

Week /Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Science/History</u> <u>Geography/ICT</u>	<u>Art/D&T</u> <u>Music</u>	<u>RE/PSHE</u>	<u>PE</u>
1	<p>Greedy Fox Imitation week. Punctuation. See Literacy Medium Term Plan.</p>	<p>Measurement: Money See Numeracy Medium Term Plan.</p>	<p>Science Variation Explore, observe and recognise some simple characteristics of animals and plants. The group of living things called animals includes humans. Treat animals with care. Notice similarities, differences and patterns. Review chn's learning by presenting them with a selection of pictures of animals and specimens of plants. Discuss that we need to treat animals with care and what this means. Ask them to group them into animals and plants. Elicit simple ideas about the groupings. Ask chn explicitly about some items.</p> <p>History Remembrance No History this week, school closed Tuesday.</p> <p>Computing E-safety: I am Kind and Responsible - Kindness. Talk about why it is important to be kind and polite online and in real life before using a device, Talk to a trusted adult about</p>	<p>DT Vehicles No DT this week, school closed Monday.</p>	<p>RE How should we live our lives? Reflect on how stories can help them learn lessons in life, Think about the meaning of forgiveness. Ask the children what their favourite story is. Share some ideas about books they have been reading or stories they have heard and explain that many stories carry lesson about life. We can LEARN something from stories to help us. Perhaps we might learn not to make the same mistakes as people in the stories. Or perhaps we might learn how to behave wisely by following the example set by good characters in stories. Read 'It Was Jake!' by Anita Jeram; a story of blame and forgiveness. Ask the children to identify the most important parts of the story. What was Danny's big mistake, do they think? What happened that made things better? Ask the children to quietly reflect on a time when they were sorry for doing something or when they forgave someone. In groups, make a list of how people can show they are sorry in different</p>	<p>PE (SS) Gymnastics No PE this week, school closed Monday. PE (Mr Wright) See separate planning</p>

how we will keep ourselves safe online.

Freeze frame

- Children work in pairs to create freeze frames of kind things they have seen / done during playtimes at school.
- Take photographs while they work to review with whole class.
- Tell the children any common kind things you have spotted. Ask children whether there are any important examples you have missed.

Tell the children you are now going to delete the photos as we have used them for the purpose they were taken. Let the children see you delete them. We don't keep photos unless we need them for something or we want to keep them as a special memory.

Listen, think, discuss

- Read Digiduck's Big decision <http://www.childnet.com/ufiles/DigiDuck-eBook.pdf>

- Front cover - What do you think this book is about?
- Pdf page 3 - draw children's attention to it being wrong that Digiduck is in his bedroom on a device by himself and he hasn't checked with an adult first.

Conscience alley

- Stand the class in two lines. Tell line 1 they are going to send the picture to other people. Line 2 will tell a trusted adult and ask them what to do. Give the children time to talk in pairs about why they are going to send the picture / tell a trusted adult.

ways.

PSHE

Good to be me.

No PSHE, school closed Tuesday.

			<p>□ Select a confident They are Digiduck who walks between the lines. As 'Digiduck' walks through the alley the children each side say why they send picture / tell trust adult. 'Digiduck' walks back slowly listening to what is said.</p> <p>□ Ask 'Digiduck' what he has decided to do and why.</p>			
2	<p>Greedy Fox Innovation week. Punctuation. See Literacy Medium Term Plan.</p>	<p>Measurement: Money See Numeracy Medium Term Plan.</p>	<p>Science Variation</p> <p>Humans are more like each other than they are like other animals.</p> <p>Make careful, detailed, observations to identify similarities.</p> <p>Explore and investigate characteristics to compare and contrast characteristics. Notice similarities, differences and patterns.</p> <p>Show chn a clip of various animals including those not found in this country. Present them with a collection of pictures of animals and humans and ask them to consider the following questions: in what way are all the animals similar? Which are humans? How do we know? In what ways are all the humans like each other? Ask chn to suggest two answers to each question. Discuss answers.</p> <p>History Remembrance</p> <p>Symbols may represent commemoration events.</p> <p>Why are people wearing poppies this week?</p>	<p>DT Vehicles</p> <p>That there are many different types of vehicles.</p> <p>That vehicles have different purposes.</p> <p>That vehicles are made up of different parts.</p> <p>That ideas for their own designs can be obtained by looking at familiar products.</p> <p>To make simple drawings and label parts.</p> <p>Show the children some vehicles. What is the same about all the vehicles? What is different about them? How could we sort them into groups? What are the different parts of a vehicle called? In what different ways can they move? Which features enable them to do this? Discuss with the children the similarities and differences between the vehicles.</p> <p>With the children, make a list of features that all the vehicles have. Talk to the children about how they can use existing vehicles, to give them ideas for</p>	<p>RE</p> <p>How should we live our lives?</p> <p>Consider the feelings associated with acts of forgiveness, Create words and pictures to describe those feelings.</p> <p>Re-read and remind children about the 'It Was Jake!' story and its messages about blame and forgiveness.</p> <p>Provide the children with card and show them how to make a double-sided person out of it. Encourage them to draw themselves on one side and on the other the person they said sorry to or forgave (from the last session). On each side, children should write words describing how each person felt. As a class, share ideas about the feelings words that the children used and point out the costs of forgiveness (e.g., having to admit fault, having to give up being angry at someone) and benefits (e.g., friendships, trust etc, can be restored).</p> <p>Ask the children to write some sentences on card; these could begin 'Forgiveness is hard because...' and 'Forgiveness can</p>	<p>PE (SS) Gymnastics</p> <p>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.</p> <p>Traveling and using key shapes on apparatus</p> <p>Warm up: Bean Game</p> <p>Main activity: Carrying and placing mats and apparatus. Making shapes</p> <p>Double up.... Working with a partner</p> <p>Shape up... Straddle and pike shapes</p> <p>Cool down: Copy cat - Extended task</p> <p>PE (Mr Wright) See separate planning</p>

Find out why the children think people wear poppies. Through discussion, establish that poppies are worn around a special time in November called Remembrance Day. Talk about remembering e.g. what sorts of things do we remember? Are there special people/events that we remember? Why is it important to remember?

Computing
Technology in our lives 1:
Technology in my Life (Core - 2 sessions)

I can tell you why I use technology in my home and community. I can identify benefits of using technology including communicating with others.

Technology in my day
Children will have had the chance to complete a survey of the technology they use.

- Set the class up to share their technology surveys in pairs. What is the same? What is different?
 - As a class make a 'Technology Timeline' of a day for children in year 2.
- Present the outcome as a class display or ask the children to use the tools they have experienced in Multimedia 1 to make their

their own models.
Ask the children to investigate a collection of toy vehicles. Get them to sort the vehicles in different ways.
Ask the children to make a sketch of one of the vehicles and label the parts.

Music
See music teacher's planning.

help to...'
These can be displayed around the board for a summarising session at the end of the lesson.

PSHE
Good to be me.
To know what I am good at
To know when and how I learn best.
Show the children the *Mouse profile* from the resource sheets. The children should then make a similar profile about themselves, first working individually and then pairing up for help. The role of the partner is to make sure that the child has included as many good things about themselves as possible.

			<p>own 'Technology Timeline'.</p> <ul style="list-style-type: none"> • Ask children how technology helps us. What are the good things about technology? 			
3	<p>Greedy Fox Invention week. Punctuation. See Literacy Medium Term Plan.</p>	<p>Number: Multiplication and division. See Numeracy Medium Term Plan.</p>	<p>Science Variation</p> <p>Humans are similar to each other in some ways and different in others. Explore human variation making detailed observations and comparisons.</p> <p>Explore and investigate characteristics to compare and contrast characteristics. Notice similarities, differences and patterns.</p> <p>Ask chn to bring in a photo of themselves. Ask the chn to sort all the pictures according to their own criteria. Ask them to write a description about a member of the class so that others can identify who it is. Discuss how they could change the way they look and whether they could still be recognised.</p> <p>History Remembrance</p> <p>That commemorations are linked to specific events in the past which really happened When World War 1 and Armistice Day occurred. Why specific symbols are associated with commemorations.</p> <p>Why do we have Remembrance Day?</p> <p>Explain that the origins lie in WWI Discuss how it relates in</p>	<p>DT Vehicles</p> <p>To use hand tools safely and appropriately. To use wheels and axles, understanding that wheels and axles can be assembled in 2 different ways</p> <ol style="list-style-type: none"> 1. Either the wheel is attached tightly to the axle and the axle is free to rotate, or The axle is fixed with the wheel free to rotate around it. <p>To identify a purpose for what they intend to design and make. To develop their design ideas through discussion, observation and drawing.</p> <p>Show the children a picture of the underside of a lorry. Focus their attention on the wheels and axle. Explain that they are going to learn how to make wheels and attach them to vehicles. Ask some children how they think wheels are made.</p> <p>Show the children a technique for joining wheels. Demonstrate how to use a hand drill safely. Which wheels do you think are best and why?</p> <p>What risks are there in this activity?</p> <p>What precautions will you take to work safely?</p> <p>Make a list on the board of</p> <ol style="list-style-type: none"> 1. Different types of wheel. 2. Different ways of attaching 	<p>RE</p> <p>How should we live our lives? 2 Weeks</p> <p>Consider the role of rules in helping people's lives. Learn about Moses and the 10 commandments.</p> <p>Create their own artistic responses to the question of what believers might mean by 'loving God' and 'loving my neighbour as myself.'</p> <p>Explain that we are looking at the big question of how we should live our lives and that the children will be thinking about what we can learn from lots of different stories and examples from Christianity, Judaism and other beliefs.</p> <p>Ask the children if they think that rules can help people lead a good life. Can they remember the rules for the class/school? Why do we have rules? Ask children to work with a partner to identify: (a) a rule that helps keep people safe, (b) a rule that helps to keep people healthy, (c) one that helps us to treat each other with fairness, (d) one that reminds us to respect each other, (e) one that helps us learn, (f) one that helps us enjoy our work and play.</p> <p>Explain that many years ago,</p>	<p>PE (SS) Gymnastics</p> <p>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.</p> <p>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 partner Shape up...Straddle and pike shapes Cool down: Jungle walk. The ant and the elephant.</p> <p>PE (Mr Wright) See separate planning</p>

time to other famous events or people that they may have already encountered or to generations of their family. Explain briefly that the war lasted a long time that soldiers from countries all over the world fought in the war and many died and people were very sad. Tell the children that the soldiers saw the poppies growing in the battlefields and how they came to represent both loss and hope. Tell the children how the Armistice (ceasefire) to end the war happened on the 11th hour of the 11th day of the 11th month and that was the moment the guns fell silent.

Computing
Technology in our lives 1:
Technology in my Life (Core - 2 sessions)

I can tell you why technology is used in my community. I can identify benefits of using technology.

Look at slide 2 of Technology around us. In pairs talk about the buildings they can see. What technology will be used in the buildings?

- Children work in pairs with a Technology Town Map.

axles.
3. Different ways of keeping wheels on.
Remind the children about their design criteria.

Music
See music teacher's planning.

Moses, the leader of the Jewish people, was believed to bring 10 rules (commandments) from God, to help people live good lives. Other Jewish leaders later summarised these rules as 'Love God and love your neighbour as yourself'. Jesus, for example, agreed. 'Do this and you will live', he said (Luke 6.28).

Ask the children what they think 'Loving God' might mean. How might believers show that they love God? Help the children to make a list of such things as: worshipping God in church / synagogue; taking God seriously and obeying God's rules; helping parents and other people; caring for the world and its creatures; not running after things that are not God, such as money, possessions etc.

Ask the children on each table to begin (and finish in the next session) a poster with a big heading: 'Do this and you will live'. Ask them to work together to draw and label pictures of things they think will help believers to show that they 'love God', e.g., church, synagogue, parents, two tablets of stone - the 10 commandments, the earth, animals and other creatures. Provide some sample pictures from which they can get ideas.

Most children can go on to add ideas to their posters for 'loving my neighbour as myself.' Sample pictures could include: helping someone get to their feet after falling over, handshakes,

Move through slides 3 - 12. Where would you find this technology? What does it do? How does it help us?

- Ask the children to think about any other technology they could find in any of the buildings in the town.
- Which technology is used the most? Which technology would you find in most of the buildings?
- Optional: Use skills gained in Handling Data block to show information about the most commonly used technology.
- Ask children whether they can tell you about technology in our town / village. What is it used for? Why is it important?

offering someone a last sweet, doctors, nurses and other service personnel.

PSHE

Good to be me.

*I know how to feel relaxed
I know things that make me feel relaxed and things that make me feel stressed.*

I can tell you when a feeling is weak and when it is strong.

Use the photo card 'relaxed' from the whole-school resource file. The chn should work in pairs to talk about the pictures.

Mindmap as much information about the pictures as you can. Consider how the people in the pictures might be feeling and why. Ask the chn to think about examples of situations when they have felt relaxed. Do the same situations make everybody relaxed?

Use the *Feelings detective* poster from the whole-school resource file to further explore the feeling 'relaxed'. In pairs, ask the chn to cut up the pictures on the *How are you feeling?* sheet and put them in order of most relaxed to least relaxed. Ask them to think of and write down words to describe how the person is feeling. Ask the chn to choose a feeling that best shows how the feel when they are learning something new and difficult..

4

Non-Fiction.
Imitation/
innovation
week.
Recounts.

Number:
Multiplication
and division.
See Numeracy
Medium Term
Plan.

Friday =
INSET

Science
Variation

Plants in the local environment are similar to each other in some ways and different in others. Notice similarities, differences and patterns.

Make detailed observations and comparisons of local plants. Identify the need for and use equipment appropriately. Discuss why plants need water, light and suitable temperature to stay healthy.

Present the chn with a collection of plants found locally, including some that have had the soil washed off their roots. Clarify the distinction between the different parts of the plant. Discuss why plants need water, light and suitable temperature to stay healthy. Show them pictures to demonstrate that many trees have flowers. Ask chn to choose two different plants and make detailed drawings of them and then label the parts.

History
Remembrance

To use historical sources in the locality to find out information. How to record our findings so that we can demonstrate to other people what they have learnt.

To ask and answer relevant questions from the past. Why do we remember on Remembrance Day? Show the chn pictures of local war memorials. Encourage them

DT
Vehicles

To identify a purpose for what they intend to design and make. To develop their design ideas through discussion, observation and drawing.

Explain that the children will be making their own vehicle in the next lesson. Remind them about the design and make activities they have completed so far. Ask them if they can remember how they know whether their design is successful. Discuss with the children what features their finished vehicles will need to have. Encourage the children to think about

- Appearance
- Construction
- Durability
- Moving parts
 - Finish
 - Size.

Ask these questions: What design features will your vehicle need to be well made? How will you rate your finished vehicle against these criteria? Encourage the children to decide which design criteria their vehicles will need to meet. Encourage the children to use the correct terminology when referring to different parts of their vehicles.

Music
See music teacher's planning.

RE
How should we live our lives?
2 Weeks

Consider the role of rules in helping people's lives. Learn about Moses and the 10 commandments.

Create their own artistic responses to the question of what believers might mean by 'loving God' and 'loving my neighbour as myself.'

Explain that we are looking at the big question of how we should live our lives and that the children will be thinking about what we can learn from lots of different stories and examples from Christianity, Judaism and other beliefs.

Ask the children if they think that rules can help people lead a good life. Can they remember the rules for the class/school?

Why do we have rules? Ask children to work with a partner to identify: (a) a rule that helps keep people safe, (b) a rule that helps to keep people healthy, (c) one that helps us to treat each other with fairness, (d) one that reminds us to respect each other, (e) one that helps us learn, (f) one that helps us enjoy our work and play.

Explain that many years ago, Moses, the leader of the Jewish people, was believed to bring 10 rules (commandments) from God, to help people live good lives.

Other Jewish leaders later summarised these rules as 'Love God and love your neighbour as

PE (SS)
Gymnastics

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

to accurately describe what they can see. E.g. lists of names, dates, symbols. Prompt them to ask questions. Discuss the sort of information war memorials can tell us and the information they leave out. Chn to record the information in several ways.

Computing
Technology in our lives 2: Do I Trust my Internet Use
(Core - 2 sessions)

Technology in our Lives I am starting to understand that other people have created the information I use and that just because something is on the web it doesn't mean it is true.

Is it true?

- 'We are going to use the internet to find some information.' Use 'What is the Internet?' to consider questions:
 - What is the internet? • Where is information on the internet? Talk about World Wide Web as being one part of the internet.
 - 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.
 - Depending on time and spelling/keyboard confidence you could get children to use

yourself'. Jesus, for example, agreed. 'Do this and you will live", he said (Luke 6.28).

Ask the children what they think 'Loving God' might mean. How might believers show that they love God? Help the children to make a list of such things as: worshipping God in church / synagogue; taking God seriously and obeying God's rules; helping parents and other people; caring for the world and its creatures; not running after things that are not God, such as money, possessions etc.

Ask the children on each table to begin (and finish in the next session) a poster with a big heading: 'Do this and you will live'. Ask them to work together to draw and label pictures of things they think will help believers to show that they 'love God', e.g., church, synagogue, parents, two tablets of stone - the 10 commandments, the earth, animals and other creatures. Provide some sample pictures from which they can get ideas.

Most children can go on to add ideas to their posters for 'loving my neighbour as myself.' Sample pictures could include: helping someone get to their feet after falling over, handshakes, offering someone a last sweet, doctors, nurses and other service personnel.

PSHE
Good to be me.
I know what it feels like to be

'Kiddle' or other appropriate search engine to find Tomato Spider.

- 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 all that they can about tomato spiders.

- Once the children have reported back, ask them whether they think tomato spiders are real? Think about the references/links to other websites - was there anything there that confirmed their existence?

Once it has been established that it is not true - ask why this might have happened.

What does this mean about other parts of the web? How do we know what is true?

Link this back to why we only give out certain information.

relaxed.

I can be still and quiet and relax my body.

Ask the children to:

Lie on the floor (or sit down with head resting on the table or their knees) and make themselves feel like ton weights - as heavy as possible.

Slowly lift one arm, imagining it to be made of something really heavy - allow it to fall, repeat with the other arm.

Lift one leg, again as if it were a dead weight - allow it to fall, repeat with the other leg.

Tense and tighten up every muscle in their faces, grimace, clench teeth, feel the skin stretching tight over their faces, screw up their eyes, then relax their faces completely.

Tighten their shoulders, then relax.

Tighten their neck, then relax. Tighten their tummy, then relax.

Help the children to breathe slowly and deeply by counting 'in 1, 2, 3, 4' and 'out 1, 2, 3, 4'.

Allow them to carry on breathing slowly and deeply, establishing their own pattern.

Explain that relaxation with slow deep breathing is a good way to help control yourself if you feel tense, angry, worried or anxious.

Counting to ten, perhaps in your head, is another way to regain self-control.

5

Non-Fiction.
Invention
week.
Recounts.

Number:
Multiplication
and division.
See Numeracy
Medium Term
Plan.

Science
Variation
Some differences between themselves and other children can be measured.
Explore and investigate characteristics to compare and contrast characteristics.
Perform a simple test, explaining what I have found out and how I found it out.
Measure hand span in standard units of length (to the nearest cm)
Present measurements in block graphs.
Make comparisons of hand spans.
Make predictions and raise questions about differences between themselves, test them and decide whether their predictions were correct.
Ask chn to compare the size of their hand with the other child's hand. Help chn to measure their hand span, discussing whether they should stretch their hands out as much as possible and where to take the measurements from. Chn to make a tally chart then block chart of their findings. Ask them questions about the graph and ask them to discuss the differences.

History
Remembrance
How some historic events are

DT
Vehicles
To develop their design ideas through discussion, observation and drawing.
To measure and cut accurately.
To assemble, join and combine in order to make a vehicle.
Remind the children what they have learnt so far in the unit about joining wheels and axles, cutting wood and making a chassis.
Explain that they are going to make their vehicle in this lesson and outline the time they will have available. Remind them about their design criteria. Review and reinforce important skills such as sawing and drilling. Emphasise safety points such as adults only should use the glue gun, on request from children.
Divide the children into groups.
Give out the design criteria sheets they completed in the last lesson. Ask the children to make a start on the construction of their vehicles. Keep them informed of time constraints and how much longer they have. What precautions will you take to ensure that you work safely? Have you had any problems while making? How did you overcome these?

Music
See music teacher's planning.

RE
How should we live our lives?
Engage in a 'stilling' activity, imagining themselves as Jonah.
Begin a poem about Jonah's journey.
Explain that, according to the Hebrew Bible, the Holy Book for Jews [Christians call it the Old Testament], after Moses led the Jewish people to the Holy Land where they could settle and live, there were lots more stories where God asked certain individuals to do something special for Him.
Tell the story of Jonah and the Big Fish from *The Lion Storyteller Bible* up to where Jonah is left on the beach.
Retell the last part of the story as a 'stilling' activity, where children picture themselves as Jonah, going on the ship to escape God's command, volunteering to be thrown overboard, being swallowed by the fish. What would it have felt like inside the fish? What sort of things might have been going through Jonah's mind?
Explain that you would like children to write a poem about what happened to Jonah, but it is going to be in two parts. The first part is about all the thoughts and feelings he had when God asked him to go to Nineveh and he tried to get away but ended up inside the fish and being spat out onto the

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 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

commemorated by pageantry or celebrations, which usually stay the same every year.

To compare and contrast information about remembrance.

What happens on Remembrance Day?

Discuss what happens in the local community on Remembrance Day. Show the chn video clips of the events in London. Ask the chn to identify the special features of the commemoration, e.g. wearing poppies, the march to the Cenotaph, wreath laying, involvement of the Queen and government representatives, two minutes silence and special music. Ask the chn to compare Remembrance Day events in London and with those in their local community.

Computing

Technology in our lives 2: Do I Trust my Internet Use (Core - 2 sessions)

I am starting to understand that other people have created the information I use and that just because something is on the web it doesn't mean it is true.

Who puts information online?

- Ask the children who they think puts information online.
- Who adds information to web

beach. To help the poem, write words on the board that the class suggest might be used in the poem so far, including emotion words to describe Jonah's feelings.

PSHE

Good to be me.

I know what it feels like to be relaxed.

I can be still and quiet and relax my body.

You could develop this further through dance and drama. Sing with children 'I'm a jingle jangle scarecrow with a flippy-floppy hat'. Let them do actions, moving in a flippy-floppy way. Ask the children to move around the hall, using all the space, in a relaxed and floppy way, then when you signal - with clapped hands, or a bang on the drum, for example - they must tense up. Imagine they are now the Tin Man (from The Wizard of Oz) or the Iron Man, as they move tensely around the room. Then, after moving tensely, get them to flop, as they relax completely, taking deep breaths.

Ask them to move in various attitudes - angrily, as if unsure, as if frightened, and after each attitude to relax completely and take deep breaths.

Ask the children to think of words to describe how they feel when they are tense and when they are relaxed. (Tense is

pages? Where does the information come from that goes on the school website?

- Let children have a chance to look at the school website. Talk about who selects the photos to go online. Talk about who adds information. If possible, log in to show the children how you can add something, or invite the person who looks after your school website to come into the classroom to show them how it works.
- What did we find out when we visited the Tomato Spider website? Reinforce the learning outcomes from the previous session.
- What bug would you create to put online? What would the webpage look like?
 - Children make their own 'web pages' for bugs they make up e.g. banana slugs. They can use paper and pens, or a word-processing program such as Textease, 2Publish or age-appropriate app such as Pic Collage or Doodle Buddy.

tight, stiff, painful; relaxed is gentle, soft, easy, smooth, etc.).

What happens to our bodies when we feel tense? Can the children find words to describe how they feel when they are out of control?

Explain to the children that we sometimes need to be active and moving quickly and sometimes to be more relaxed. It is not good for our bodies to be tense too much of the time, to build up spiky, tight feelings like anger, stress and anxiety. We will feel better inside ourselves and in our bodies if we learn techniques for relaxing. Counting to ten and breathing steadily and slowly are good ways to make our bodies slow up and relax. It helps also to fold your arms very loosely, so that you are holding your forearms with the opposite hand, and gently stroke your arm. To feel good about ourselves we need to know how we are feeling and to be able to calm down when we want to.

Assessment Week.

6

Assessment week.
See Literacy Medium Term Plan.

Assessment week.
See Numeracy Medium Term Plan.

Science Variation

Living things in the locality can be grouped according to observable similarities and differences.
Present results in a block graph.
Give chn a collection of pictures of animals, including humans, found in the local environment and ask them to find different ways of sorting them. Discuss their groupings. Chn to make a block graph showing their findings.

History Remembrance

That some important events are commemorated by people in Britain and the wider world.

Why is it important to remember?
Ask the chn to think about why we still have Remembrance Day. Develop the discussion to include other commemorations. E.g. international, national, local and family events as appropriate. Help chn to identify, through discussion, why some commemorations are national/international events.

Computing
Multimedia 2: Animate my Animal (Choice - 2 or 3 sessions)

DT Vehicles

To use appropriate finishing techniques.
Remind the children that they have already made a logo as a way of finishing off their vehicle. Show the children the samples of additional features - door handles, exhausts, stickers for lights etc. Explain that they are all ways to finish their vehicle and that they will have the opportunity to try some of these on their model. Show the children some pictures of vehicles - discuss additional features for adding realism to their vehicles. What type of vehicle have you made? What special features should it have? How will you make your vehicle look more realistic? Can you add any working parts? Give the children an opportunity to add the finishing touches to their vehicles.

Music
See music teacher's planning.

RE

How should we live our lives?

Weigh up the difference between what Jonah *should* do and what he *might want* to do.
Take part in a 'conscience alley' activity and discuss what Jonah *should* do.

Remind the children of the story of Jonah. Can they guess what happens next? Ask the children to draw Jonah and add two speech bubbles; one saying what he *should* do now and one saying what *wants* to do now.

Set up a 'Conscience Alley' activity. Invite TWO capable thinkers / speakers to volunteer to play the part of Jonah. Set up an alleyway of children in front of 'Jonah'. Ask the group of children on one side of the alley to prepare to give reasons why Jonah should disobey God and refuse to go to the people of Nineveh. Ask the children on the other side to prepare to give reasons why he should go to Nineveh. The two 'Jonahs' walk slowly through the alley listening to the voices on their side of the alley.

Ask the volunteers to discuss what they have heard and how they think Jonah must have felt when faced with his dilemma.

Ask the rest of the class to compare with a partner on the other side of the alley how Jonah felt and then to share ideas with the whole class on what Jonah would do. Read the

PE (SS) Dance

The Seaside
Section 1 - Shells
Warm Up: Musical Body Parts.
Chn to move a given body part in time with the music.
FOCUS - WHAT & TIMING:
Body Actions, Body Parts, Body Shapes, Counting Beats. Explore, remember, repeat and link a range of actions with control, make short phrases/sequences that express an idea and reflect rhythmic qualities, describe dances - say what they like or dislike, perform as a class.
Cool down: Tired cats.

PE (Mr Wright)
See separate planning

I can use technology to organise and present my ideas in different ways. I can save and open files on the device I used.

Animate an image

- Talk about how a flip book makes it seem like something is moving. Remind children of Pivot Stick animator if they did Year 1 Multimedia 2. This gives children the chance to build an understanding of animation.
- Put children in pairs to explore ABCYA Animate (or use 2Animate). Ask them for a list of things they will need to do to work together effectively. Talk about being polite and kind to each other.
- Give the pairs time to explore the software or app.
- How can you make something move? Prompt child as required. Some will work out what they can do by themselves. o Click on image to select an object o Edit background o Click on copy frame o Move object o Click on copy frame and repeat as required o Click play to watch your animation
- Let children have time to explore what they can create.
- What do they discover they can do? Promote them to try changing timing. Let

end of the story and compare their ideas to it

PSHE

Good to be me.

To know how to stand up for myself at the right time.

Read the chn the following script:

Script 1 A I want it all and I want it now. B Yes but if you have it all there won't be any for me. A I want it all and I want it now. B OK, here you are. (Goes off crying.)

Ask the children to work in pairs to work out and act what might happen next. Some chn to show their scenarios.

Repeat with following script:

Script 2 A I want it all and I want it now. B I want it all. I had it first. I am going to have it all. Go away. A I want it all and I want it now. B Go away.

Ask the children to work in pairs to work out and act what might happen next. Ask a few chn to act out their own ideas.

Repeat once more with the following scenario;

Script 3 - Ask the children to generate their own ideas about what B should do. A I want it all and I want it now.

Use the script below if they do not suggest their own assertive response.

A I want it all and I want it now. B But if you have it all there won't be any for me. A I want it all and I want it now. B Here is your half. That is fair.

them see what loop does.

- Show children that they can select export gif to download what their animation. Create a folder where the children can save their gifs.
- Let children have time to open and watch each other's gif files.
- Ask the children what they liked about the animations. What makes them work well? What do you need to avoid?
 - For those using ABCYA animate online, ask the children where they have been doing their work. You may need to tell them they have been using a tool on a website, on the internet. Talk about this being an age appropriate website. Ask the children where the adverts are on the website. Talk about ignoring these.

Review the activity by asking children how they might cope if:

- someone wanted all the pencils on the table and wouldn't share;
- someone pushed into the line at dinner. They might do this in pairs or small groups.

Draw out the importance of standing up for yourself, but not in an angry, cross way.

Christmas Week.

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Christmas week.
See Literacy Medium Term Plan.

Christmas week.
See Numeracy Medium Term Plan.

Science Variation
Describe seasonal changes. Answer questions. Notice similarities, differences and patterns.
Look at the following clip: <https://www.bbc.co.uk/education/clips/zbdkjxs> Discuss the changes that take place as we pass through the seasons. Chn to draw a picture for each season and write about the changes.

DT Vehicles
Evaluate their finished vehicle, recording how it works and matches the original idea.
Remind the children about their design criteria. Explain that they are going to evaluate their model to see how well it meets their criteria. Discuss the original design drawn up by the children and how their vehicles are to be evaluated against these. Show them an enlarged copy of the

RE
How should we live our lives?
No RE this week.
PSHE
Good to be me.
No PSHE this week.

PE (SS)
Dance
The Seaside
Section 2 - Waves
Warm up: Various stretches to music.
FOCUS - WHAT & TIMING:
Body Actions, Body Parts, Body Shapes, Counting Beats.
Explore, remember, repeat and link a range of actions with control, make short phrases/sequences that

**History
Remembrance**

To reflect on the importance of Remembrance Day.

To reflect on the importance of remembering.

To reflect on other important events.

Briefly discuss the issues covered in History this term.

Children to write about Remembrance Day and other regular important events. Then draw a poppy as a reminder.

Computing

Multimedia 2: Animate my Animal (Choice - 2 or 3 sessions)

I can use technology to organise and present my ideas in different ways. I can use the keyboard on my device to add, delete and space text for others to read. I can save and open files on the device I used.

Animate an animal in their habitat • Ask children what things we have discovered help to make a good animation in ABCYA Animate.

Make a list for children to use in the session today.

- Look at the animals in the image library. Can children describe the habitat or any of the animals?

- Tell the children you want

sheet. What did you like best about your vehicle? Why was this? How well did it meet the agreed design criteria? Did you make any changes to your original design?

Why was this? How could you improve your vehicle?

Ask the children to record the evaluations of their vehicles against the agreed criteria.

Music

See music teacher's planning.

express an idea and reflect rhythmic qualities, describe dances - say what they like or dislike, perform as a class. Cool down: The walking train.

PE (Mr Wright)
See separate planning

them to make an animation of an animal moving around its habitat. Challenge the children to make it as accurate as possible.

- Show children the text option if they haven't discovered it yet. Can they add some facts to their animation?
- Give children time to work in pairs and remind them of how to save their gif. You will need to make sure they have plenty of time to make their animation and give them warning of the end of the lesson as they won't be able to go back to keep working on it another time.
- Look at gif files that have been created by each other.

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Christmas week.
Monday = Curriculum Day - DT.
Wednesday = INSET.
Thursday = INSET
Friday = Christmas holiday.