learning at school and

someone they like being with. Each group to have different colour strip. The groups should then make their strips into a paper chain. The group chains should then be linked together to make a class paper chain, linked into a circle and displayed in the classroom

Explain that each child in the class is important and valued as an individual, as part of their small group and as part of the class.

Children to write poems describing themselves and their attributes LINKS TO ART

RE - Where do we belong?

WALT:

Learn about Jesus' 'Last Supper';

Consider the importance of communion for Christians

Talk about how being a Christian may affect the way that people live their lives;

Ask questions about being a Christian.

Read 'An Important Meal' from 'The Lion Storyteller Bible' or another account of the Last Supper.

Use godly play to teach the story.

'Hot seat' children who have played the parts of Peter, Jesus and Judas, encouraging other children in the class to ask such questions as, 'How did you feel when Jesus said that someone was going to betray him?' 'What do you think Jesus meant when he said that the bread was his body and the wine was his blood?' 'How did you feel when Judas left the room?'

P.E. - Games Activities

See short term plans

SENDING SKILLS

THROWING

Acquiring & Developing: show control & accuracy with the actions for underarm throwing

Selecting & Applying: understanding the concept of getting to a good position for aiming f

Knowledge & Understanding: explaining why playing games is good for us f

Evaluating & Improving: watching others, describing what they see & copying

WARM UP: ANIMALS

SHOULDER STABILITY

EXERCISES- Shoulder stability and mobility exercise will help prepare the upper body for throwing activity.

MOBILITY EXERCISES

Each child has a beanbag.

f Pass the beanbag around the middle.

f Over the opposite shoulder to collect with the other hand.

f Through the legs.

Skills Activity **TARGET THROW**

Children work in pairs. Each pair has one beanbag and at least three cones per person

Game/Group/Competitive Activity: **AIMING RELAYS**

f On command children take turn to aim their bean bag at a cone. If they hit a cone they run collect the cone and beanbag and place the cone on the starting cone

COOL DOWN: LETTER STRETCHES

Matt's session on Thursday

AM

