



The Great Outdoors

Week/Date Blue Books	<u>Literacy</u> CLL Literacy 5 sessions	<u>Numeracy</u> Maths 4 sessions	<u>Science/History/</u> <u>Geography</u> 2 sessions	<u>Music HJ</u> <u>Art/DT/computing</u> 2 sessions	<u>RE/PSHE</u> 1 session	<u>PE</u> 2 sessions/ 1 with MW
1 20 th - 24 th April	<u>The three little pigs</u> Imitation week Defeating the Monster tale. Wow starter day Learn text Immerse in activities to learn context and vocabulary. <i>See detailed Literacy Medium term planning.</i>	Multiplication and division -Count in tens -Make equal groups <i>Continue to practise: Read/write numerals to 20.</i> <i>Read/write number words to ten- emg 1.</i> <i>See detailed Numeracy Medium term planning.</i>	Seasons- explore and record signs of spring in the local area- use clip boards and paper for children to record the signs that show us it is Spring. Link to The three little pig's environment. Where would be a good place to build a house of sticks? Or to plant a garden? Introduce new topic. Share ideas and create mind-map including new vocabulary- What is the great outdoors? Children discuss with adult supported by	Art Observational sketches and paintings of Spring features. Ensure children know to preserve life. Recall that plants are living things. What does this mean? Teach children to sketch parts or whole objects eg a whole tree or a twig with new buds. Introduce new vocabulary eg bud, sapling etc. Teach children to use small brushes and soft pastel watercolours. Mixing paints to create lighter or different shades.	St George's day https://learnenglishkids.britishcouncil.org/short-stories/george-and-the-dragon -watch story PPT and discuss the theme of bravery. Answer questions eg what makes us scared? How can we feel brave to attempt to overcome this? What or whom gives us confidence? Share own ideas and memories of being scared or brave. Write speech bubbles. Who can help us? Explore who we can	Dance- What does it mean to dance? Play different types of music and encourage children to show how it makes them want to move. Capture photos and vocabulary on speech bubbles eg twisty or jiggly etc. Encourage emotive words. Watch different types of dance on IWB including traditional dance from other contrasting cultures.

<p><i>Week 1 continued</i></p>			<p>questioning eg Where would we find it? What would we find in it? How can we change it? How can we keep it the same? Children create group mind maps and create STC page of new vocabulary.</p>	<p>E-safety I am healthy session one. Read Smartie the penguin story for year. Ask questions encouraging children to talk in small groups eg Who had been using the tablet? Why was Smartie worried? What did he do? Show the document on screen with websites, apps etc and ask children to say the ones they recognise. Talk about what to do if there is a pop up - check with a trusted adult. Discuss what they should do if they accidentally move on to a different site that is not selected - close the browser window and start again. Children can practise closing the browser and using the back button- remind them frequently to check with the trusted adult. Put up posters.</p>	<p>seek help from. Name a range of people who help us eg teachers, family, friends, doctors etc</p>	
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<p style="text-align: center;">2</p> <p style="text-align: center;">27th-1st May</p>	<p>Imitation/innovation Draw story maps. Exploring character description from text. Create character word banks. Drama.</p>	<p>Multiplication and division. -Add equal groups -Make arrays</p> <p><i>Continue to practise: Read number words to 20-exp 1.</i></p>	<p>Lives of significant individuals. Discuss what makes a person significant, important or famous. Look at pictures of people that the children may know and say why they are known eg The Queen, PM, current pop stars, TV or sports personalities etc. Ask children to think about what each of these people need eg the Queen - good at talking to people, likes to travel. Explain that we are going to begin to learn about the lives of some important people who helped shape how our world is today. They might have invented, discovered or created something. Complete by asking children what they want to be when they grow up. Draw and label.</p>	<p>Moving pictures. Investigate books and products with mechanisms including levers, pivots and sliders used to create movement. Introduce new vocabulary and explain the intended end product - to create a moving picture book to link to our topic work on significant individuals. Begin by exploring and sorting books into different types eg sliders, levers. Ask children in each group to discuss and prepare a short "report" to explain how their mechanism works.</p>	<p>Going for goals- we all learn in different ways. Introduce and discuss how we use our senses to help us learn. In small groups children read the stories and act out the scenarios. Children think about what Pammy learned, and what part of her body or which of her senses helped her learn. Children then draw Pammy and label her body parts ticking the parts that she uses to help her learn. Complete by considering how they best learn and write eg I learn best by seeing.</p>	<p>Dance- learn a simple Maypole sequence. Learn "left and right" hands and then turns. Learn whole turn and half turns. Learn to count and repeat bars of 8 - do 8 steps left, 8 right etc. Learn over and under positioning.</p>
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<p style="text-align: center;">3</p> <p style="text-align: center;">4 days 4th - 8th May</p>	<p>Innovation week Write full sentences with innovations adding character descriptions. Create new heroes and villains. Writing longer sentences with conjunctions.</p>	<p>Multiplication and division.</p> <ul style="list-style-type: none"> • Make equal groups- grouping • Make equal groups- sharing <p><i>Continue to practise: Write number words to 20-exp 1.</i></p>	<p>Explorers Christopher Columbus, Neil Armstrong, Ranulph Fiennes (local). Show the fact files and ask children to choose either https://www.bbc.com/bitesize/articles/znchkmn https://www.bbc.com/bitesize/articles/z4w3mfr Columbus, Armstrong or Sir Ranulph Fiennes to read and research. Shared read as a group, adult support asking and answering questions to develop comprehension. Children then choose a follow on activity from the suggestions given in each fact file eg draw or build your transport, write a list of items to take, write about or paint a picture of what it might be like when you get there, in small groups act out your journey/discovery.</p>	<p>Moving pictures. Investigate how to make sliding mechanisms. Show children how to make sliders (left to right and up and down). Using the "explorers" as a theme eg make Columbus sail across the sea etc. Children draw and cut out own vehicle designs attaching them to the sliders. Adult model how to cut the slots by punching two holes and cutting a line between them. Children use tools independently to make own. Move my beebot 1 - give and follow instructions, describe what happens when we press buttons (position and direction vocabulary linked to maths objectives). Introduce the Beebot and recap how and what it does from previous exploration and knowledge. Work together to explore and measure how far is "one step or turn". Take the children outside to be the Beebots and follow instructions, building up from single instructions to a short sequence. Use the language of GO and CLEAR.</p>	<p>Going for goals- we can choose realistic goals, we can recognise our strengths as learners. Discuss the meaning of the word "goal". Agree that it is something we want to achieve. Talk about achievable and realistic goals eg I want to learn to tie my laces. I want to fly to the moon. Which can I learn? How will I learn it. Give each group a challenge card (from their own ideas but have some ready). Ask each group to discuss and make a list of what they need to do Read and discuss in groups and list small steps to success. Groups swap and then try out each other's steps. Conclude by reading and ticking all the year one independent skills (on the door).</p>	<p>Continue to practise Maypole dance using left and right, positional vocabulary, adding quarter and half turns. Extend moves to create a simple Maypole sequence. Continue to practise to improve and remember independently. Watch and evaluate each other's performances.</p>
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<p style="text-align: center;">4</p> <p style="text-align: center;">11th - 15th May</p>	<p>Invention week Create new characters. Create new refrains to encourage use of expression. Explore feelings and emotions of characters. Create new defeating the monster stories.</p>	<p>Number: Fractions</p> <ul style="list-style-type: none"> • Halve shapes or objects • Halve a quantity <p><i>Continue to practise: One more one less. Compare objects within 50. Compare numbers within 50.</i></p> <p>Continue to practise counting in multiples of 2, 5 and 10.</p>	<p>Inventors-Leonardo Da Vinci, Isambard Kingdom Brunel, Montgolfier brothers, Wright brothers. Continue to explore the topic discussing what it means to invent something. Read and match cards for the above inventors (basic information) to their inventions. Choose a challenge card to make either an aeroplane, a bridge or a moving vehicle. Work in small groups sharing tasks and communicating with others. Complete task with an evaluation supported by adults - what went well, what went wrong, what we would do next time.</p>	<p>Moving pictures. Investigate how to make lever mechanisms. Link to the history work and create a levered bridge or an aeroplane flying around the world etc. Teach children safe technique for hole punching and attaching split pins. Children design and create own pictures - support with cutting thick card for levers. Children use rulers to measure size they require. Move my beebot 2 - describe actions to make something happen, use the word debug. Work in groups to explore movement and position with Beebot. Add home and other locations on the grid and develop a sequence to instruct Beebot from A to B etc. Discuss importance of starting position including directional terms such as turn left, right and horizontally, vertically and diagonally. Ensure children understand the direction though the grid squares.</p>	<p>Going for goals- we can learn from our successes, we can say how we learn best. Thought shower and list children's achievements with them. For example, 'I can ride a bike.'. Ask the children questions about how and why they were successful at their achievements. Suggest some likely and some unlikely ideas, for example:</p> <ul style="list-style-type: none"> • Did you learn to write a story so well because the sun was shining? • Did you learn to count in twos because you kept practising? • Did you ... because you had listened carefully to the instructions? <p>Give children a set of sentences with the beginning (achievements) and ending (reasons) cut apart. Children read and match the parts. Conclude by writing a sentence from their own experiences.</p>	<p>Dance- learn a simple circle country dance using some techniques from Maypole eg counting in steps of 8, turning left and right. Learn to promenade, swing, sashay, side-step and circle. Continue to practise explaining vocabulary and learning the basic steps.</p>
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<p>5 <i>Assessment week</i> 18th - 22nd May</p>	<p>Writing assessment books. Children write own stories. Make a book to display them in. children add illustrations.</p>	<p>Number: Fractions</p> <ul style="list-style-type: none"> • Find a quarter of a shape or object • Find a quarter of a quantity <p><i>Continue to practise: Use language of more, less, most, least and equal to.</i></p>	<p>Pioneers- Sir Isaac Newton-gravity, Dian Fossey-gorillas, Louis Braille-Braille. Discuss and explain the term "pioneers". Many other people of their time thought they were mad but they kept working until they were proved right. Introduce. Sir Isaac Newton- What is gravity? Louis Braille - invented the Braille system for Blind people to read and write. How does this work? Dian Fossey -studied mountain gorillas. She lived amongst them in the wild and found out so many interesting facts about them. Explain that we are going to learn a little more about Louis Braille. He invented his reading & writing system to help all blind people. It remains largely unchanged today since its introduction in 1824 - 195 years ago. Watch Magic Grandad video https://www.youtube.com/watch?v=b6cVVTMioPc and follow on with activity to write own name in Braille. Create a moving picture see DT.</p>	<p>DT Moving pictures. Create own moving picture using chosen mechanism linked to topic work on Pioneers. Discuss and plan plan designs including a list of what materials and tools are needed. Follow on to make the moving picture and then return to the plan to evaluate. What worked well? What could have worked better?</p> <p>Move my beebot 3 - describe actions in sequence, use the word algorithm. Use the maps and grids from last week to revisit and extend children to plan, execute and de-bug an algorithm. Can children stop at the shops as Beebot goes home etc. Use cards at first to plan the algorithm, moving the children on to drawing their algorithms on whiteboards. Execute and de-bug. Keep emphasising how important it is to make mistakes which help you solve the problems. Ask children to swap their algorithm for another pair to see if they can follow each-others.</p>	<p>Going for goals- We can say what we want to happen when there is a problem, we can think of lots of different ideas or solutions. Children read a problem in small groups and discuss what they would like the outcome to be in this situation (their goal). Then they act out what happens next. Teach children to use 'freeze-frame' or tableau techniques. Children watch each other's role-play and freeze frames. Consider the goal - was that the best outcome, the only outcome? Talk with the children about using different parts of their brains for decision making - the thinking part and the 'impulsive" part. Which is best?</p>	<p>Dance- practise steps learnt last week and create a simple circle dance. Practise to improve, watch and evaluate each other's performances. What went well? What would make it better?</p>
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