



# Billingshurst Primary School Termly Learning Journey

Year: 1 Term: Spring 2

Topic Title: Please look after this bear

Date	22.02.21	01.03.21	08.03.21	15.03.21	22.03.21	29.03.21 3 days Inset day Thursday
Learning Hooks	Make a cake or buns Using the balance method	Make Coleslaw	Look at a selection of old toys and discuss them. Link to Mr Grubber's shop in the Paddington story  Toys through the ages focused on teddy bears.		Make marmalade sandwiches	Science week
Text	Winnie The Pooh - A A Milne  Winnie the Pooh and some bees		Paddington's Post – Michael Bond			
Book Talk	Author Focus – John Burningham  Would you rather? Mr Gumpy's Outing, Avocado baby, Grandpa, Oi get off or train			Author focus – Martin Waddell  Can't you sleep little bear?, Farmer duck, Owl babies, The big big sea The dirty great dinosaur The pig in the pond		
Writing	Write a description of Winnie the Pooh. Label a picture of Winnie the Pooh. Write a song for Winnie to hum. Ask someone about a bear they had as a child and write about it. Or write about a bear that you have. <b>Oracy</b> <ul style="list-style-type: none"><li>✓ Listen and respond appropriately to adults and their peers</li><li>✓ Use spoken language to develop understanding through exploring ideas</li><li>✓ Speak audibly and fluently with an increasing command of Standard English</li></ul> <b>Handwriting</b>	Make a map of the hundred acre wood. Write directions from Winnie the Pooh's house to one of the other characters houses using your map. Write an adventure for Winnie the Pooh in two parts 1 who it is about and where the story starts. 2 where does he go, who does he meet and what do they do? Write a list of possible ingredients for your coleslaw <b>Oracy</b> <ul style="list-style-type: none"><li>✓ Listen and respond appropriately to adults and their peers</li><li>✓ Use spoken language to develop understanding through exploring ideas</li><li>✓ Speak audibly and fluently with an increasing</li></ul>	How does Paddington feel as he gets off the train? How does Paddington feel when he is sitting at the Brown's. Write a letter to Aunt Lucy Write adjectives on a picture of Paddington to label him. <b>Oracy</b> <ul style="list-style-type: none"><li>✓ Listen and respond appropriately to adults and their peers</li><li>✓ Use spoken language to develop understanding through exploring ideas</li><li>✓ Speak audibly and fluently with an increasing command of Standard English</li></ul> <b>Handwriting</b>	Write the inside of our Easter card linked to Paddington's birthday card. Make a map of the area Write directions to go from the Brown's to somewhere else Make a menu for the café Design a label for Mrs Birds marmalade <b>Oracy</b> <ul style="list-style-type: none"><li>✓ Listen and respond appropriately to adults and their peers</li><li>✓ Use spoken language to develop understanding through exploring ideas</li><li>✓ Speak audibly and fluently with an increasing command of Standard English</li></ul> <b>Handwriting</b>	Write the start of a story Write the middle of the story Write the end of the story Design the front cover for your story <b>Oracy</b> <ul style="list-style-type: none"><li>✓ Listen and respond appropriately to adults and their peers</li><li>✓ Use spoken language to develop understanding through exploring ideas</li><li>✓ Speak audibly and fluently with an increasing command of Standard English</li></ul> <b>Handwriting</b> <ul style="list-style-type: none"><li>✓ Sit correctly at a table, holding a pencil comfortably and correctly</li></ul>	Write instructions to make a marmalade sandwich. Record what you do in Science week. <b>Oracy</b> <ul style="list-style-type: none"><li>✓ Listen and respond appropriately to adults and their peers</li><li>✓ Use spoken language to develop understanding through exploring ideas</li><li>✓ Speak audibly and fluently with an increasing command of Standard English</li></ul> <b>Handwriting</b> <ul style="list-style-type: none"><li>✓ Sit correctly at a table, holding a pencil comfortably and correctly</li></ul>

	<ul style="list-style-type: none"> <li>✓ Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>✓ Form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ Leave spaces between words</li> <li>✓ Know how words can combine to make a sentence</li> <li>✓ Join words and clauses using 'and'.</li> <li>✓ Punctuate sentences using a capital letter and a full stop</li> </ul> <p><b>Terminology</b> Letter, capital letter, word, singular, plural, sentence, punctuation, full stop.</p>	<p>command of Standard English</p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>✓ Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>✓ Form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ Leave spaces between words</li> <li>✓ Know how words can combine to make a sentence</li> <li>✓ Join words and clauses using 'and'.</li> <li>✓ Punctuate sentences using a capital letter and a full stop</li> </ul> <p><b>Terminology</b> Letter, capital letter, word, singular, plural, sentence, punctuation, full stop.</p>	<ul style="list-style-type: none"> <li>✓ Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>✓ Form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ Leave spaces between words</li> <li>✓ Know how words can combine to make a sentence</li> <li>✓ Join words and clauses using 'and'.</li> <li>✓ Punctuate sentences using a capital letter and a full stop</li> </ul> <p><b>Terminology</b> Letter, capital letter, word, singular, plural, sentence, punctuation, full stop.</p>	<ul style="list-style-type: none"> <li>✓ Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>✓ Form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ Leave spaces between words</li> <li>✓ Know how words can combine to make a sentence</li> <li>✓ Join words and clauses using 'and'.</li> <li>✓ Punctuate sentences using a capital letter and a full stop</li> </ul> <p><b>Terminology</b> Letter, capital letter, word, singular, plural, sentence, punctuation, full stop.</p>	<ul style="list-style-type: none"> <li>✓ Form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ Leave spaces between words</li> <li>✓ Know how words can combine to make a sentence</li> <li>✓ Join words and clauses using 'and'.</li> <li>✓ Punctuate sentences using a capital letter and a full stop</li> </ul> <p><b>Terminology</b> Letter, capital letter, word, singular, plural, sentence, punctuation, full stop.</p>	<ul style="list-style-type: none"> <li>✓ Form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>✓ Leave spaces between words</li> <li>✓ Know how words can combine to make a sentence</li> <li>✓ Join words and clauses using 'and'.</li> <li>✓ Punctuate sentences using a capital letter and a full stop</li> </ul> <p><b>Terminology</b> Letter, capital letter, word, singular, plural, sentence, punctuation, full stop.</p>
<b>Maths</b>	<p><b>Measurement:</b> Weight</p> <p>I can compare, describe and solve practical problems for: Mass and weight</p> <p>I can use Non-standard units</p> <p>I can compare using Heavy/light, heavier than/ lighter than</p> <p>I can use standard units g and kg</p>	<p><b>Measurement:</b> Volume</p> <p>I can compare, describe and solve practical problems for Capacity and volume</p> <p>I can use Non-standard units</p> <p>I can compare using Full/empty. More than, less than half full, nearly full and nearly empty</p> <p>I can use standard units cl and l</p>	<p>Word Problems involving directions.</p> <p>I can use directional language</p> <p>Close, far, next to , turn, half, quarter, full turn, backwards</p>	<p><b>Measurement:</b> length and height</p> <p>I can compare, describe and solve practical problems for length and heights</p> <p>I can use non-standard units</p> <p>I can compare using long/short, longer/shorter, tall short double and half</p>	<p><b>Measurement:</b> length and height</p> <p>I can compare, describe and solve practical problems for length and heights</p> <p>I can use non-standard units</p> <p>I can compare using long/short, longer/shorter, tall short double and half</p>	<p><b>Measurement:</b> length and height</p> <p>I can compare, describe and solve practical problems for length and heights</p> <p>I can use non-standard units</p> <p>I can compare using long/short, longer/shorter, tall short double and half</p>
<b>Science</b>						
<b>Learning objective</b>		I am able to use my senses and simple equipment to make observations and present my ideas and evidence in appropriate ways.		I am able to use my senses and simple equipment to make observations and present my ideas and evidence in appropriate ways.	I am able to use my senses and simple equipment to make observations and present my ideas and evidence in appropriate ways.	SCIENCE WEEK planning is on a separate document.

		Measuring ice		Making butter	Shadows							
Learning Opportunity		<p>Present children with the investigation title: Does ice weigh more than the water? What takes up more space water or ice?</p> <p>TP- Discuss what the investigation is asking us to find out? What do you think the answer is?</p> <p>Prediction Time: Verbally make predictions with TP using language ‘I predict that...’</p> <p>Record prediction in their science book.</p> <p>How might we go about finding out the answer?</p> <p>Planning Time: As a class consider ways to answer find out the answer and agree that we will weigh a 100ml bottle of water in grams and then freeze it. Draw a line to show where the water level lays so that we can see what state takes up more space. Discuss ways to record the information. Either a simple chart</p> <table><tr><td>Water</td><td>Ice</td></tr><tr><td>g</td><td>g</td></tr><tr><td>What happened to the water level?</td><td>What happened to the water level?</td></tr></table> <p>Or sentences to explain</p> <p>The water weighed ....</p> <p>The ice weighed...</p> <p>The water level....</p> <p>Children choose a way to record.</p> <p>After the water has frozen, take time to observe results and complete table/ sentences</p> <p>Verbally make conclusions and then record in books as sentences referring to prediction.</p>	Water	Ice	g	g	What happened to the water level?	What happened to the water level?		<p>Present children with the investigation title; How might cream change if we continuously shake it?</p> <p>TP- Discuss what the investigation is asking us to find out? What do you think the answer is?</p> <p>Prediction Time: Verbally make predictions with TP using language ‘I predict that...’</p> <p>Record prediction in their science book.</p> <p>How might we go about finding out the answer?</p> <p>Planning Time: As a class consider ways to answer find out the answer and agree that we will put the cream into a sealed container and each take turns to shake it. After time talk about what has happened to the cream. It has changed from liquid to a solid. This solid is actually butter. Verbally make conclusions and then record in books as sentences referring to prediction. Draw and label simple diagrams with captions to explain the process and results. Skills</p> <p>Present evidence they have collected in templates provided for them</p> <p>Using prior knowledge to create a simple prediction.</p> <p>Observe an experiment to find answers.</p> <p>Recording data to find answers.</p> <p>Use simple scientific vocabulary to describe their ideas and observations</p>	<p>Present the children with this investigation title: How does your shadow change across the day?</p> <p>TP- Discuss what the investigation is asking us to find out? What do you think the answer is?</p> <p>Prediction Time: Verbally make predictions with TP using language ‘I predict that...’</p> <p>Record prediction in their science book.</p> <p>How might we go about finding out the answer?</p> <p>Planning Time: As a class consider ways to answer find out the answer and agree that we will leave an object and draw around it’s shadow on an hourly basis (record the time next to the outline of the shadow). Photograph final outcome for science books.</p> <p>Carry out the investigation throughout the day.</p> <p>Conclusion Time: What can see has happened? Does this prove your prediction correct or were you incorrect? Record conclusion in books. ‘My prediction was correct/incorrect because...’</p> <p>Skills</p> <p>Use their senses and simple equipment to make observations</p> <p>Share their own ideas and listen to the ideas of others</p> <p>Present their ideas and evidence in appropriate ways</p>	
Water	Ice											
g	g											
What happened to the water level?	What happened to the water level?											

		<p>Skills</p> <p>Present evidence they have collected in templates provided for them</p> <p>Using prior knowledge to create a simple prediction.</p> <p>Observe an experiment to find answers.</p> <p>Recording data to find answers.</p> <p>Use simple scientific vocabulary to describe their ideas and observations</p>			<p>Use simple scientific vocabulary to describe their ideas and observations</p> <p>Work together on an experiment or investigation and recognise contributions made by others (whole class)</p>	
<p><b>Opportunities for oracy and drama</b></p> <p><b>Physical (P)</b> <b>Linguistic (L)</b> <b>Cognitive (C)</b> <b>Social and Emotional (SE)</b></p>		<p><b>L:</b> Making appropriate vocabulary choices:</p> <p>Melt, freeze, frozen, solid, liquid, hot, cold</p> <p><b>C:</b> The children will seek information and clarification through asking questions to teacher and other children about different animals and their key features.</p> <p><u><b>Pair discussion</b></u></p> <p><b>SE:</b> listen appropriately to their partner, taking turns to talk and listen within a discussion.</p> <p><b>P:</b> Ensuring keeping eye contact with partner and ensuring partner can hear using appropriate pace of speaking and voice projection.</p> <p><b>C:</b> seeking information and clarification through asking questions.</p> <p><u><b>Group discussion</b></u></p> <p><b>C:</b> choice of content to convey meaning and intention, building on the views of others.</p>		<p><b>L:</b> Making appropriate vocabulary choices:</p> <p>Liquid, solid, movement, curdle, curds, whey, butter, cream, fats,</p> <p><b>C:</b> The children will seek information and clarification through asking questions to teacher and other children about different animals and their key features.</p> <p><u><b>Pair discussion</b></u></p> <p><b>SE:</b> listen appropriately to their partner, taking turns to talk and listen within a discussion.</p> <p><b>P:</b> Ensuring keeping eye contact with partner and ensuring partner can hear using appropriate pace of speaking and voice projection.</p> <p><b>C:</b> seeking information and clarification through asking questions.</p> <p><u><b>Group discussion</b></u></p> <p><b>C:</b> choice of content to convey meaning and intention, building on the views of others.</p>	<p><b>L:</b> Making appropriate vocabulary choices:</p> <p>Sun, shade, block, ray, dark, light, clouds, lengthen, shorten, north, south, east, west, measure outline</p> <p><b>C:</b> The children will seek information and clarification through asking questions to teacher and other children about different animals and their key features.</p> <p><u><b>Pair discussion</b></u></p> <p><b>SE:</b> listen appropriately to their partner, taking turns to talk and listen within a discussion.</p> <p><b>P:</b> Ensuring keeping eye contact with partner and ensuring partner can hear using appropriate pace of speaking and voice projection.</p> <p><b>C:</b> seeking information and clarification through asking questions.</p> <p><u><b>Group discussion</b></u></p>	

		SE: listen actively and guiding interactions with others, taking turns and listening to teacher and other children.			C: choice of content to convey meaning and intention, building on the views of others.  SE: listen actively and guiding interactions with others, taking turns and listening to teacher and other children.	
Key Questions		How do we change water into Ice? What temperature does this happen at? Will the ice weigh more than the water? Why? Will the ice take up the same amount of space as the water? Why?		Is cream a liquid, solid or gas? What is a liquid like? What is happening to the liquid as we shake it? What has happened to the cream? Is it still a liquid? What is the difference between liquids and solids?	What is a shadow? What makes shadows? Can you always see your shadow? When are shadows the biggest/smallest? Why are shadows sometimes in front of us and sometimes behind us?	
Learning Outcome		Children will have made a prediction and carried out an investigation to discover if they were correct or not. They will have recorded either by using sentences in books and/or a simple chart. Pupil voice will be captured when possible and stuck in books.		Children will have made a prediction and carried out an investigation to discover if they were correct or not. They will have recorded by using sentences in books and simple labelled diagrams with captions. Pupil voice will be captured when possible and stuck in books.	Children will have made a prediction and carried out an investigation to discover if they were correct or not. They will have recorded using sentences in books and a chalk diagram outside on the ground which will be photographed and stuck in book. Pupil voice will be captured when possible and stuck in books.	
History						
Learning objective			I can work out where on a time-line events happen	I know how to spot toys that are old and new.		
Learning Opportunity			<p>Child to talk about something they wish to add. Using time language they will discuss where the event should go and how they know. timeline.</p> <p><b><u>Changes in living memory me</u></b></p> <p>Describe and sequence memories of key events within their living memory (Year 1)</p> <p><b><u>Chronological understanding</u></b></p> <p>Be able to place events in order on a timeline</p>	<p>The children will look at a selection of old toys and record sentences about why they think some are old or new and why they have come to that conclusion. For those children whose writing will limit their evidence we will record sentences for them,</p> <p><b><u>Changes in living memory me, my parents and grandparents</u></b></p> <p>The history of toys- selection shown</p> <p>Observe and handle artefacts</p> <p>Be able to use words and phrases like old new past present before after.</p> <p><b><u>Communication</u></b></p>		

			<p>Be able to use words and phrases like: old, new, past, present, before, after, then and now</p> <p>Be able to describe and sequence memories of key events within living memory</p>	<p>Use words and phrases to describe the passing of time e.g. years, decades and centuries</p> <p>Talk about what they have found and record with words and pictures</p> <p><b><u>Chronological understanding</u></b></p> <p>Be able to place artefacts in order on a timeline</p> <p>Be able to use words and phrases like: old, new, past, present, before, after, then and now</p> <p><b><u>Historical Enquiry</u></b></p> <p>Observe or handle artefacts (physical, pictorial and written) to ask questions and find answers to questions about the past.</p> <p>Ask questions about the past such as 'What was it like for people, what happened and how long ago?'...</p> <p>Know different ways to find out about the past eg primary and secondary sources</p>		
<p><b>Opportunities for oracy and drama</b></p> <p><b>Physical (P)</b> <b>Linguistic (L)</b> <b>Cognitive (C)</b> <b>Social and Emotional (SE)</b></p>			<p><b>L:</b> Making appropriate vocabulary choices. E.g. long ago, recently, days, months, years, memory, record.</p> <p><b>C:</b> The children will seek information and clarification through asking questions to the teacher and other children about different animals and their key features.</p> <p><b><u>Pair discussion</u></b></p> <p><b>SE:</b> listen appropriately to their partner, taking turns to talk and listen within a discussion.</p> <p><b>C:</b> seeking information and clarification through asking questions.</p> <p><b><u>Group discussion</u></b></p>	<p><b>L:</b> Making appropriate vocabulary choices. E.g.</p> <p>Old, new, metal, filling, worn, shiny, tatty, plastic, lead, chipped, scuffed, cared for.</p> <p><b>C:</b> The children will seek information and clarification through asking questions to the teacher and other children about different animals and their key features.</p> <p><b><u>Pair discussion</u></b></p> <p><b>SE:</b> listen appropriately to their partner, taking turns to talk and listen within a discussion.</p> <p><b>C:</b> seeking information and clarification through asking questions.</p>		

			<p><b>C:</b> choice of content to convey meaning and intention, building on the views of others.</p> <p><b>SE:</b> listen actively and guiding interactions with others, taking turns and listening to teacher and other children.</p> <p><b>P:</b> Children will be aware of voice projection to ensure all children in class can hear.</p>	<p><b>Group discussion</b></p> <p><b>C:</b> choice of content to convey meaning and intention, building on the views of others.</p> <p><b>SE:</b> listen actively and guiding interactions with others, taking turns and listening to teacher and other children.</p> <p><b>P:</b> Children will be aware of voice projection to ensure all children in class can hear.</p>		
Key Questions			<p>What can you remember has happened since you started in Year 1?</p> <p>Where should it be on the line?</p> <p>How do you know?</p> <p>Does this happen before or after this other item?</p>	<p>What are these made of?</p> <p>How do you know?</p> <p>Who would have played with these?</p> <p>Why is a teddy called a teddy?</p> <p>What were dolls and teddies filled with in the past?</p> <p>Which bear do you like best and why?</p>		
Learning Outcome			Complete more of our Year 1 timeline	To ask questions in order to gain more information about toys in the past and what they were made of.		
Geography						
Learning objective		I understand direction language (linked to Maths and English)		I know the season that we are in and can explain how I know. SCIENCE LINK- weather		
Learning Opportunity		<p>To introduce language; near, far, forward, backwards</p> <p>Using the map of the 100 Acre Woods children are to write directions from one feature to another.</p> <p>Encourage children to use sequencing words; first, then, next, finally</p> <p>The children can read their instructions out to the class and their peers will follow on the map to see where they end up.</p>		<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use the school grounds to go in a spring walk. Children are to think about the key questions has they walk around.</p> <p>Class discussion based on key questions.</p> <p>Children are to draw/paint a spring time flower or leaf for the season tree in their topic book and write a speech bubble that talks about spring time.</p>		
<p>Opportunities for oracy and drama</p> <p>Physical (P)</p>		L: Making appropriate vocabulary choices:		<p>L: Making appropriate vocabulary choices.</p> <p>Seasons, Spring, Summer, Autumn, Winter, hot, cold,</p>		



<b>Linguistic (L)</b> <b>Cognitive (C)</b> <b>Social and Emotional (SE)</b>		<p>Near, far, left, right, up, down, beside, around, over, under,</p> <p><b>C:</b> The children will seek information and clarification through asking questions to the teacher and other children about different animals and their key features.</p> <p><u><b>Pair discussion</b></u></p> <p><b>SE:</b> listen appropriately to their partner, taking turns to talk and listen within a discussion.</p> <p><b>P:</b> Ensuring keeping eye contact with partner and ensuring partner can hear using appropriate pace of speaking and voice projection.</p> <p>Work together or with an object</p> <p><b>C:</b> seeking information and clarification through asking questions.</p> <p><u><b>Group discussion</b></u></p> <p><b>C:</b> choice of content to convey meaning and intention, building on the views of others.</p> <p><b>SE:</b> listen actively and guiding interactions with others, taking turns and listening to teacher and other children.</p> <p><b>P:</b> Children will be aware of voice projection to ensure all children in class can hear.</p>		<p>shower, rain, breeze, sunny, clouds, shadows.</p> <p><b>C:</b> The children will seek information and clarification through asking questions to the teacher and other children about different animals and their key features.</p> <p><u><b>Pair discussion</b></u></p> <p><b>SE:</b> listen appropriately to their partner, taking turns to talk and listen within a discussion.</p> <p><b>P:</b> Ensuring keeping eye contact with partner and ensuring partner can hear using appropriate pace of speaking and voice projection.</p> <p><b>C:</b> seeking information and clarification through asking questions.</p> <p><u><b>Group discussion</b></u></p> <p><b>C:</b> choice of content to convey meaning and intention, building on the views of others.</p> <p><b>SE:</b> listen actively and guiding interactions with others, taking turns and listening to teacher and other children.</p> <p><b>P:</b> Children will be aware of voice projection to ensure all children in class can hear.</p>		
<b>Key Questions</b>		<p>Where will you start on the map and where do you want to end up?</p> <p>Which direction do you need to move?</p> <p>Where would you end up if you moved in the other direction?</p> <p>Is there a quicker way to get there?</p>		<p>What season have we just come out of?</p> <p>How has the environment changed?</p> <p>What do you notice about the weather?</p> <p>Can you see anything new on the trees?</p> <p>Do we need to wear the same clothing? Why?</p>		



Learning Outcome		Children would have used direction language verbally and written a set of directions to describe a route. Children would have followed a set of directions to end up at a destination. If pupils struggle to record then teacher to capture their use of language via pupil voice		Children will have identified the changes in the environment that means that it is now spring. They will discuss what they saw and how they know it is spring. Produce some spring time art work and a caption for a display.		
Art and Design						
Learning objective		I can use a combination of materials that are cut and glued  Quick look round the outside environment		I can use a combination of materials that are cut, torn and glued		
Learning Opportunity		Take some coloured paper and cut it into squares. See how many ways you can alter them. Scrunch, roll, tear, cut, and stick them onto a new piece of paper. Label each with its process		Recap cutting and tearing. Explain that we are going to make a collage using green materials and natural materials from the outside area. Go outside and collect leaves, petals, grasses etc. Then combine them with papers. Cut, tear and glue them to create a nature collage.		
Opportunities for oracy and drama  Physical (P) Linguistic (L) Cognitive (C) Social and Emotional (SE)		<p><b>L:</b> Making appropriate vocabulary choices. E.g.</p> <p>Cut, scissors, glue, tear, scrunch, roll, fold, twist</p> <p><b>C:</b> The children will seek information and clarification through asking questions to the teacher and other children about different animals and their key features.</p> <p><u><b>Pair discussion</b></u></p> <p><b>SE:</b> listen appropriately to their partner, taking turns to talk and listen within a discussion.</p> <p><b>P:</b> Ensuring keeping eye contact with partner and ensuring partner can hear using appropriate pace of speaking and voice projection.</p> <p><b>C:</b> seeking information and clarification through asking questions.</p>		<p><b>L:</b> Making appropriate vocabulary choices. E.g.</p> <p>Cut, scissors, glue, tear, scrunch, roll, fold, twist, smaller, larger, materials, texture, tone</p> <p><b>C:</b> The children will seek information and clarification through asking questions to the teacher and other children about different animals and their key features.</p> <p><u><b>Pair discussion</b></u></p> <p><b>SE:</b> listen appropriately to their partner, taking turns to talk and listen within a discussion.</p> <p><b>P:</b> Ensuring keeping eye contact with partner and ensuring partner can hear using appropriate pace of speaking and voice projection.</p>		

				C: seeking information and clarification through asking questions.		
Key Questions		How can we cut smaller detail? Where is best to place the paper to cut carefully? How do you move your hands when cutting? How will you make glue neatly?		What nature image will you create? What items do you need to collect? Is cutting or tearing more suitable for a material?		
Learning Outcome		Collage skills developed through making a picture of different squares		Cutting, tearing and gluing skills developed on paper through a nature collage for display.		
Computing						
On hold till we are all in school						
Learning objective	I can add a text box to my dazzle picture	I can use word to write a sentence	I can change the colour / style my font	I know what some of the keys do on my keyboard	I know what some of the keys do on my keyboard	I can write a series of sentences to make a story
Learning Opportunity	<p>Children draw a picture as they did last term and add a text box with words using the keyboard to type</p> <p><b>Keyboard skills</b>, upper/ lower case. Type name. Altering text size, colour and font style</p> <p><b>Skills</b></p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><b>Basic mouse skills</b></p> <p>* Use a mouse to make choices, drag and drop, double click and free exploration.</p> <p><b>Coding</b></p> <p>Children given Robo cars to investigate on Flexible Fridays we will use coding program in Summer 2</p> <p>Robo-car- control</p> <p>Introduction to Robocar</p> <p>Control Robocar using Fd and Bk. Explore lines and turning.</p> <p>Also use J2Data site to explore</p>	<p>Introduce the keyboard. Open word and children to type a sentence about themselves. Show them the full stop.</p> <p><b>Keyboard skills</b>, upper/ lower case. Type name. Altering text size, colour and font style</p> <p><b>Skills</b></p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><b>Basic mouse skills</b></p> <p>* Use a mouse to make choices, drag and drop, double click and free exploration.</p> <p><b>Coding</b></p> <p>Children given Robo cars to investigate on Flexible Fridays we will use coding program in Summer 2</p> <p>Robo-car- control</p> <p>Introduction to Robocar</p> <p>Control Robocar using Fd and Bk. Explore lines and turning.</p> <p>Also use J2Data site to explore</p>	<p>Recall last lesson and look at the bar at the top to change font colour size and style.</p> <p>Write a sentence</p> <p><b>Keyboard skills</b>, upper/ lower case. Type name. Altering text size, colour and font style</p> <p><b>Skills</b></p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><b>Basic mouse skills</b></p> <p>* Use a mouse to make choices, drag and drop, double click and free exploration.</p> <p>Robo cars</p> <p>Also use J2Data site to explore</p> <p>Paint to draw a picture.</p> <p>Turtle to write a program</p> <p>Pictogram for graphs</p> <p>Animate to make a little film</p>	<p>Revisit the keyboard and find out the effect of the arrow key to make capitals, the key to start a new line the delete and backspace keys</p> <p><b>Keyboard skills</b>, upper/ lower case. Type name. Altering text size, colour and font style</p> <p><b>Skills</b></p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><b>Basic mouse skills</b></p> <p>* Use a mouse to make choices, drag and drop, double click and free exploration.</p> <p><b>Coding</b></p> <p>Children given Robo cars to investigate on Flexible Fridays we will use coding program in Summer 2</p> <p>Robo-car- control</p> <p>Introduction to Robocar</p> <p>Control Robocar using Fd and Bk. Explore lines and turning.</p> <p>Also use J2Data site to explore</p>	<p>Look at the keyboard and notice the numbers. Notice they also have other symbols on them. Show how to make these using the arrow up key</p> <p><b>Keyboard skills</b>, upper/ lower case. Type name. Altering text size, colour and font style</p> <p><b>Skills</b></p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><b>Basic mouse skills</b></p> <p>* Use a mouse to make choices, drag and drop, double click and free exploration.</p> <p><b>Coding</b></p> <p>Children given Robo cars to investigate on Flexible Fridays we will use coding program in Summer 2</p> <p>Robo-car- control</p> <p>Introduction to Robocar</p> <p>Control Robocar using Fd and Bk. Explore lines and turning.</p> <p>Also use J2Data site to explore</p>	<p>Challenge the children to record a short story using a series of sentences using capital letters and full stops</p> <p><b>Keyboard skills</b>, upper/ lower case. Type name. Altering text size, colour and font style</p> <p><b>Skills</b></p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><b>Basic mouse skills</b></p> <p>* Use a mouse to make choices, drag and drop, double click and free exploration.</p> <p><b>Coding</b></p> <p>Children given Robo cars to investigate on Flexible Fridays we will use coding program in Summer 2</p> <p>Robo-car- control</p> <p>Introduction to Robocar</p> <p>Control Robocar using Fd and Bk. Explore lines and turning.</p> <p>Also use J2Data site to explore</p>

	Paint to draw a picture.  Turtle to write a program  Pictogram for graphs  Animate to make a little film	Paint to draw a picture.  Turtle to write a program  Pictogram for graphs  Animate to make a little film		Paint to draw a picture.  Turtle to write a program  Pictogram for graphs  Animate to make a little film	Paint to draw a picture.  Turtle to write a program  Pictogram for graphs  Animate to make a little film	Paint to draw a picture.  Turtle to write a program  Pictogram for graphs  Animate to make a little film
<b>Opportunities for oracy and drama</b>  <b>Physical (P)</b> <b>Linguistic (L)</b> <b>Cognitive (C)</b> <b>Social and Emotional (SE)</b>	<p>Appropriate vocabulary choice. font, screen, keyboard, Upper case, Lower case, number keys, delete, back space, task bar</p> <p>Seeking information and clarification through questions.</p> <p>Listening actively and responding appropriately</p> <p>Giving reasons to support views.</p>					
<b>Key Questions</b>	Where will you text go? How do you know which letters you should type What do you notice about the keyboard? How do we make a finger spaces between words?	What letters do you want to use? Can you see where the letters you use a lot are positioned? Do you recognise the capital letters you wish to use? Remember to use finger spaces using the space bar.	How do we change something about the words we are writing? Can we change its colour? Can we make it bigger?	What happens when we make a mistake? Is there a rubber like on the IWB?	How do you write numbers? What else do you notice about the number keys? How can we use these keys? What do they mean?	How do you start a sentence? How do you end a sentence? Why do some of the words have a line under them? Who is your story about? Where does it take place?
<b>Learning Outcome</b>	I can use a text box	I can record as sentence using Word	I can change details about the font I have used	I know how to correct something I am not happy with.	To use numbers and symbols	To create a short story using Word.
<b>Design Technology</b>						
<b>Learning objective</b>	I can make a balance cake	I can make coleslaw to go in a wrap				I can make a marmalade sandwich
<b>Learning Opportunity</b>	<u>Cooking</u> Measure using non -standard units.  Make a cake using an egg to balance all the other ingredients. Sugar, flour, and butter.  *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  <b>Evaluate</b>  *explore and evaluate a range of existing products  *evaluate their ideas and products against design criteria	<u>Cooking -</u>  Make coleslaw to use skills - cutting, grating, slicing, mixing, wrapping.  Children will look at shop bought coleslaw to see what it looks like and tastes like. Noting the ingredients on the packaging. Working as a small group they can then decide from the ingredients available what will be put in theirs  Once made the children will eat their wrap and write about which coleslaw they prefer and why. Could they improve our recipe? (photos to be taken of the wraps/process)  <u>Skills:</u>				<u>Cooking</u> Measure using non -standard units.  *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  <b>Evaluate</b>  *explore and evaluate a range of existing products  *evaluate their ideas and products against design criteria

		<p>Cut peel and grate ingredients, safely and hygienically. (some from the school gardens)</p> <p>Measure using non -standard units.</p> <p>*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b></p> <p>*explore and evaluate a range of existing products</p> <p>*evaluate their ideas and products against design criteria</p>				
<p><b>Opportunities for oracy and drama</b></p> <p><b>Physical (P)</b> <b>Linguistic (L)</b> <b>Cognitive (C)</b> <b>Social and Emotional (SE)</b></p>	<p><b>L:</b> Making appropriate vocabulary choices. E.g.</p> <p>Balance, egg, flour, sugar, butter, beat, mix, stir, cake cases, tin, flavour, oven, oven-gloves, temperature,</p> <p><b>C:</b> The children will seek information and clarification through asking questions to the teacher and other children about different animals and their key features.</p> <p><u><b>Pair discussion</b></u></p> <p><b>SE:</b> listen appropriately to their partner, taking turns to talk and listen within a discussion.</p> <p><b>C:</b> seeking information and clarification through asking questions.</p> <p><u><b>Group discussion</b></u></p> <p><b>C:</b> choice of content to convey meaning and intention, building on the views of others.</p> <p><b>SE:</b> listen actively and guiding interactions with others, taking</p>	<p><b>L:</b> Making appropriate vocabulary choices. E.g.</p> <p>Coleslaw, crunchy, cut, knife, slice, grate, mayonnaise, salad cream, colour, texture</p> <p><b>C:</b> The children will seek information and clarification through asking questions to the teacher and other children about different animals and their key features.</p> <p><u><b>Pair discussion</b></u></p> <p><b>SE:</b> listen appropriately to their partner, taking turns to talk and listen within a discussion.</p> <p><b>C:</b> seeking information and clarification through asking questions.</p> <p><u><b>Group discussion</b></u></p> <p><b>C:</b> choice of content to convey meaning and intention, building on the views of others.</p> <p><b>SE:</b> listen actively and guiding interactions with others, taking</p>				<p><b>L:</b> Making appropriate vocabulary choices. E.g.</p> <p>Marmalade, butter, spread, bread, cut, knife, oranges,</p> <p><b>C:</b> The children will seek information and clarification through asking questions to the teacher and other children about different animals and their key features.</p> <p><u><b>Pair discussion</b></u></p> <p><b>SE:</b> listen appropriately to their partner, taking turns to talk and listen within a discussion.</p> <p><b>C:</b> seeking information and clarification through asking questions.</p> <p><u><b>Group discussion</b></u></p> <p><b>C:</b> choice of content to convey meaning and intention, building on the views of others.</p> <p><b>SE:</b> listen actively and guiding interactions with others, taking turns and listening to teacher and other children.</p>

	turns and listening to teacher and other children.  <b>P:</b> Children will be aware of voice projection to ensure all children in class can hear.	turns and listening to teacher and other children.  <b>P:</b> Children will be aware of voice projection to ensure all children in class can hear.				<b>P:</b> Children will be aware of voice projection to ensure all children in class can hear.
<b>Key Questions</b>	How do we know the ingredients balance? What do we need to make a cake? How can we cook it? What is the mixture like before it is cooked? Wat is the mixture like after?	What do you need to cut? How do you use the knife safely? How do you grate something? How do we mix? How can we roll the wrap? Which coleslaw do you prefer?				What do you need to make a sandwich? What equipment? How do we spread? How many pieces will there be if we cut it in half?
<b>Learning Outcome</b>	I can make a cake	I can make a coleslaw wrap				I can make and write instructions about making a sandwich
<b>Music</b>						
<b>Learning objective</b>	Composition Pulse and rhythm To recognise symbols to help with performance	Composition - Tempo To follow symbols to help with performance	Composition - Texture Classifying instruments strings, woodwind, brass and percussion	Composition - Notation To write symbols for composition	Composition Dynamics To perform following musical notation	Composition -Appraisal To improve performance
<b>Learning Opportunity</b>	Children will hear a piece of music played with percussion instruments. Detroit Symphony Orchestra <a href="https://www.youtube.com/watch?v=JVmxrhrN9ds&amp;safe=true">https://www.youtube.com/watch?v=JVmxrhrN9ds&amp;safe=true</a>	Children will see simple notation as an accompaniment to a piece of music as it is played.	To know that instruments create different sounds  To know that layers of sound create the texture	Children will use rhythm grids to create their own musical phrases (four or eight beats/ one bar or two bars of 4/4)	Children will play an instrument following the composer's notation	Children will perform their composition to an audience
<b>Opportunities for oracy and drama</b>  <b>Physical (P) Linguistic (L) Cognitive (C) Social and Emotional (SE)</b>	P:Facial expression and eye contact L: Appropriate vocabulary choices C:seeking information and clarification through questions C:give reasons to support views S&E:Listening actively S&E: Responding appropriately	P:Facial expression and eye contact L: Appropriate vocabulary choices C:Clarifying and summarising C: Reasoning S&E:Listening actively S&E: Responding appropriately	P: Fluency and pace of speaking L: Vocabulary choices C: Building on the views of others C: Organisation of talk C:Summarising C: Reasoning to support a point of view S&E: Turn taking S&E: Listening actively and responding appropriately	P: Facial expression and eye contact L: Vocabulary choices C: Choice of content to convey meaning C: Structure and organisation of talk C: summarising C: Giving reasons to support views C: Critically examining ideas and views expressed	P: Facial expression and eye contact L: Vocabulary choices C: Choice of content to convey meaning C: Structure and organisation of talk C: Summarising C: Giving reasons to support views C: Critically examining ideas and views expressed S&E: Managing interactions S&E: Turn taking S&E: Listening and responding S&E: Self assurance S&E: Audience awareness / level of understanding	P: Gesture and position  P: Facial expression and eye contact L: Vocabulary choices C: Choice of content to convey meaning C: Structure and organisation of talk C: Summarising C: Giving reasons to support views C: Critically examining ideas and views expressed S&E: Managing interactions S&E: Turn taking S&E: Listening and responding S&E: Self assurance S&E: Audience awareness / level of understanding

<b>Key Questions</b>	<a href="https://www.amazon.com/Percussion-Instruments-Classroom-Posters-Music/dp/B07G123YGD">https://www.amazon.com/Percussion-Instruments-Classroom-Posters-Music/dp/B07G123YGD</a> Can you name some percussion instruments? What instruments can you hear? What is the difference between tuned and un-tuned percussion? What do we call the person who creates the music? What do we call the person who performs the music?  Animal Music and rhythm cards How can I represent the music I can hear? How do other musicians know what is to be played? Are all the notes I can hear played at the same length? (Note values of crotchets and quavers) What is the same, what is different? (Quicker , more, slower notes) What symbols could we use?	What do you notice about the symbols? Are they all the same? Why are the symbols different? Can we follow the symbols?  Can we follow the symbols and keep to the pulse? Are some rhythms easier to play? Why could that be?  Can the tempo help us? What tempo should we try?	Follow George as he finds out about the orchestra.  George Meets the Orchestra   An Introduction to the Orchestra for Children  <a href="https://www.youtube.com/watch?v=M0Jc4sPOBEE">https://www.youtube.com/watch?v=M0Jc4sPOBEE</a>  How many instruments did you recognise?  Do you know the instrument families?  Can you group the instruments you heard?  Which sounds do you prefer? Can you explain why?  Which instrument would you like to play?	What do you want your musical phrase to sound like? What musical rhythms will you include?  What percussion instrument would you choose? Why?  Can you read your musical phrase and play it?  How could your composition be improved?  Will another musician be able to follow your piece of music?  What other musical instrument would you like to hear playing your music?	How does music affect an audience?  We often say 'How does this music make you feel?'  How can a piece of music convey a mood?  Is all music played at the same level of loudness?  How will you create mood within your musical phrases?  How will another musician recognise the dynamics that the composer wishes to be played?	What does it feel like to perform your own composition?  How was your piece of music received?  Would you change the composition? Why? How?
<b>Learning Outcome</b>	To recognise the purpose of symbols within a composition	To recognise some note lengths	To identify and name groups of instruments	To write a musical phrase using symbols	To perform a musical phrase following notation	To perform to an audience
<b>Physical Education outdoor</b>						
<b>Learning objective</b>	Football  I can control the ball with different part of my foot	I can move the ball under control around a course	I can pass the ball and stop it using my foot	I can adjust my speed while staying in control	I can change direction to avoid other children	I can shoot the ball in a set direction



<b>Learning Opportunity</b> See Complete PE resources	Explore which parts of your foot you can control the ball with.	Using skills from last lesson dribble the ball around the cones in a straight line	Using control tap the ball to your partner. As the ball approaches stop it with foot on the top ready to pass it back	Moving between set areas can you change your speed while staying in control of your ball	Move around the entire playground with your ball looking up to check no one is in the way. change direction and speed as needed.	Travel with your ball and then stop and shoot into a set area.
	Skill	Skill	Skill	Skill	Skill	Skill
	How to use our feet to move the ball	How to pass the ball from foot to foot	How to stop the ball with our feet	Control the ball at a variety of speeds.	How to keep the ball close to us	Use control to shoot the ball in a chosen direction,
	How to pass the ball from foot to foot		How to pass the ball to someone else			
<b>Opportunities for oracy and drama</b>	(SE) The children will listen actively and respond appropriately					
	(C ) They will seek information and clarification through questions					
<b>Physical (P)</b>	(P) They will help each other by giving clear statements using clarity of pronunciation					
<b>Linguistic (L)</b>	(P) use gesture and posture when explaining reasons					
<b>Cognitive (C)</b>						
<b>Social and Emotional (SE)</b>						
<b>Key Questions</b>	When might you use the tip of your toes? What happens when you use the side of your foot? Can you use both feet?	Do we kick the ball ahead of us? Which part of the foot is it best to use? Can you control the ball with both feet? Is one foot better than the other\	Can you tap the top of the ball with your foot? Can you do this when the ball is moving? How can we make sure the ball goes to our partner?	Can you travel slowly? Can you travel fast whilst keeping control of the ball? Can you change direction at different speeds?	What can we do if we want to go round someone? Can you stop the ball before changing direction? Where does the ball need to be to remain under control?	How can we make the ball travel faster? How can we shoot in the direction we want? What do we do with our arms? What do we need to do with our head?
<b>Learning Outcome</b>	Demonstrate correct handling of a football	Move from one area to another round a series of cones	Pass the ball between you and a partner. stopping the ball before passing it back	Change speed while in control	Dodge other players that in a game may wish to take the ball off you	Shoot at a goal accurately.
<b>Physical Education indoor - growing</b>						
<b>Learning objective</b>	From a seed using a drum beat	Explore movement of plant	Explore what helps the plant grow	Make up a dance using a motif	Show the dance to others	I can use directional language to instruct my partner
<b>Learning Opportunity</b>	Curl up as a seed, Use the drum for children to grow with. move like a flower until told to freeze  <u><b>Skills</b></u>  Use a range of different controlled movements  Control and co-ordinate our body  Respond to rhythm to make patterns through movement	Listen to music and explore how a plant might move  <u><b>Skills</b></u>  Use a range of different controlled movements  Control and co-ordinate our body  Respond to rhythm to make patterns through movement	Listen to music how might you express the sunshine or rain?  <u><b>Skills</b></u>  Use a range of different controlled movements  Control and co-ordinate our body  Respond to rhythm to make patterns through movement	Listen to the poem. what dance moves can you do for each line. Can you learn it at the same time?  <u><b>Skills</b></u>  Use a range of different controlled movements  Control and co-ordinate our body  Respond to rhythm to make patterns through movement	Quick run through of your dance and then perform it to the rest of the class or in house groups. - discuss  <u><b>Skills</b></u>  Use a range of different controlled movements  Control and co-ordinate our body  Respond to rhythm to make patterns through movement	To give instructions to a partner that does not know where they are going to move from one area to another. Skill Use a range of different controlled movements



<b>Opportunities for oracy and drama</b>  <b>Physical (P)</b> <b>Linguistic (L)</b> <b>Cognitive (C)</b> <b>Social and Emotional (SE)</b>	Drama A little seed for me to sow A little earth to make it grow A little hole, a little pat A little wish and that is that A little sun, a little shower A little wait and then A flower  (P) Fluency and pace of speech (P) tonal variation (P) clarity of pronunciation	(C) Choice of content to convey meaning and intention  (SE) listening actively and responding appropriately	(SE)The children will listen actively and respond appropriately (SE) using liveliness and flair	(C ) They will seek information and clarification through questions  (P) Gesture and posture	(P) They will help each other by giving clear statements  (P) facial expression and eye contact	C ) They will seek information and clarification through questions  (P) Gesture and posture
<b>Key Questions</b>	Can you curl up very tight like a seed? Slowly grow what could your arms be? How would the leaves move and why?	Listen to the music, how does it make you feel? Think about the parts of a plant How might it move? Think of the flower in the wind or the leaves as they grow	Think about the music and how fast it is expecting you to move Can you make your actions big and clear? Can we guess what your actions are for?	Listen to the poem and think of a simple but clear action for each part. Have you used your whole body? Does your face add to the dance?	Remember your dance to the poem? Are there parts you can improve? Which part of others performance did you like and why?	Which words do we need to use to make sure our partner understands where to go? What do we do if it is not right? Does your partner have all the instructions he/she needs?
<b>Learning Outcome</b>	I have explored a range of movements involving a growing seed	I have been able to show how a plant might move in time to music.	I can use the music to express different elements.	I can explore movements to match a poem	I have made up my own dance and can perform it in-front of others	I can direct my partner from one place to another with clear instructions
<b>PSHCE</b>						
<b>Learning objective</b>	I can tell you about my gifts and talents  I can tell you something that makes me feel proud	I know when I learn best. I can tell you what I have learnt I can tell when I am feeling proud.	I can tell you what I am good at and those that I find more difficult	I know the names of more feelings than I did before. I can tell when I am feeling worried or anxious.	I can be still and quiet and relax my body  I know what it feels like to be relaxed  I can show or tell you what relaxed means	I can tell when it is right to stand up for myself
<b>Learning Opportunity</b>	Discussion in small groups about what we think we are good at. collect ideas and make a collective cloud with all our talents and things we feel proud of. We can add to this over time as children recall or realise more	Children to talk to a partner about what they did at the weekend while I make a lot of noise and open the door so It's cold. I will note their reactions and then we will get together to decide how this could have been improved.	Recall things we thought we were good at from a few weeks ago. Now we will do the same with things we find difficult.	Include feelings of being anxious and proud. Make a list of feelings. We can always add to it. Short discussion about what these are like and how they might make you feel	Children to lie on the floor and think about each part of the body relaxing and going floppy. Now we will try to feel like that while sitting on the floor. Think about each part of the body and check it is not tense.	Talk about what to do if someone is not kind to you. What do you do? Talk about not just letting it happen but to stand up for yourself with your voice calmly asking them to stop and by asking for help from a grownup
<b>Opportunities for oracy and drama</b>  <b>Physical (P)</b> <b>Linguistic (L)</b> <b>Cognitive (C)</b> <b>Social and Emotional (SE)</b>	Discussion  SE – Self assurance	Discussion  SE – Listening actively and responding appropriately	Discussion  (C ) maintaining focus on the task	Discussion  (C ) Building on the views of others (C ) maintaining focus on the task	(P) Gesture and posture	Discussion  (C ) giving reasons to support views  (C ) summerising

<b>Key Questions</b>	What do you think you are good at? Are you proud something you can or have done?  Do your friends think you are good at anything in particular?	Was it hard to concentrate? What was causing you to have a problem? What could we do to make it better?	What do you find hard? What would you like to get better at? How could you get better at it?	What is a feeling? Are some feelings good and some bad? Can we tell if someone else feels like that? How?	Listen to your breathing Shut your eyes Do not move unless to make yourself more comfortable. What do we call it when we feel like this? relaxed	What might someone say that is not kind? How can we deal with this? What is a good choice for our voice? What is a bad choice? Who could help us?
<b>Learning Outcome</b>	Make a class cloud with things that we are proud of on display.	Make a class agreement on how it is easier to concentrate and be able to talk about what we learnt.	Make a class cloud with things we think we could get better at.	Class to make a list of feelings that can be added to.	Children know what it feels like to be quiet and relaxed.	Children understand the phrases Good choices and bad choices.
<b>RE - Christianity</b>						
<b>Learning objective</b>						To find out about and learn the Easter story
<b>Learning Opportunity</b>						Children will engage with texts, pictures and church members to understand the significance of Easter.  To retell and suggest meanings to religious and moral stories
<b>Opportunities for oracy and drama</b>  <b>Physical (P)</b> <b>Linguistic (L)</b> <b>Cognitive (C)</b> <b>Social and Emotional (SE)</b>						Children can express their own ideas and opinions in response using words, music, art or poetry  P: Body language and voice L: Appropriate vocabulary choices C: Summarising and reasoning S&E: Turn-taking, listening and responding
<b>Key Questions</b>						What is the Easter story about?  Why is it an important time in Christian belief?  What symbols do you recognise? Why are they significant to Christians?  What does belonging to a community mean?  Do you know any other religions or communities with a similar story or similar symbols?
<b>Learning Outcome</b>						Children will be able to retell the Easter story and understand why it is significant for Christians.