

Week /Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Science/History Geography/Computing</u>	<u>Art/D&T Music</u>	<u>RE/PSHE</u>	<u>PE</u>
1	<p>No TFW. Tuesday by David Wiesner. See Literacy Medium Term Plan.</p>	<p>Number: Place Value. See Numeracy Medium Term Plan.</p>	<p>Science Health and Growth Humans need water and food to stay alive. Record information in drawing and charts. There are many different foods. Review what chn already know about food by asking them what they eat. Find out what they know about the importance of drinking water and eating a variety of foods from different food groups and discuss the effects of not doing so. Chn to record the food groups.</p> <p>Geography Chembakolli (India) Locate India on a globe and map. Understand where Chembakolli is and locate it on a map. Discuss weather and climate in Chembakolli. Recognise the flag of Chembakolli. Discuss the population of Chembakolli. Understand the physical features of Chambakolli. Chn to fill out the 'What I know about India' sheet to elicit prior knowledge. Show the chn the ppt of Chembakolli to show them where</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. To identify similarities and differences between the drawing and the photograph. Ask the children to pretend to be a camera. Give the children viewfinders and ask them to walk around the classroom looking through the viewfinder with one eye closed as though they were looking through a camera's viewfinder. Encourage the children to explore what happens when they move closer to something or further away and when they hold the viewfinder vertically or horizontally. Ask the children to frame something in their viewfinder that interests them. Ask them to make a drawing of this - about the size of a colour print - noticing whether their frame is wider (landscape) or taller (portrait). Ask them to draw everything they see in their frame. Ask them to take a photograph of what is in the drawing, keeping to exactly the</p>	<p>RE (Milestones in Family Life) Unit 5 - How do we celebrate our journey through life? To identify some important events in our lives and important events that might happen to us as we get older. Discuss the question for this unit and ensure they understand what 'celebrate' and 'journey through life' mean. Look at different types of celebrations from different religions and discuss the fact that not all families celebrate the same things and if they do they might do it in a different way. 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> 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.</p>	<p>PE (SS) Gymnastics To explore gymnastic actions and still shapes. To remember, repeat and link basic movements with control. To begin to explore creating simple sequences of movement. Travel and Introduction to key shapes Warm up: Bean Game Main activity: Simon says Making shapes Time to travel...<i>Using hands, feet and alternate feet</i> Ship Shape...<i>Stretched and truck shapes</i> Cool down: Copy cat</p> <p>PE (Mr Wright) See separate planning</p>

			<p>in the world India is and where Chembakolli is located within India. Discuss the population, climate, weather and the flag. Look at the different physical features in Chembakolli. Chn to produce their own fact file of Chambakolli.</p> <p>Computing E-Safety: I am Kind and Responsible - Reporting/Supporting and Evaluating, To tell a trusted adult when something worrying or unexpected happens when using a device. To agree and use sensible rules to keep safe when using technology. To know that not all information online is true.</p> <p>Listen to excerpt of Smartie the Penguin story. Chn to agree rules for staying safe online. Use Tomato Spider website to talk about other things we cannot trust on the internet.</p>	<p>same angle and proportions. Compare the drawing with the photograph.</p>	<p>Chn to design and make a celebration card of their choice.</p> <p>PSHE New Beginnings Know that I belong to a community. Feel safe and content within my class. Help to make the class a safe and fair place. Read the 'New World' story to the chn. Ask the following questions: • What is going wrong? • Do you ever hear things like that in the classroom/playground? • Do you ever say things like that? • When? What is happening? Ask the children to thought-shower some more things that the people might be saying. Write them up on the whiteboard. The children should work in pairs to think of what might be happening for each of the things people might be saying. They might like to show this by acting out a scenario</p>	
2	<p>The Papaya that Spoke. Imitation week. Character Description. See Literacy Medium Term Plan.</p>	<p>Number: Place Value. See Numeracy Medium Term Plan.</p>	<p>Science Health and Growth We eat different kinds of food. Collect information and to present results as a block graph. Discuss what the chn have for school meals or meals at home. Plan and carry out a survey of favourite foods and present results as a block graph. Discuss</p>	<p>Music See music teacher's planning.</p> <p>Art Picture This! To ask and answer questions about the starting points for their work. To comment on differences in the messages given by part of an image compared with messages</p>	<p>RE (Milestones in Family Life) Unit 5 - How do we celebrate our journey through life? 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</p>	<p>PE (SS) Gymnastics To explore gymnastic actions and still shapes, with control. To watch copy and describe what others have done. To begin to explore creating simple sequences of movement. To remember, repeat and link basic movements with control.</p>

results, relating findings to the different food groups.

Geography Chembakoli (India)

To use secondary sources of information.

To identify similarities and differences between places.

To communicate findings.

Show the chn the PPT about village life in Chembakolli and discuss what life might be like there. Discuss the similarities and differences between life there and here. Chn to write about everyday life in Chembakolli comparing and contrasting it with a normal day in their life.

Computing Multimedia 1: Present my information.

To use technology to organise and present ideas in different ways.

To save and open files on whichever device is used.

Look at examples of information posters. Discuss that we can use electronic devices to share and print that we have produced. Make links to e-safety. Show chn how to open, work on and save a document in the correct place, using computing terminology. Chn to explain this process to a partner. Make a 'How to Save you Work'

from the whole image.

Play a guessing game by showing the children a small part of a photograph and asking them to identify what is happening in the picture. Gradually reveal more of the picture by widening the frame around it. Encourage the children to use visual clues, eg shapes, colours, lines, actions, and to explain their reasons for their answers and for changing their answers.

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.

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

PSHE

New Beginnings

Sometimes be able to tell if other people are feeling sad or scared and I know how to make people feel better.

Using the feelings cards and the feelings detective poster, explore a range of feelings.

Concentrate on happy, sad, excited and frightened. Using Barnaby Bear tell the chn that he is new to the school. Thought shower all the possible, different emotions that he might be feeling. Use their experiences as being new to Class 8. Give the chn different scenarios and they explain what emotions he might be having and why.

Travel and Introduction to key shapes

Warm up: Bean Game

Main activity: Balancing technique

Making shapes

Double up...*Working with a partner*

Shape up...*Straddle and pike shapes*

Cool down: Copy cat -
Extended task

PE (Mr Wright)
See separate planning

			algorithm.			
3	<p>The Papaya that Spoke. Innovation week. Character Description. See Literacy Medium Term Plan.</p>	<p>Number: Place Value. See Numeracy Medium Term Plan.</p>	<p>Science Health and Growth Sometimes we eat a lot of some foods and not very much of others. Chn to plan a meal for a special occasion and record what they choose using drawings or models and writing. Discuss how what they chose might be different from what they would normally eat and why.</p> <p>Geography Chembakolli (India) To use secondary sources of information. To identify similarities and differences between schooling in Chembakolli and Hamp. To communicate findings. Chn to watch the school day PPT and answer various questions about what they think the chn are doing and why. Discuss the similarities and differences between their school day and ours. Chn to write a detailed timetable for an average school day in Chembakolli and compare it to our time table by completing the ' How our school is different/similar to the school in Chembakolli' sheet.</p>	<p>Music See music teacher's planning.</p> <p>Art Picture This! To record from imagination and experience and explore ideas. To visualise the whole of an image from a given part. To make drawings and paintings using the visual clues from given images. Give the children part of an image from a magazine photograph and ask them to fix this to a larger sheet of paper. Ask them to draw what might be outside the given image. Talk about how and why the photograph they have been given might have been 'cropped', eg to focus attention on a particular idea or person. Ask the children to give their image a title before and after they make the bigger picture. Compare the two. Ask them to write captions for their images, linking the words they use with the images they have created.</p>	<p>RE (Milestones in Family Life) Unit 5 - How do we celebrate our journey through life? To reflect on the idea of a promise. To learn about a wedding that Jesus attended and what happened there. To learn about some of the features of weddings portrayed in paintings. Remind children of the key question for this Unit of Work - <i>How do we celebrate our journey through life?</i> Explain that one important ceremony for many people happens when people get married. Do they know the words 'marriage' and 'wedding'? Start with the word wedding on a large piece of paper and ask the children what they know about this ceremony. Note down their answers in blue marker and keep the paper for the next lesson. Ask the children such questions as, <i>What is a promise? Why might people make promises in front of others? Why do Christians say that weddings are important? What are the symbols used in most weddings? Why do people wear special clothes for a wedding ceremony?</i></p>	<p>PE (SS) Gymnastics To explore gymnastic actions and still shapes, with control. To remember, repeat and link basic movements with control. To lift, move and place equipment safely. Traveling and using key shapes on apparatus Warm up: Bean Game Main activity: Carrying and placing mats and apparatus. Making shapes Double up...<i>Working with a partner</i> Shape up...<i>Straddle and pike shapes</i> Cool down: Copy cat - Extended task</p> <p>PE (Mr Wright) See separate planning</p>

			<p style="text-align: center;">Computing Multimedia 1: Present my information. To save and open files on whichever device is used.</p> <p>To use the keyboard to add, delete and space text for others to read.</p> <p>To use SHIFT, ENTER, CAPS LOCK, DELETE and BACKSPACE keys accurately.</p> <p>Model opening their previous document. Write an algorithm for 'How to open a document'. Make e-safety links. Discuss the difference between the public drive, device and web. Locate and discuss all keys mentioned in WALT . Chn to use previously collected information to create an information poster.</p>		<p style="text-align: center;">PSHE New Beginnings Know some more ways to calm myself down when I feel scared or upset.</p> <p>Talk with the children about how they felt when they started school or joined a new group. When we are scared or sad, we often want to cry and find ourselves doing all the things we do when we are upset. Get children to recap on how we feel inside and what we do when we are upset. Ask them what helps them to calm down when they feel like this. The ideas should be pooled and made into a class posters to remind children of the different ways to calm down.</p>	
4	<p>The Papaya that Spoke Invention week. Character Description. See Literacy Medium Term Plan.</p>	<p>Number: Addition and Subtraction. See Numeracy Medium Term Plan.</p>	<p style="text-align: center;">Science Health and Growth We need to exercise to stay healthy.</p> <p>Make and record observations and to make simple comparisons. In PE, chn to undertake a variety of activities identify which part of the body they are exercising. After PE, discuss how they feel, does anything feel different? Chn to produce before and after drawings and write a description. Discuss what is meant by exercise being</p>	<p style="text-align: center;">Music See music teacher's planning.</p> <p style="text-align: center;">Art Picture This! To record from imagination and experience and explore ideas. To visualise the whole of an image from a given part. To make drawings and paintings using the visual clues from given images. Use another image, placed in the middle of a blank piece of paper and ask the children to draw on</p>	<p style="text-align: center;">RE (Milestones in Family Life) Unit 5 - How do we celebrate our journey through life? Reflect on the idea of a promise; Learn about a wedding that Jesus attended and what happened there; Read a version of the Bible story 'The Wedding at Cana', What questions do children have about the story? Explain that, for Christians, the story may tell of how Jesus</p>	<p style="text-align: center;">PE (SS) Gymnastics To explore gymnastic actions and still shapes, with control. To remember, repeat and link basic movements with control. To lift, move and place equipment safely. Traveling and using key shapes on apparatus Warm up: Animal Zoo Main activity: Making shapes. Traveling on apparatus. Copy cat - Animal zoo Double up.... Working with a</p>

healthy. Identify different kinds of exercise that chn could do outside of school.

Geography
Chembakoli (India)

To use secondary sources of information.

To identify similarities and differences between homes in Chembakolli and Bridgwater.

To communicate findings.

Show the chn the homes ppt and discuss similarities and differences. Chn to answer various questions related to the homes. Chn to write about the similarities and differences between homes in Chembakolli and homes in England, specifically Bridgwater

Computing
Multimedia 1: Present my information.
Use technology to organise and present ideas in different ways, including editing the text and changing the appearance of the text.

Using the algorithms from last session, ask chn to open their work. Compare their work to other information texts. Can they suggest any improvements?
Demonstrate how to edit and change the appearance of text. Chn to change their own documents.

one side of the image what they think happened just before the image was taken and on the other side what happened just after the image was taken. Ask them to pay attention to size, scale, colour and action in the photograph and to use visual 'clues'.

made a bad situation better. Many Christians apply this teaching to the way we treat each other and that a marriage, or a friendship, for example, is made better when people follow the teaching of Jesus.

Ask the children for their stories about how a bad thing was made better, e.g. what happened when someone hurt themselves.
Add to last week's brain storm about weddings.

PSHE
New Beginnings
Know how to make someone feel welcome.

Play 'Consider yourself at home' from Oliver and discuss what he might be feeling. In pairs, chn to produce a poster titled 'Welcome to Class 8'. On their poster, chn to write or draw their ideas of how to make someone new feel welcome.

partner
Shape up...*Straddle and pike shapes*
Cool down: Jungle walk.
The ant and the elephant

PE (Mr Wright)
See separate planning

5

Non-Fiction.
Imitation/

Number:
Addition and

Science
Health and Growth

Music
See music teacher's planning.

RE
(Milestones in Family Life)

PE (SS)
Gymnastics

innovation week.
Discussion letters.
See Literacy Medium Term Plan.

Subtraction.
See Numeracy Medium Term Plan.

Animals (including humans) produce young and these grow into children and new adults.

Revise what chn know about young growing into adults. Show and discuss pictures of animals and their young, including young that don't match their adult. E.g. frogs or butterflies.
Chn to match parent to offspring.

Geography Chembakolli (India)

To use secondary sources of information.

To identify similarities and differences between food in Chembakolli and England.

To communicate findings.

Show the chn the food and crops in Chembakolli ppt and discuss the similarities and differences between food and crops in Chembakolli and England. Chn to write about these similarities and differences. Then design a 'menu' for the three main meals of the day for Chembakolli and England.

Computing Multimedia 1: Present my information.

(2 Weeks)

Use technology to organise and present ideas by importing pictures into work.

Again use algorithm to open

Art Picture This!

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

To create a storyboard for an event or an issue in their lives.

Explore with the children issues that are of interest or concern to them in their daily lives and agree a subject for a 'news story'. Ask the children to work in groups to act out scenes from the story, with each member of the group playing a part. Ask each group to plan a storyboard showing a number of key moments from the story. Develop a series of three or four black and white images. Write captions that capture the main idea of each image.

Unit 5 - How do we celebrate our journey through life?

Reflect on the idea of a promise;

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

Remind children of the key question for this Unit of Work - *How do we celebrate our journey through life?*

Explain that one important ceremony for many people happens when people get married. Do they know the words 'marriage' and 'wedding'?

Ask the children such questions as, *What is a promise? Why might people make promises in front of others? Why do Christians say that weddings are important? What are the symbols used in most weddings? Why do people wear special clothes for a wedding ceremony?*

Start with the word wedding on a large piece of paper and ask the children what they know about this ceremony. Note down their answers in blue marker and keep the paper for the next lesson.

Read a version of the Bible story 'The Wedding at Cana', What questions do children have about the story?

Explain that, for Christians, the story may tell of how Jesus made a bad situation better. Many Christians apply this teaching to the way we treat each other and that a marriage, or a friendship, for example, is

To explore gymnastic actions and still shapes, with control. - Jumping

To begin to understand some of the basic compositional ideas.

To recognise what their body feel like during different types of activities.

Jumping

Warm up: Animal Zoo

Main activity: Jumping technique and jumping using apparatus

Jumping Jacks...Landings, jumps, leaps and turns

Cool down: Jungle walk.

The ant and the elephant

PE (Mr Wright)
See separate planning

their document. Discuss how we can edit our work to make a finished piece of information text. Discuss that we are going to add images to our document and where we can get images from. Model how to put images onto the document and resize when necessary. Show how to select images from the camera roll. Show them how to change the viewing size of the page so that they can see the whole document.

Chn to add images to their information posters and save their work.

made better when people follow the teaching of Jesus.

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

PSHE

New Beginnings

Know some ways to solve a problem.

Ask the children to imagine, that there is a problem when the 'new child' starts the school.

This is the problem:

You like the new girl/boy. But you are part of a very close group of friends who like to practise every break and lunchtime for a football/dancing competition you and your friends have entered. You have told your new friend to come along with you and expect your friends to be pleased. Instead they say, 'he/she can't play - it's only for the people in the competition'. Your new friend looks very sad and goes to sit by him/herself in the playground.

What do you do? Discuss and use the problem solving techniques to help.

6

Non-Fiction.
Invention week.
Discussion letters.
See Literacy Medium Term Plan.

Number:
Addition and Subtraction.
See Numeracy Medium Term Plan.

Science
Health and Growth
Babies and children need to be looked after while they are growing.
Ask questions in order to make simple comparisons of babies and toddlers.
Discuss chn's experiences of

Music
See music teacher's planning.
Art
Picture This!
To investigate the possibilities of a range of materials and processes.
To record a key moment from their story in a photograph.

RE
(Milestones in Family Life)
Unit 5 - How do we celebrate our journey through life?
Develop an understanding of the idea of a promise and of the ring as a symbol of a promise;
Reflect on the meaning of

PE (SS)
Gymnastics
To explore gymnastic actions and still shapes, with control. -
Jumping and balancing
To begin to understand some of the basic compositional ideas. -
using music.
To recognise what their body

babies and young children within their home. Show the children babies and toddlers doing daily activities. Discuss the differences. E.g. in talking, communication, feeding etc. Children to generate questions about what the needs of the toddler are compared with the needs of the baby.

Geography Chembakoli (India)

To use secondary sources of information.

To communicate findings.

To recognise how places may change.

Discuss how the Adivasi people of Chembakoli have had to adapt and change over the years.

Discuss how they worked together to promote a positive change. Talk about how they now sell tea for a fair price and show them the 'leaf to tea' ppt. Children to write a set of instructions for from leaf to tea.

Computing Multimedia 1: Present my information.

(2 Weeks)

Use technology to organise and present ideas by importing pictures into work.

Again use algorithm to open their document. Discuss how we can edit our work to make a finished piece of information text. Discuss

Take a photograph of the children acting out one scene that shows a key moment from the story.

Discuss what image they will record. What will they focus on? What will be in the frame? What will they leave out? What key idea will they try to communicate? Will they take a close-up or be further away? Will their image be portrait or landscape?

weddings and other commitments.

Remind children of the key question for this Unit of Work - *How do we celebrate our journey through life?* and of a possible meaning of the story of the Wedding at Cana.

Explain that the ring that a couple exchange at a wedding is a symbol of their promises to love one another. Ask, *Why might a ring be a good symbol for a promise?* and *Why are promises important to us, and what happens if they are broken?*

Ask them to reflect on the Christian idea that Jesus had come to make things better: how could he do this, do they think?

Retrieve the original piece of paper with their ideas about weddings from the last lesson and ask the children what they have found out about weddings and promises. Add their comments in red. Then let them take time to reflect upon the importance of weddings for Christians and others too.

Explain that not every couple gets married; many people make a commitment to love each other without a marriage ceremony.

Children to make friendship bracelets for each other as a promise of friendship.

PSHE
New Beginnings
Know that I belong to a range of

feel like during different types of activities.

Jumping and Balancing Warm up: Musical statues

Main activity: Sequence on mats and low apparatus

A Routine matter...*Introducing sequences*

Jumping Jacks...Landings, jumps, leaps and turns

Steady as a Rock... Standing, kneeling and large body part balances

Cool down: Tired Cats

PE (Mr Wright)
See separate planning

			<p>that we are going to add images to our document and where we can get images from. Model how to put images onto the document and resize when necessary. Show how to select images from the camera roll. Show them how to change the viewing size of the page so that they can see the whole document.</p> <p>Chn to add images to their information posters and save their work.</p>		<p>communities (class/group). Feel safe and content within my class. Feel good about the ways we are similar in the group and the ways I am different. Feel good about my strengths. Chn to work in groups of 3/4 and produce an A3 flag for their group. Before starting, they discuss: something they like doing at home; somewhere they like to go; something they like doing at school; something they like playing; someone or something they like to be with. Each flag must contain each member's name, something that is special to them, then some of the above information. Flags must be presented well.</p>	
7	<p>Assessment Week See Literacy Medium Term Plan.</p>	<p>Assessment Week See Numeracy Medium Term Plan.</p>	<p>Science Health and Growth Medicines can be dangerous if we take them without consulting parents or doctors. Recognise hazards and risks in medicine and how to avoid these. To communicate information about the safe use of medicines. Present chn with a range of packaging for medicines. Ask them to decide how they know they are not packaging for food or sweets. Make a collage or display to illustrate the packaging for medicines and how they help medicines to be use safely. Talk about the use of medicines and when we may need them.</p> <p>Geography Chembakoli (India)</p>	<p>Music See music teacher's planning.</p> <p>Art Picture This! No art this week - Curriculum Day; RE</p>	<p>RE (Milestones in Family Life) Unit 5 - How do we celebrate our journey through life? Identify new learning about religious celebrations; Learn about 'blessings' of life; Reflect on their own blessings. Remind children of the key question for this Unit of Work - <i>How do we celebrate our journey through life?</i> Remind the children of their answers they gave in the first lesson to the questions about special times and how they are celebrated. [<i>What are special times? Why and how do we celebrate them?</i>] Ask them, What new things have you learnt, e.g., about the way that different religious</p>	<p>PE (SS) Gymnastics To improve their work using information they have gained by watching, listening and investigating. To remember, repeat and link combinations of body actions, body shapes and balances with control and precision, including varying the skills to include twisting. Twisting Warm up: Musical statues Main activity: Balancing and twisting using apparatus A Routine matter...Introducing sequences Jumping Jacks...Landings, jumps, leaps and turns Steady as a Rock... Standing, kneeling and large body part balances</p>

To use secondary sources of information.

To communicate findings.

To recognise how places may change.

Discuss how the Adivasi people of Chembakoli have had to adapt and change over the years.

Discuss how they worked together to promote a positive change. Talk about how they now sell tea for a fair price and show them the 'leaf to tea' ppt. Chn to write a set of instructions for from leaf to tea.

Computing

Multimedia 1: Present my information.

To use technology to organise and present my ideas in different ways.

Remind the chn of the class e-safety rules. How can we share these with other people? Chn to work in mixed ability pairs to produce an e-safety poster using all the skills taught this term.

communities celebrate? [e.g., birth of a new baby / christenings / birthdays / weddings / funerals etc.] What do they think were the most interesting or puzzling things they learnt about?

Show the children a selection of cards used by Christians and Hindus to celebrate important times, e.g., Easter. Point out any symbolism on the cards and ask the children what they think the symbols stand for.

Ask the children to think of things that are 'blessings' in their or their family's lives and then ask them to make their own card of celebration, showing something lovely in their life. Encourage them to add some words about how this makes them feel.

PSHE

New Beginnings

Know that I belong to a community.

Know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.

Help to make the class a safe and fair place.

Help to make my class a good place to learn.

Ask the children to think back to the story of the 'learning school' from Year 1. Drawing on their experience of working on the charter and working on feelings, each child should

Cool down: Musical balances.

PE (Mr Wright)
See separate planning

					<p>decide: one thing that they would take with them from this school to the dream school if they were given the chance; one thing they would leave behind; one new thing or idea that they would create or order especially to take. Remind them of all of our WALTs this term and encourage them to link their ideas to them.</p>	
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