

Week/Date	<u>Litera</u> <u>cy</u>	<u>Numera</u> <u>cy</u>	<u>Science/History</u> <u>Geography/Computing</u>	<u>Art/D&amp;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 How Tortoise Got His Shell. **Imitation week.** Openings and endings.

Geometry: Shape **See Numeracy Medium Term Planning**

**Science: Sorting and using materials**  
 WALT: Name objects and the materials they are made from.  
 Name everyday materials.  
 Describe simple properties of material  
 Explore and investigate characteristics.  
 Sort objects in different ways.  
 Understand every materials has many properties which can be recognised using our senses and described using appropriate vocabulary.  
 Explore the materials and properties of everyday objects.  
 Use terms 'hard, soft, dull, transparent.  
 Engage in feely bag game to describe or identify materials.  
 Chn to group objects by their materials.

**Music - PPA cover**  
**Art: Unit 1B: Investigating materials:**

WALT: Investigate the possibilities of a range of materials and processes.  
 Experiment with papers and fabrics and create different effects.  
 Explain the learning objective by end of unit: explore and use natural and made materials to communicate ideas and meanings in a weaving; comment on differences in others' work; suggest ways of improving their own work  
 Key words: materials, eg natural, made, recycled • types of textile and fabric, eg velvet, net, lace, satin • visual qualities, eg colour, form, texture • tactile qualities, eg flexible, soft, shiny, smooth, coarse, texture • weaving materials, eg fleece, fibre, thread, natural and made materials • weaving, eg loom, warp, weft, shuttle  
 Provide a variety of materials e.g papers, fabrics and plastics packaging. Ask the children to explore the effects of:  
 Folding, scrunching, tearing, cutting, deconstructing, pleating.

- joining in different ways- e.g tying, twisting, using running stitch and gathering.
- Colouring with dyes, and waterbased paint e.g beetroot, using brown and red onion skins, blackberries
- Ask children to describe the effects e.g soft, spiky, rough.
- Question: which would be best to wrap a parcel?  
 , e.g strong, easy to write on, easy to fold.

Children to make a small collage from the Literacy story 'How tortoise got his shell'

**PSHE: Unit 2: Good to be me**

Explain this theme: *Understanding feelings, and why and how they lead us to behave the way we do - particularly the feelings of being excited, proud, surprised, hopeful, disappointed, worried and anxious. Self-awareness - feeling good about myself, taking risks. Managing my feelings - relaxing, coping with anxiety. Standing up for myself - assertiveness, standing up for my views.*

**Spin the bottle:**

Ask a child to spin the bottle and see who the neck end points to. That child says one thing they really enjoy doing and which they are good at.

**Learning opportunities: our gifts and talents**

WALT:

I can tell you something that makes me feel proud.

I can tell you about my gifts and talents.

I can tell when I am feeling proud.

Explore the feeling 'proud'

Pin up photographs of different examples where children are feeling proud- can children name this feeling and explain what it means.

Ask the children to work in pairs to share with their partner a time when they have felt proud

Each child to write 'The piece of work I am most proud of in Year 1 is....' These can be pinned to out Topic board on completion.

I felt proud when.....(in trophies template) for example, when you made something, did a good piece of work or learnt something new

Children to work in groups to explore the groups 'gifts and talents' and present this back to the class.

**NO RE DUE TO MOVING DAY**

**P.E. -Games Activities**  
 Matt's session.

**Matt's session on Thursday AM.**

How  
Tortoise  
Got His  
Shell.  
Innovati  
on week.  
Openings  
and  
endings.  
See  
Literacy  
Medium  
Term  
Plan.

Number:  
Place Value  
See  
Numeracy  
Medium  
Term  
Planning

**Science: Sorting and using materials**  
WALT: Name objects and the materials they are made from.  
Name everyday materials.  
Describe simple properties of material  
Explore and investigate characteristics.  
Sort objects in different ways.  
Understand objects are made from materials and different  
everyday objects can be made from the same materials.  
Children explore collection of materials and go on a material  
hunt inside/ outside the classroom. Record results in their  
own way.  
Children to fill in a table to represent the groups findings  
identifying object, material and properties.  
Chn to group objects by their materials and properties.

**Computing:** Describe My Toys  
*Explain Science and computing links*  
**Word bank describing toys.**  
WALT: Use the keyboard or a word bank on a device to enter  
text.  
Use describing toys resource to introduce using a word bank  
to children.  
Children to think of adjectives to describe the teddy and  
work their way through the three word bank levels.  
Talk about printer.  
Children to bring their own teddy in for next week.

**Art: Unit 1B: Investigating  
materials:**

WALT: To ask questions about  
the starting points for their  
work, and develop their ideas.  
Identify and describe textures,  
colours and patterns in textiles.  
Describe their feelings about a  
fabric they like.  
Sort fabrics by colours and  
textures and describe their  
ideas and feelings about them.

Ask children what they know  
about the word 'fabric' ask  
them to list words associated  
with the word fabric e.g cloth,  
paper, animal skin, textiles,  
plastics and the variety of  
items that are made from  
fabric. E.g clothes, mats,  
curtains, roofs of buildings,  
tents.

**Children to bring in a fabric  
they like** e.g item of clothing  
and talk about why they like it  
and how it makes them feel.  
Provide a collection of fabrics  
and ask children to group the  
fabrics in different ways e.g  
how they are made or  
decorated , by how they feel.  
Give children magnifying glasses  
and ask them to explore the  
construction of the different  
fabrics. Ask them to describe  
how they think fabrics are  
made.  
Chn to define what fabric  
means and discuss the different  
fabrics.  
Fabrics: Cotton, Nylon,  
polyester, wool, silk, leather.

ASK CHN TO BRING  
FABRIC THEY LIKE TO  
THE NEXT SESSION.

PSHE/Circle Time  
**Unit 2 - Good to be Me.**

Proud

WALT: Help another person feel proud.  
Use the problem-solving process.

Put all the children's names on slips of paper in a tin. The  
slip might say:  
'[Name] should feel proud because ...'  
The children should each take a slip and complete it with  
writing or drawing. The  
children might keep their slip with other work they are  
proud of.  
Read the story Proud. Give children questions related  
to the story.  
Children might role-play the story  
Use the story to springboard a problem-solving situation, if  
someone else in the class had noticed that Leon looked  
unhappy, what could they have done to make Leon feel  
better? Use the problem-solving process.  
Emphasise that feeling proud is a comfortable feeling. The  
behaviours and words of others can make the feeling even  
better or can 'squash' or 'kill' that comfortable feeling. Our  
actions affect others  
Our feelings often influence our behaviour (feeling hurt  
leads to 'put-downs'). We need to think about how other  
people are feeling and be able to show others that we are  
happy for them.

**RE - Where do we belong?**

WALT: Think about significant festivals;

Consider the importance of baptism for Christians.

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?  
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.  
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.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 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

How  
Tortoise  
Got His  
Shell.  
Inventio  
n week.  
Openings  
and  
endings.  
See  
Literacy  
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Planning

**Geography - Around our school - the local area.**

*Where do I live? Where do other pupils live?*  
WALT: Understand that all pupils have a personal address and that they travel to school.  
Chn to know their own addresses. Children to order their cut up address.  
Chn to understand the significance of each line of the address.  
Chn to represent the various types of travel on a simple table. Children to illustrate their form of travel and then talk about why they use this travel. Chn to discuss this ready for next week's graph.  
Discuss with the children who lives the furthest away and who lives the nearest.

**Science: Sorting and using materials**

Name objects and the materials they are made from.  
Name everyday materials.  
Understand materials are chosen for specific purposes on the basis of their properties  
Name objects and the materials they are made from.  
Perform simple tests.  
*Boat for animals to across in the story.*  
Discuss how we can test properties of materials.  
Children explore materials in the winter and discuss what makes it waterproof.  
Children to investigate what materials are waterproof by carrying out their own experiments.  
Discuss investigations as a group and record this in their own way.  
Use results to order materials or group materials into waterproof and non waterproof materials.  
**Computing:** Describe My Toys  
**Programming and labelling teddy bears**  
**Teach**  
Teach children how to use a digital camera or tablet device to take a photograph of their teddy (close-up photo so image fills screen). Discuss the materials links to Science- wooden toy, plastic, wool etc. Children to upload their photographs of their selected toy and add labels to it. These may include the body parts or more detailed features.  
**Links with science:** children to think about suitable clothes and materials for the teddy to wear on a cold winters day.

**Music - PPA cover**

**Art: Unit 1B: Investigating materials:**

WALT: To ask questions about the starting points for their work, and develop their ideas. Identify and describe textures, colours and patterns in textiles. Describe their feelings about a fabric they like.  
Sort fabrics by colours and textures and describe their ideas and feelings about them.

Ask children to recall the word fabric and list ways we sorted them into groups from last week.

Provide a collection of fabrics and ask children to use various fabrics to make a small collage of something from non-fiction text- animal related to the vet. Children to use various tools and techniques from previous lessons to:

Join in different ways, eg tying, plaiting, twisting, using running stitch and gathering  
Colour with dyes and water-based paint  
Fold  
Tear

(Carousel of different joining- stitching, folding, plating twisting etc- linked to Literacy theme).

Children to record what techniques they have used.

Fabrics: Cotton, Nylon, polyester, wool, silk, leather.

**PSHE**

**Unit 2 - Good to be Me. Proud**

WAL:T: Help another person feel proud. Use the problem-solving process.

Put all the children's names on slips of paper in a tin. The slip might say:  
'[Name] should feel proud because ...'  
The children should each take a slip and complete it with writing or drawing. The children might keep their slip with other work they are proud of.  
Read the story Proud. Give children questions related to the story.  
Children might role-play the story  
Use the story to springboard a problem-solving situation, if someone else in the class had noticed that Leon looked unhappy, what could they have done to make Leon feel better? Use the problem-solving process.

Emphasise that feeling proud is a comfortable feeling. The behaviours and words of others can make the feeling even better or can 'squash' or 'kill' that comfortable feeling. Our actions affect others

**RE: Where do we belong?**

To learn about Jesus' 'Last Supper'.

To consider the importance of communion for Christians.

**What do people do that shows they belong to a Christian community?**

Explain this term we will be looking at belonging to different religions.

Read the chn 'The Last Supper' from the Bible.

Show the chn following clip:

<http://www.bbc.co.uk/programmes/p018zfx7> Stop after the communion. Discuss the meaning of the last supper and the relevance of communion.

Use a scripted sketch to act out the story or get children to make up their own dramatic presentations. '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?

Chn to talk about how being a Christian may affect the way that people live their lives;

Chn to ask questions about being a Christian.

Children to design a communion poster based on the sayings of Jesus.

**P.E. - Games**

Activities.

**Receiving catching**

Acquiring & Developing: understanding the concept of getting in line with a ball to receive it  
Selecting & Applying: using skills in different ways in different games  
Knowledge & Understanding: describing changes to their bodies when they exercise  
Evaluating & Improving: watching others & describing what they see & copying  
Warm up: colours game  
Skills activity:  
Bounce and catch  
Independent standing on spot, drop and catch  
Moving around obstacle and drop ball into designated cone.  
Game activity:  
Simple relay games which involve bouncing and catching the ball.  
Cool down:  
Seashore stretches.

**Also Matt's session on Thursday AM.**

How  
Tortoise  
Got His  
Shell.  
Non-  
Fiction  
week.  
Recounts  
.  
See  
Literacy  
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### Geography - Around our school - the local area.

WALT: Understand that all pupils have a personal address and that they travel to school.

Represent the various types of travel on a simple graph  
Draw some conclusions from their findings

Discuss last week's discussions on how we got to school.  
Children to go into their groups to represent the class's form of travel as a tally chart and bar chart. Differentiated bar charts per group.

Chn to draw some conclusions from their findings

### Science: Sorting and using materials

WALT: Name objects and the materials they are made from.  
Name everyday materials.

Understand that materials can be sorted in variety of ways according to their properties.

Use appropriate vocabulary to describe materials  
Perform simple tests.

Children to design an outfit for a fossil hunter (based on children's interest and links to story....by mountain/ cliff)  
Property testing:

Chn to look for objects which are opaque and transparent-bendy and not bendy. Discovering certain items for the fossil hunting outfit.

Children to suggest what the material would need to be like and sort out, from a variety of materials, which would be suitable and which would not. Ask them to explain the criteria they used. E.g bendy/ not bendy, transparent/not transparent, rough, smooth. Record by drawing or sticking materials in sets and labelling or writing simple sentences.

### Computing: Describe My Toys

WALT Create own Toy story using multimedia and keyboard.  
Esafety discussion on accessing file- sharing content/ copy right.

Children to explore the toy story trailer and then create their own toy story using 2create a story programme.  
Extend children to write a caption underneath their pictures  
Children to explore how to save their work. Children may make links to Literacy.

### Music - PPA cover

#### Art: Unit 1B: Investigating materials:

WALT: try out tools and techniques and apply these to materials and processes.

Investigate the technique of weaving

Use found natural and made materials in weaving, showing understanding of colour and texture.

Experiment with cold dyes and water based paint to develop colour.

Identify simple loom and basic weaving techniques. Show the children how to make simple weaving using strips of paper.

Encourage them to select interesting papers and explore different patterns of weaving e.g overlunder in and out, over two and under one.

Show children how to make a simple card loom

Show children how to make a simple card loom that has the same number of notches at either end.

Show them how to 'dress the card loom' (make the warp) Ask them to practice the act of weaving to make the weft.

Show children unconventional looms. E.g spokes of a wheel, picture frames, twigs/ small branches. Ask them to work in pairs to develop a weaving using something they have found e.g a wheel, branch etc. Use this as a structure for the warm and make warp threads. Ask the children to use a variety of found natural and made materials to create the weft of their weaving.

Children to experiment with dyes and paint and how to change colours of materials or parts of the weaving. Ask them how to use these techniques to

### PSHE Unit 2 - Good to be Me.

#### Anxiety and worrying

WALT: I can tell when I am feeling worried or anxious.

I can explain some things that help me stop worrying.  
Worrying and anxiety are barriers to positive feelings such as feeling proud and can be significant barriers to learning

Read 'The Wobbly Tooth' and stop where indicated. Ask the chn to identify all the feelings Jamima would have experienced so far. Ask for someone to pretend to be Jamima and sit in a way she might have been sitting in bed when she was worrying.

As them to work in pairs to think of a way that she could stop worrying or what Mum and Dad could do to help her stop. Read the end of the story. Discuss their thoughts compared to what actually happened

Read the final part of the story.

Ask the children to think about the questions:

- What stopped Jamima from worrying in the story?
- Do you think this would work?

Thought shower the question: 'If Jamima came to our school what would she

worry about?' This might be done as a round. Give a little thinking time and remember to let children pass if they wish to. List these ideas on the whiteboard or flipchart. talk to someone about your worries; do something about your worry; think about something that helps you to relax.

Set up a 'worry box' in the classroom. Support children to choose work for their 'record of achievement' or for a display of favourite work. Emphasise 'pride' in presentation of work, quality of work and outcomes, throughout the period of time

### RE: Where do we belong?

WALT: Understand Hinduism.

#### How do people show they belong to a Hinduism community?

Ask the chn if they know anything about any other religions. Explain that over the term we will be learning about lots of other religions.

Show the chn the following clip:

<http://www.bbc.co.uk/programmes/p0115h3q> Discuss.

Chn to draw a picture and write a few lines to explain the religion of Hinduism.

### P.E. - Games

Activities.

See short terms plans

#### Net type activity

Acquiring & Developing: move fluently, changing speed & direction easily avoiding collisions

Selecting & Applying: using skills in different ways in different games

Knowledge & Understanding: explaining why exercise is good for us

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

Warm up: touch down

Skills activity:

Holding racket.

Children moving in and out of cones with a beanbag.

Children to engage in pancake toss.

Children to then roll the ball with the racket along the ground.

Children to engage in racket sandwiches with their partners.

Group game: Racket relays.

Cool down: Stretches. Shoulder stretches.

Also Matt's session on Thursday AM.

How  
Tortoise  
Got His  
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Non-  
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Planning

**Geography - Around our school - the local area.**

WALT: know a sense of place in relation to home and school  
Describe a route

Recognise some of the physical and human features in the locality

Understand some of the ways in which the features are used

Explain how keys on maps are used and children to create a key for their map to school. Children to draw symbols to put on the route of features that they know are there. Discuss difference between human and physical features.

**Science: Sorting and using materials**

WALT: Understand that some materials are magnetic but most are not.

Think about which objects they expect to be attracted to a magnet.

To make observations, communicate what happened and use results to draw conclusions saying whether their predictions were right.

Give children some magnets to explore e.g fishing game, fridge materials, wand materials to catch their attentions and as them to explore what objects are attracted to or stick to a magnet. Group objects by magnetic or non-magnetic behaviour. Present children with a range of objects, ask them to predict whether they will be attracted to a magnet in their books, to test their predictions and make a record of what happened.

**Computing: Describe My Toys**

WALT Create own Toy story using multimedia and keyboard.

2 week project.

2Create a story.

Children to upload their file and look at our toy story so far. What context have we created? (pictures and text) Children to continue with

How can we make it more like a film./ more interactive? Elicit making things move/ sound.

Children to explore making their pictures move.

Children to move around and look at other children's stories.

Discuss e-safety

Discuss technology in our lives - how the internet allows us to share our work beyond school. Who can see our files?

**Music - PPA cover**

**PSHE/Circle Time**

**PSHE: Unit 2: Good to be me**

WALT :

Identify how I have developed my strengths and reflected on how proud I have been.

Children could set themselves a goal should identify one time in the week when they have felt proud:

for themselves;

for the class;

for another person in the class or at home

Children to close their eyes and think about a time this week they have felt proud.

They should explain why they felt proud.

Encourage the children to reflect on how the intended earning outcomes for the theme have been met and what the children have learnt about anxiety and worrying.

Children to create a 'proud' shield.

Can they think of more things than when they first reflected on proud feelings at the beginning of the unit.

RE

WALT: Understand Hinduism.

**How do people show they belong to a Hinduism community?**

Explain to the chn that Diwali is a Hindu tradition and this year it takes place on 11<sup>th</sup> November. Show the chn the following clip:

<http://www.bbc.co.uk/programmes/p0115c1n> Discuss.

Chn to write about the importance of Diwali to Hindus and illustrate.

**P.E. - Games**

Activities.

See short terms plans

**Sending and receiving**

Acquiring & Developing: showing control & accuracy in throwing and aiming

Selecting & Applying: understanding the concepts of aiming into space

Selecting & Applying: changing & using skills in different ways to try to win points

Selecting & Applying: planning where to stand to make it difficult for their opponents

Knowledge & Understanding: discussing why playing games is good for us

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

Warm up: You to me.

Children in pairs. Child A carries beanbag and skips around child B and then throws the beanbag back.

Skills activity: Aiming into and defending a space.

Group game: Court game.

Cool down: Simple stretches with a partner.

**Also Matt's session on Thursday AM.**

<p>Assessment/ Christmas week</p>	<p>Number: Addition and Subtraction See Numeracy Medium Term Planning</p>	<p><b>Geography - Around our school - the local area.</b> WALT: Know their sense of place in relation to home and school Describe a route Recognise some of the physical and human features in their locality Understand some of the ways in which the features are used about the need for leisure activities and the types of facilities available Show children several pictures of the local area. Discuss human and physical features in the local area. Show the children pictures of the locality, ask them to group them into sets, eg far and near, buildings and features, and place them in the sequence they are seen on the route to school. Give them a picture of the school to locate these features approximately by this location. Have large maps for children to begin to locate the street. Children to illustrate physical and human features popular in the local area. Children to create questionnaire to send home.</p> <p><b>Geography - Around our school - the local area.</b> WALT: Know a local area may have a variety of leisure facilities. <b>How do local people spend their leisure time?</b> <b>What jobs do people do in our locality?</b> Discuss the completed surveys that the chn did for homework. What were the most popular pursuits? Using a map of Bridgwater, chn in their groups to plot where these leisure activities take place in relation to the school. Children to discuss job opportunities in the local area and create mindmap of this.</p> <p><b>Computing:</b> Technology and my Toys WALT: begin to identify some of the benefits of using technology Technology versions of toys. Look at modern technological versions of toys e.g remote control vehicles, teddy bears that have voice recording inside, virtual musical instruments etc. Discuss if technology has made these toys better.</p> <p>Class to split into two groups. One half explores some jigsaw puzzles and the other completes an online puzzle. Discuss the similarities, differences and preferences.</p> <p>Extension: In small groups, children to create a jigsaw of a photograph taken of a toy.</p>	<p><b>Music - PPA cover</b></p> <p>(SCIENCE/ ART-MATERIALS) <b>Science: Sorting and using materials</b></p> <p>Name objects and the materials they are made from. Name everyday materials. Understand the difference between man-made and natural materials. Sort objects in different ways. Use appropriate vocabulary in group discussions. Have various objects from the Literacy story/text. Children to categorise which materials are natural and which ones are man-made. Children to label and discuss this. Children to create a key word mat of properties of these given natural and man-made materials. Children to have property words to match with the given definition (differentiated task).</p>	<p><b>RE: Where do we belong?</b> Godly play: Nativity story. WALT: Listen and recall Christmas nativity story. Use creative materials to express the story.</p> <p>Children to listen to the Nativity story. Children encouraged to answer questions based on the story and given opportunities to suggest thoughts and feelings.</p> <p>Children to represent the story in creative ways. Children to use role play, creative materials, illustrations of story and written extracts.</p>	<p><b>P.E. - Games Activities.</b> See short terms plans <b>Sending skills:</b> <b>Striking</b> Acquiring &amp; developing: showing control &amp; accuracy with the basic actions for striking a ball and kicking Selecting &amp; Applying: understanding the concepts of aiming and hitting into space Knowledge &amp; Understanding: explaining why playing games is good for us Evaluating &amp; Improving: watching others, describing what they see and copying.</p> <p>Warm up: TREASURE CHEST</p> <p>Skills activity: Striking and kicking stations.</p> <p>Group game: Children to compete using points each time they have a successful strike. Cool down: Letter stretches.</p> <p><b>Also Matt's session on Thursday AM.</b></p>
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Christmas week.  
Christmas as themed activities  
Christmas poetry.

Christmas week/  
ongoing assessments

**Geography - Around our school - the local area.**

WALT: Know a local area may have a variety of leisure facilities.

Are there any changes taking place in our area?

Discuss with the children the changes they have noted during their work on the area. With help from the children, make a list of them and mark them on a large map of the area. Take photographs of the changes to form a historical record that future classes can use when looking at how the area has changed.

All groups work together to create a mindmap to stick in their topic books of changes that have occurred in the local area

Extension: Discuss a change needed to make the local area safer.

**Science: Sorting and using materials**

WALT: Name objects and the materials they are made from.

Name everyday materials.

Sort objects in different ways.

Discuss materials suitable for a purpose.

Starter: Children to participate in sorting activity based on knowledge so far in the unit. Children to look at images of objects and sort if they are opaque, transport or waterproof.

Ask children to draw a picture of their school and or themselves on cold wet day and label materials that parts of the school or their clothes made of.

Discuss with children why materials are suited and ask questions about unsuitable materials.

e.g would this paper make a good rainhat? Would you like a scarf made of this plastic bag?

**Computing:  
Technology in our Lives**

WALT: Use links to websites to find information that is appropriate for my age. Recognise different icons and know what they mean.

Recognise the ways we use technology in our classroom and at home by talking about the different things

Follow sensible e-safety rules.

Research information about toys.

Discuss how we use the internet to find out information about toys. Address e-safety issues as they arise. Explain that even using a safe search engine can have problems.

Discuss different search engines.

Class search toys into search engine.

Introduce infant encyclopaedia

Children to go onto the laptops and use icons sheet to play 'bingo' style game.

Children to use search engine to search related topic and share information they have found.

**Art: Unit 1B: Investigating materials:**

WALT: To try out tools and techniques and apply these to materials and processes.

Investigate the technique of weaving

Use found natural and made materials in weaving, showing understanding of colour and texture.

**Christmas craft using various materials:**

Children to design and make a Christmas craft of own choice using different fabrics.

Children to use selected images and instructions to follow.

Children to think about how to join different fabrics and materials in various ways.

Children may wish to explore the weaving technique independently.

**RE and Art links**

RE: nativity story links with Christmas nativity.

Children to discuss the importance of Christmas and design and make their own Christmas cards.

Children to use various art resources to make their Christmas cards and talk about the process. Children to discuss their designs with each other.

No PE due to nativity rehearsals.

Also Matt's session on Thursday AM.

