

Week /Date	Literacy	Numeracy	Science/History Geography/ICT	Art/D&T Music	RE/PSHE	PE
1	Poetry week. See separate planning.					
2	The Magic Brush. Non-Fiction. Imitation week. Persuasion. See Literacy Medium Term Plan.	Number: Division See Numeracy Medium Term Plan.	Science Habitats/Plants & Animals. There are different kinds of plants and animals in the immediate environment. Treat animals and the environment with care and sensitivity. Recognise hazards in working with soil. Observe and make a record of animals and plants found. Present results in a table. Show chn various plants and animals in their natural habitat. Discuss what types of habitats you can find in England. Discuss possible plants and animals that may be found in Bridgwater. Chn to walk around the school and identify where different plants are growing and where there are animals living eg, under a stone, in the soil. Chn to record their findings on a	Art Can Buildings Speak? Explore patterns. Discuss differences and similarities in buildings. To ask and answer questions about the starting points of my work. Use different materials and techniques to produce art work. Use different materials and techniques to paint. Explore buildings. Know about the artist Frank Stella, his techniques, art and his inspiration for the pictures. Collectively produce a relief collage. Show the chn the ppt of different buildings from various periods and various countries and discuss how they 'speak' to us. Ask chn why they think certain things were chosen. E.g. why does a fire station have such large doors? Why does a church have a steeple? Give chn a background on the Artist Frank Stella and look at his work and his inspiration. Discuss what is meant by relief collages.	RE Why is Jesus important? Reflect on who is important in my life. Start to consider why Jesus is important to Christians. Recall the Bible stories associated with the birth of Jesus including the meaning of his names Immanuel and Jesus. Talk about the meaning of the words important, guide, help, inspire and special. Discuss with partner who is an important adult in my life. Discuss with the class. Pupils to draw a picture of their important adult. Pupils to write about their important adult. PSHE Relationships. Tell when I feel cared for. Tell when I love or care for someone. Use the ideas from the Feelings detective poster in the whole-school resource file to further explore the feeling of being cared for. Make a class	PE (SS) Dance To know how to create and link dance phrases using a simple dance structure. To know how to use simple choreographic principles to create motifs and narratives. To know how to describe, interpret and evaluate their own and others' dances. Warm up: Play the bean game. Main Activity: Play 'Jump' by Kriss Kross to the chn. First time they just listen. Second time they try to move in time with the music by moving their arms and legs but remaining on the spot. Explain that we are going to spend the next three weeks choreographing the moves to this song and in week 4 we will perform it. Discuss the possibility that we might invite another class to watch. Explain that today we are going to come up with the chorus movements as a class. Chn to split into groups of 3 to discuss and trial moves. Back together as

table. Chn to return to the class and share their findings.

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 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, Great Barrier Reef). Chn to make their own passport and 'stamp' it with the places they would like to go.

Look at his work and discuss textures, shapes and colours involved. Chn to go outside and choose one small section of the school e.g. a window and draw it in detail. Each piece to then be put together as a relief collage using polystyrene or cardboard to separate the pieces and make it 3D.

Music

See music teacher's planning.

list: 'Things we can do if we care about people and miss them'.

a class, take ideas from some groups and agree on a set of three or four actions which we will do for the chorus. Perform the actions as a class and emphasise the need to keep in time with the music.

Cool down: The walking train.

PE (Mr Wright)
See separate planning

Computing
E-safety: I am Safe and
Secure - Relationships and
Privacy.

Know that not everyone is
who they say they are online
Explain why we need to keep
passwords and personal
information private.
Tell a trusted adult when
something worrying or
unexpected happens when
we are using a device ,

Watch the following Animal
Magic clip:

[https://www.youtube.com/w
atch?v=-nMUbHuffO8](https://www.youtube.com/watch?v=-nMUbHuffO8)

**STOP AT 1:52 BEFORE IT
GETS TOO SCARY FOR
KS1.**

Stop to discuss key points.
Pause at: o 1 min 10 seconds.
Talk about the masks the
children made, we can play
games where we are somebody
else. Ask if anyone plays games
where they can talk to other
people online. o 1 min 25
seconds. Which animal was
kind? Which animal was unkind?
We can ignore someone that is
unkind or if it is very bad we
must tell a trusted adult so that
they can help us report it. o 1
min 52 seconds. What should
the children do? Why do they
need to be careful? (Private
information). Talk about the
masks and the game the children

			<p>played. Do we know who the bear is?</p> <p>Chn to make an animal mask each based on the clip.</p> <p>Chn to play a game: one child wears their mask. The other child asks questions like 'what is your name?' and 'where do you live?' the masked child makes up answers. Swap roles.</p>			
3	<p>The Magic Brush. Non-Fiction. Innovation week. Persuasion. See Literacy Medium Term Plan.</p>	<p>Number: Division See Numeracy Medium Term Plan.</p>	<p>Science Habitats/Plants & Animals. Name common habitats and the animals that live there (including microhabitats). Name different plants and animals and describe how they are suited to their different habitats. There are differences between local habitats. Compare different habitats make predictions about the animals and plants found in different local habitats and to investigate these. Use drawings to present results and make comparisons saying whether their predictions were supported. Show and discuss what types and habitats different animals and plants live in. Why do they like to live in these places? Identify habitats in Bridgwater and what plant and animal life you may find there. Choose two contrasting areas in the school eg. Grassy area, paved playground, tree. Chn to predict and then find out what animals</p>	<p>Art Can Buildings Speak? Use different materials and techniques to produce artwork. Explore buildings. Know about the artist Banksy, his techniques, art and his inspiration for his graffiti. Design a piece of graffiti. Show the chn the pictures of Banksy's work in Bristol. Discuss how he uses a stencil and produces these images overnight and unseen. Discuss that he is anonymous. Talk about the hidden message in every picture. Chn to pretend that Banksy is going to do a paint on one of our school walls but they have to design the picture for him. It has to be a picture relevant to our school or community. Chn to produce a finished piece of Banksy artwork.</p> <p>Music See music teacher's planning.</p>	<p>RE Why is Jesus important? Understand that Christians believe in one God who is three persons - Father (parent), Son and Holy Spirit. Which special book do Christians read to find out about Jesus? Read the story of Jesus growing up getting lost in the temple and then of the baptism of Jesus by his cousin John in the River Jordan. Explain that Christians know God as Father Son and Holy Spirit - one God in three persons. All three are in this Bible story. Pupils to make a dove to represent the Holy Spirit. Then explain the Trinity by drawing Jesus, God and the dove in a clover leaf template.</p> <p>PSHE Relationships. I understand that if someone</p>	<p>PE (SS) To know how to perform and link dance phrases with an awareness of rhythmic, dynamic and expressive qualities on their own and with a partner. To know how to perform more complex dance phrases and dances that communicates character and narrative. Warm up: Play stuck in the mud. Main Activity: Play 'Jump' by Kriss Kross to the chn once again with chn moving to the beat by moving their arms and legs but remaining on the spot. Practise the chorus as a class with the emphasis of keeping in time with the music. Play just the beginning of the song, before the chorus. Chn to split into 3s and try to come up with a sequence of dance moves for that part of the song. Come together as a class, some chn to show their ideas. As a class choose a sequence of ideas and practise this as a class. Join the first verse with the chorus and perform as a class. Cool down: Cats stretching.</p>

and plants they can find in each habitat. Chn must record the differences in plant and animal life between each area by drawing or writing. Chn to speculate why they found different animals in each area and record whether their predictions were accurate.

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 the United States is on the globe. Discuss how it has a variety of different landscapes and weather patterns.

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.

leaves me they might still love me.

I understand that people have to make hard choices and sometimes they have no choice.

Read the story from the resource sheet Wils or Pilgrim.

Check the children's understanding by constructing a simple storyboard of the story with the class. Ask the children to talk in pairs about the story and what they think Ruth should do.

Ask for their views, and when they express them support others in agreeing or disagreeing and providing reasons.

Create a class list of reasons why people might leave someone or something.

PE (Mr Wright)
See separate planning

Computing
Handling Data 1: Sorting my
Shapes (Core - 4 out of 6
sessions) (Links to
Numeracy - Statistics &
Geometry)

Tell you what kind of
information we could use to help
us investigate a question.

Looking at 2d shapes

- Show the children a variety of different 2d shapes. Encourage the children to describe the shapes using the correct mathematical terms.

- Which shape could we find the most of around the classroom? Let the children predict answer.

- How are we going to gain and record the information?

- Explain that we are going to graph this information. Show the children how J2E can be used to create a bar chart.

- What might the question be for the graph? e.g. Which shape can we see most often in our classroom? Take ideas from the children.

- Children can use a clipboard to discover squares, triangles, rectangles and circles around the classroom.

Chn to make their own bar chart using J2E data.

- Children compare graphs. Which is the most common shape in the classroom? Would this be the same in all areas of the school? How can we find

			out?			
4	<p>The Magic Brush. Non-Fiction. Invention week. Persuasion. See Literacy Medium Term Plan.</p>	<p>Number: Fractions. See Numeracy Medium Term Plan.</p>	<p>Science Habitats/Plants & Animals. Describe how animals obtain food from plants and other animals, exploring the use of a food chain. Reaffirm with chn that food is an essential requirement for life. Discuss what some animals eat and introduce the concept of carnivores, herbivores and omnivores. Show an example of a food chain eg, greenfly eats leaves, ladybird eats greenfly, blackbird eats ladybird, hawk eats blackbird. Which of these animals are carnivores, herbivores or omnivores? Discuss what might happen if one animal in the food chain disappears, Chn to choose to illustrate and explain a food chain of their choice in their books,</p> <p>Geography Where in the world is Barnaby Bear? To use previous knowledge 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 are having summer and therefore it is much warmer. Talk about the differences and similarities.</p>	<p>Art Can Buildings Speak? Use different materials and techniques to produce artwork. Explore buildings. Know about the artist Hundertwasser, his techniques, art and his inspiration for his artwork. Design a largescale mural. Introduce chn to Hundertwasser and give a quick biography. Show them his architecture and discuss how his buildings 'speak' to us. Show the chn various pieces of artwork by the artist Hundertwasser and discuss what they think about his art. Discuss the use of colour and shape. Discuss his fascination with spirals and his loath of straight lines. Introduce the idea that we are going to do a whole class mural or our school in the style of Hundertwasser. Give each group a piece of the cut picture of the school and ask them to do a detailed line drawing of it.</p> <p>Music See music teacher's planning.</p>	<p>RE Why is Jesus important? Describe one God as Father (parent), Son and Holy Spirit. Understand why Jesus chose his 12 disciples. Remind children about the last lesson where Jesus had been baptised by his cousin John. Soon after he chose 12 friends to help him with his work. Discuss what makes a special friend. Why do you like them? How are they kind? How are they loyal? How do you have fun with them? How do they help you? How are you a good friend to others? The men Jesus chose were all different yet they were his friends. Watch the BBC Bitesize clip about Jesus calling his first disciples. Discuss the clip. What is a disciple? What were they going to learn and do?</p> <p>PSHE Relationships. Share people I care about. Talk about my feelings when I feel alone or when I have to share someone or something that is important to me. Tell you how I feel when I lose someone or something I care about. Ask for the children's ideas about whether it is possible to share someone or something you love. Discuss some things or people who are important to them and make a class list. Discuss how you may feel if you</p>	<p>PE (SS) Dance To understand how to improvise in groups, translating ideas from a stimulus into movement, characters and narrative. To know how to perform dances with an awareness of rhythmic and expressive qualities, on their own, with a partner or in a group. Warm up: Stretches. Main Activity: Play 'Jump' by Kriss Kross to the chn once again with chn moving to the beat by moving their arms and legs but remaining on the spot. Practise the first verse and chorus as a class with the emphasis of keeping in time with the music. Play just the part of the song not covered yet. Chn to split into 3s and try to come up with a sequence of dance moves for that part of the song. Come together as a class, some chn to show their ideas. As a class choose a sequence of ideas and practise this as a class. Join the whole song together and perform as a class. Cool down: Sleeping lions.</p> <p>PE (Mr Wright) See separate planning</p>

Show the children the weather map for England today and discuss the various symbols used. Children to use what we have learned throughout the topic to create a weather map and perform a weather report! Give children copies of the UK map with large cities labelled and a compass. Children to draw weather symbols onto the UK map. With a partner use your weather map to act out a weather report. Record some examples. Choose some children who would like to perform their weather report.

Computing
Handling Data 1: Sorting my Shapes (Core - 4 out of 6 sessions) (Links to Numeracy - Statistics & Geometry)

Create paper decision trees and start to understand a branching database.

Provide the children with a selection of 2D shapes.

- Explain that we are going to sort the shapes. In groups get the children to sort the shapes and come up with labels and ideas for how they sorted them.
- What questions might we need to answer in order to sort the shapes? Write a list of different questions.
 - In groups give the children some sugar paper and post-its as well as their 2D shapes. Use the post-its to write questions for sorting the shapes and then stick onto the paper. Can they

lost something you cared about.

sort all the shapes this way?

- Encourage the children to take photos of their finished work and stick their work on display.
 - Create a decision tree together as a class. Ask children for yes/no questions based on their sorting experience.

Assessment Week.

5

The Magic Brush.
Assessment week.
 Independent writes related to character actions.
 See Literacy Medium Term Plan.

Number: Fractions.
 See Numeracy Medium Term Plan.

Science
Habitats/Plants & Animals.
 Name common habitats and the animals that live there.
 There are differences between habitats.
 Compare different habitats and comment on why the habitat and animal are suited.
 Discuss the following habitats: Ocean, Antarctic, city centre, forest and rainforest. What sort of animals might we find there? Why? How does the habitat match the animal and vice versa? Discuss what he habitat provides for the animals.
 Chn to match the animal to the habitat and write about what the habitat provides for the animal.

Geography
Where in the world is Barnaby Bear?
 To be able to locate countries on a globe.

Art
Can Buildings Speak?
 Use different materials and techniques to produce artwork.
 Explore buildings.
 Know about the artist Hundertwasser, his techniques, art and his inspiration for his artwork.
 Try out tools and techniques and apply these to making a clay tile.
 Remind chn about the artist Hundertwasser and again discuss the use of colour and shape.
 Remind them of his fascination with spirals and his loath of straight lines. This week the chn are going to make a large clay tile and transfer their detailed line drawing from last week onto their tile.

Music
 See music teacher's planning.

RE
Why is Jesus important?
 Explore Christian beliefs about what God is like and
 Agape - unconditional,
 selfless love.
 Children discuss with partner if they have ever lost something precious e.g. teddy. How did they feel when that happened? How did they feel when they found the precious thing? Share with the class. Explain that Jesus taught using parables (stories with a special meaning). These can be found in the NT part of the bible. Watch the video The Lost Sheep. What lesson was Jesus trying to teach the people with this parable?
 Discuss.

PSHE

PE (SS)
Dance
 To understand how to improvise in groups, translating ideas from a stimulus into movement, characters and narrative.
 To know how to perform dances with an awareness of rhythmic and expressive qualities, on their own, with a partner or in a group.
 To understand how to perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.
 To know how to keep up activity over a period of time and know what they need to do to warm up and cool down for dance.
Warm up: Play the bean game.
Main Activity: Play 'Jump' by Kriss Kross to the chn once again with chn moving to the beat by moving their arms and legs but remaining on the spot.
 Practise the whole song in small groups then as a whole class.

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. Look specifically at Kenya.
Compare the average temperature in UK vs. Kenya
Discuss the average rainfall comparisons. Discuss the culture and the flag. How does it compare to other countries they know.
Chn to fill out a fact file page for Kenya.

Computing
Handling Data 1: Sorting my Shapes (Core - 4 out of 6 sessions) (Links to Numeracy - Statistics & Geometry)

Starting to understand a branching database.
Demonstrate how to make a branching database using J2 data. Show the chn the shapes on 'Furbles Guess' and discuss the sorts of questions you might ask to enable you to sort them.
E.g. Is it yellow? Does it have more than 4 sides? Etc.
Chn to use the J2 data to sort the shapes on 'Furbles Guess'.

Relationships.
Can share people I care about.
Talk about my feelings when I feel alone or when I have to share someone or something that is important to me.
Tell you how I feel when I lose someone or something I care about.
Ask children to draw a picture of the things that are important to them. They should include a person, a toy, a place and a thing. Around the outside of the pictures they should write or illustrate why these things are important.

Repeat until confident. Invite the chose class in and perform to them.
Cool down: Stretching cats.
PE (Mr Wright)
See separate planning

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