

Week /Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Science/History</u> <u>Geography/ICT</u>	<u>Art/D&amp;T</u> <u>Music</u>	<u>RE/PSHE</u>	<u>PE</u>
1	<p>No TFW. 'The Day the Crayons quit' See Literacy Medium Term Plan.</p>	<p>Number: Place Value. See Numeracy Medium Term Plan.</p>	<p><b>Science</b> 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><b>Geography</b> Where in the world is Barnaby Bear. To be able to locate countries on a globe. To identify a variety of places around the world. To begin to understand the concept of visiting other places. To understand that other places may be different from their own locality. Discuss what the chn know about the rest of the UK and other countries around the world. How are they different? Show chn the globe - do they recognise any countries? How</p>	<p><b>Music</b> See music teacher's planning.</p> <p><b>Art</b> Make careful observations before drawing. Use various techniques and materials to create art. Carefully draw an accurate representation of a person. Chn to discuss the physical characteristics of their mother in talk partners. Model how you can use this knowledge to create an accurate representation of a person. Chn to draw 'My mum' pictures for assessment packs.</p>	<p><b>RE</b> (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</p>	<p><b>PE (Mr Wright)</b> See separate planning</p>

would you need to travel there?  
Show around the world video.  
What are some countries they would like to visit? Why? What would they like to do there? Chn to create their own passports and indicate which countries they would like to visit and why.

### Computing E-Safety

Know to tell a trusted adult when something worrying or unexpected happens when I am using a device.  
Agree and use sensible rules to keep me safe when I use technology  
Know that not all information online is true

Show Smartie penguin slides.  
Discuss What rules should we have when we use technology? Look at the year 1 rules. Do we need to make any changes? Do we need to add anything? Begin a class list, ask each child to sign it to show they agree. Ask the children "Is everything we see on the web true?" Find out their answers and why they think this. Show the children the Tomato Spider website. Allow them some time to investigate this website. Ask them to find out as much information as they can in pairs so that they can report back to the class

cards.

Chn to design and make a celebration card of their choice.

### 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

			all that they can about tomato spiders. Let children report back on what they have discovered.			
2	<p>Imitation week: The Magic Brush. Character Description. See Literacy Medium Term Plan.</p>	<p>Number: Place Value. See Numeracy Medium Term Plan.</p>	<p><b>Science</b>  <b>Health and Growth</b>  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 results, relating findings to the different food groups.</p> <p><b>Geography</b>  <b>Where in the world is Barnaby Bear.</b>  To identify weather in different places and use geographical language.  To learn about the location and weather of other places.  Show the chn the weather, on line, currently in Bridgwater and in various locations throughout the world. Discuss how countries in the Southern Hemisphere have different seasons to us. Talk about the differences and similarities.  Show the chn the weather map for England today and discuss the various symbols used. Give chn copies of the UK map with large cities labelled and a compass. Chn to draw weather symbols onto the UK map. With a TP use your weather map to act out a weather report. Record some examples. Choose</p>	<p><b>Music</b>  See music teacher's planning.</p> <p><b>Art</b>  Use different materials and techniques to produce art work. Chn to design Christmas cards for whole school initiative.</p>	<p><b>RE</b>  (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 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.</p> <p><b>PSHE</b>  <b>New Beginnings</b>  Sometimes be able to tell if other people are feeling sad or scared and I know how to make people feel better.</p>	<p><b>PE (Mr Wright)</b>  See separate planning</p>

			<p>some chn who would like to perform their weather report.</p> <p style="text-align: center;"><b>Computing Programming</b></p> <p>Give instructions to my friend (using forward, backward and turn) and physically follow their instructions.</p> <p>Tell you the order I need to do things to make something happen and talk about this as an algorithm.</p> <p>Show the children a range of examples of instructions - packets of seeds, recipe books, etc. What are they? Why do we need them? Discuss how and why we use instructions within life.</p> <p>Introduce the term algorithm to the children.</p> <p>Tell the children that you will be giving them some instructions to follow. They will need to follow the instructions that are given. Use terms such as forwards, left, right, turn, quarter, half, etc</p> <p>Set up an obstacle course including picking up bean bags or wooden blocks, and taking them to place in a bucket at another point in the course. Ask the children what the algorithm would be.</p>		<p>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.</p>	
3	<p>Innovation week: The Magic Brush. Character</p>	<p>Number: Place Value. See Numeracy Medium Term</p>	<p style="text-align: center;"><b>Science Health and Growth</b></p> <p>Sometimes we eat a lot of some foods and not very much of</p>	<p style="text-align: center;"><b>Music</b> See music teacher's planning.  <b>Art</b></p>	<p style="text-align: center;"><b>RE</b> (Milestones in Family Life) Unit 5 - How do we celebrate our journey through life?</p>	<p style="text-align: center;"><b>PE (MON)</b> Gymnastics To explore gymnastic actions and still shapes.</p>

Description.  
See Literacy  
Medium Term  
Plan.

Plan.

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.

### Geography

Where in the world is  
Barnaby Bear.

To recognise features of places.  
To identify types of weather in  
different places.

To use secondary sources of  
information.

To note differences and  
similarities of different places.  
Look at where BB has travelled -  
Australia. Read the story on BBC  
website Barnaby Down Under.

[http://www.bbc.co.uk/schools/barnabybear/stories/down\\_under\\_fs.shtml](http://www.bbc.co.uk/schools/barnabybear/stories/down_under_fs.shtml)

Look at the part where he travelled to Cairns. Show chn where Australia and Cairns are on the globe and map of the world. How do you think he got there? How long do you think it took to get there? What do you think the weather was like? Use internet/ books/ photos to research what Cairns is like with a TP. *What is Cairns like?*

Discuss how Cairns compares to Bridgwater (landscape, weather). *How is Cairns different from Bridgwater? What would it be like to live there?*

Draw a picture of Bridgwater and Cairns. List features of both (weather, rainforest, beach,

### Mother Nature

Record from first hand  
observation and experience.

Show and discuss the work of William Morris and Nancy Smith Klos. Discuss how these artists approach the same theme in a different way and identify the main characteristics of their work. Chn to walk around the school and collect interesting natural items eg. Fallen leaves, bark, berries. Return to the class and review the objects found, noting interesting qualities. Chn to arrange their objects into a display and carefully examine each item with a magnifying glass. Chn must note the different shapes, textures, colours. Discuss how the object may look different from alternative viewpoints.

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 -  
*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'?  
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, *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?*

### PSHE

#### New Beginnings

Know some more ways to calm  
myself down when I feel scared  
or upset.

Talk with the children about how  
they felt when they started

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...*Using hands, feet  
and alternate feet*

Ship Shape...*Stretched and  
truck shapes*

Cool down: Follow the Leader

PE (Mr Wright)

See separate planning

			<p>Great Barrier Reef).</p> <p><b>Computing Programming</b>  Program a robot to do a particular task.  Watch a program execute and spot where it goes wrong so that I can debug it.  Share a simple set of instructions with the class. Can they follow them? Recap the term algorithm.  Children work individually or in pairs using Lego Fix the Factory levels 1, 2 and 3. The rules must include not asking the teacher what to do and talking to their friends to work it out. See Fix the Factory PowerPoint.  Encourage the children to keep trying things out and to work out difficulties together. Use the language of execute the program when the children press the green arrow.</p>		<p>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>Innovation week: The Magic Brush Character Description. See Literacy Medium Term Plan.</p>	<p>Number: Addition and Subtraction. See Numeracy Medium Term Plan.</p>	<p><b>Science Health and Growth</b>  We need to exercise to stay healthy.  Make and record observations and to make simple comparisons.  Chn to undertake a variety of activities identify which part of the body they are exercising. After, discuss how they feel, does anything feel different?  Chn to produce before and after drawings and write a description. Highlight the importance of hygiene. Discuss what is meant by exercise being healthy. Identify different</p>	<p><b>Music</b>  See music teacher's planning.</p> <p><b>Art</b>  Mother Nature  Record from first hand observation and explore ideas for a design.  Chn to draw the natural objects from the previous lesson. Chn to then carefully sketch each object, including details of the object by recreating the texture, shape and colour in their drawing. Chn must choose one of their drawings to develop into a design for a textile</p>	<p>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 made a bad situation better.  Many Christians apply this</p>	<p>PE (MON)  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.  Travel and Introduction to key shapes  Warm up: Thunderstorm  Main activity: Balancing technique  Making shapes  Double up.... Working with a</p>

kinds of exercise that chn could do outside of school.

**Geography**  
**Where in the world is Barnaby Bear**

To be able to locate countries on a globe.

To identify a variety of places around the world.

To begin to understand the concept of visiting other places.  
To understand that other places may be different from their own locality.

Show the chn where South Korea is on the globe.  
Compare the average temperature in UK and South Korea. Discuss the average rainfall comparisons. Discuss the culture and the flag.

Show the chn the slides of South Korea - it's tourist attractions, beaches, towns, houses. How does it compare to South Africa, South Korea, United States, England ...  
Chn to do a fact file page for South Korea.

**Computing**  
**Programming**

Understand the order I need to do things to make something happen and talk about this as an algorithm.

Watch a program execute and spot where it goes wrong so that I can debug it.

Children work in pairs to solve level 4 - 6 of Fix the Factory.  
Show slides and discuss algorithms. Let the children talk

collage. A pattern is to be created by simplifying the drawing and enlarging the size.

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: Simon Says

PE (Mr Wright)  
See separate planning

about the algorithm to solve it at the same time as trying out the program. Sometimes we need to do both together to help us work out what needs to happen. Start writing the program and execute it. See where you end up. Add to or debug the program as you go along.

5

Non Fiction: Discussion Letter.  
See Literacy Medium Term Plan.

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

**Science**  
**Health and Growth**  
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**  
**Where in the world is Barnaby Bear.**  
To be able to locate countries on a globe.  
To identify a variety of places around the world.  
To begin to understand the concept of visiting other places.  
To understand that other places may be different from their own locality.  
Show the chn where Africa is on the globe. Then show them where South Africa is.  
Compare the average temperature in UK vs. South

**Music**  
See music teacher's planning.

**Art**  
**Mother Nature**  
Represent observations, ideas and design and make a proper collage.  
Chn to choose the main fabrics they would like to use in their collage. Using the paper pattern created in the previous lesson, chn to trace the shape on to the fabric and cut it out. Show chn how to make basic stitches and other joining techniques like gluing, stapling and taping. Encourage chn to manipulate the fabric in different ways to recreate the texture of the natural object eg scrunching, folding, embellishing, applique.

**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;  
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

**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.... *Working with a partner*  
Shape up... *Straddle and pike shapes*  
Cool down:

**PE (Mr Wright)**  
See separate planning

Africa. Discuss the average rainfall comparisons. Discuss the culture and the flag. Show the children the slides of South Korea - its tourist attractions, beaches, towns, houses. How does it compare to other countries they know.

Children to fill out a fact file page for South Africa.

### Computing Programming

I can use programming software to make objects move.

Ask the children to open Scratch Jr App and click on the house icon. What can you make the cat do using the blue blocks? What happens if you change the numbers at the bottom of each block? Can they make the cat do a small jump? Can they make the cat do a high jump? Some children may discover the blocks will fit together to make a sequence. When the children are ready encourage them to build a sequence. Tapping on any block in the sequence will make it run. What number do you need to use to make the cat move all the way across the screen. Ask the children to make the cat move forwards and backwards. Now introduce the yellow trigger blocks Ask the children what they think the yellow green flag block and yellow start on tap block do. Where to do you think they go in the sequence? Show

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 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.

			<p>the children the red end block. What do you think this block does? Where does it go? Add a second character. Using the yellow trigger blocks and blue motion blocks - what can you make happen?</p>		<p>What do you do? Discuss and use the problem solving techniques to help.</p>	
6	<p><b>Non Fiction: Discussion Letter.</b> See Literacy Medium Term Plan.</p>	<p><b>Number: Addition and Subtraction.</b> See Numeracy Medium Term Plan.</p>	<p><b>Science</b> <b>Health and Growth</b> 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 babies and young chn within their home. Show the chn babies and toddlers doing daily activities. Discuss the differences. E.g. in talking, communication, feeding etc. Chn to generate questions about what the needs of the toddler are compared with the needs of the baby.</p> <p><b>Geography</b> <b>Where in the world is Barnaby Bear.</b> To be able to locate countries on a globe. To identify a variety of places around the world. To begin to understand the concept of visiting other places. To understand that other places may be different from their own locality. Show the chn where the United States is on the globe. Discuss how it has a variety of different landscapes and weather patterns.</p>	<p><b>Music</b> See music teacher's planning.</p> <p><b>Mother Nature</b> Represent observations, ideas and design and make a proper collage. (ongoing) Question chn about their design choices and how it is similar or different from the work of William Morris and Nancy Smith Klos. Chn to continue with their fabric collage from the previous lesson. Ensure that chn are incorporating a variety of techniques to highlight the features of the object.</p>	<p><b>RE</b> (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 weddings and other commitments. Remind children of the key question for this Unit of Work - <i>How do we celebrate our journey through life?</i> 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, <i>Why might a ring be a good symbol for a promise?</i> and <i>Why are promises important to us, and what happens if they are broken?</i> 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</p>	<p><b>PE (MON)</b> <b>Gymnastics</b> 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. <i>Traveling and using key shapes on apparatus</i> Warm up: Animal Zoo Main activity: Making shapes. <i>Traveling on apparatus.</i> Copy cat - Animal zoo Double up....<i>Working with a partner</i> <i>Shape up...Straddle and pike shapes</i> Cool down: Jungle walk. The ant and the elephant</p> <p><b>PE (Mr Wright)</b> See separate planning</p>

Compare the average temperature in UK and United States. Discuss the average rainfall comparisons. Discuss the culture and the flag. Show the chn the slides of the United States - it's tourist attractions, beaches, towns, houses. How does it compare to Australia, South Africa, England, South Korea ,,, Chn to do a fact file page for the United States.

### Computing Programming

Understand the order I need to do things to make something happen and talk about this as an algorithm. Watch a program execute and spot where it goes wrong so that I can debug it. Show the children the yellow speed block (slide 5). What do you think this block will do? Ask children to add the speed block to the sequences in their projects. Let them try making changes to the drop down arrow. Bring the class together and show them dog, penguin, lizard and pig sprites. What is the algorithm for a race between these animals? Write the algorithm for one animal to race. Talk about using the same algorithm for each animal but ask what will need

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

### PSHE

#### New Beginnings

Know that I belong to a range of 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.

			to change for each animal. Which programming blocks will we need to use to implement this as a program?			
7	<p>Assessment Week</p> <p>See Literacy Medium Term Plan.</p>	<p>Assessment Week</p> <p>See Numeracy Medium Term Plan.</p>	<p>Science</p> <p>Health and Growth</p> <p>Sometimes we take medicines when we get ill, these help us to get better.</p> <p>Medicines are useful but are drugs not foods, and can be dangerous.</p> <p>Some people need medicines to keep them alive and healthy.</p> <p>Ask questions about medicines and health.</p> <p>Visit from a health practitioner. Chn to discuss their visits to doctors or nurses. Discuss if they were given medicines and why. Chn generate questions about what the health professional does and about medicines in relation to themselves and other people they know.</p> <p>Geography</p> <p>Where in the world is Barnaby Bear.</p> <p>To be able to locate countries on a globe.</p> <p>To identify a variety of places around the world.</p> <p>To begin to understand the concept of visiting other places.</p> <p>To understand that other places may be different from their own locality.</p> <p>Discuss the countries they have learnt about this term. Which one would they like to visit most? How are they different</p>	<p>Music</p> <p>See music teacher's planning.</p> <p>Art</p> <p>Mother Nature</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify differences and similarities in the work of designers.</p> <p>Look at examples of design based on nature and natural forms from different times and cultures.</p> <p>Discuss the use of line, shape, colour, texture. Suggest ways in which the design was adapted to fit the design. Some chn to show and discuss their collage with the class. Other chn to provide positive feedback about the successful features of the collage. Discuss the use of lines, shapes, colours and textures. How did they change the surface of their collage? How do the textures make them feel? Each child to review their own work in a similar way in their book. Chn to include how they would build on the success of this piece in their next work.</p>	<p>RE</p> <p>(Milestones in Family Life)</p> <p>Unit 5 - How do we celebrate our journey through life?</p> <p>Identify new learning about religious celebrations;</p> <p>Learn about 'blessings' of life;</p> <p>Reflect on their own blessings.</p> <p>Remind children of the key question for this Unit of Work - <i>How do we celebrate our journey through life?</i></p> <p>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>]</p> <p>Ask them, What new things have you learnt, e.g., about the way that different religious 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?</p> <p>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.</p> <p>Ask the children to think of</p>	<p>PE (MON)</p> <p>Gymnastics</p> <p>To explore gymnastic actions and still shapes, with control. -</p> <p>Jumping</p> <p>To begin to understand some of the basic compositional ideas.</p> <p>To recognise what their body feel like during different types of activities.</p> <p>Jumping</p> <p>Warm up: Animal Zoo</p> <p>Main activity: Jumping technique and jumping using apparatus</p> <p>Jumping Jacks...Landings, jumps, leaps and turns</p> <p>Cool down: Jungle walk.</p> <p>The ant and the elephant</p> <p>PE (Mr Wright)</p> <p>See separate planning</p>

and similar to Bridgwater? Chn to choose one of the countries and compare it to the UK.

### Computing Programming

Understand the order I need to do things to make something happen and talk about this as an algorithm.

Use the word debug when I correct mistakes when I program a floor robot.

Ask the children to explore the pink hide, show and say blocks.

What can you make happen?  
Show children the wait block. .  
What do you think this will let you do? Let the children try adding this block between the hide and show buttons. Add a wizard to the stage. What will happen when the wizard says a magic word to disappear and then says another word and appears again? Tell the children to talk through the algorithm with their friend and then to show the algorithm as a set of pictures. When will the wizard disappear? When the green flag is clicked or when you tap the wizard? You may want to show your algorithm to help them - slide 11. Once they have agreed on the algorithm they can implement it as a program.  
Remind them to keep testing their program and debugging any mistakes.

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 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.

