

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
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 sandwich
Text		ooh - A A Milne h and some bees		Paddington's Pos	st – Michael Bond
Book Talk	Would you rather? M	Author Focus – John Burningham Ir Gumpy's Outing, Avocado baby, Grand	Can't you sleep little bear?, I	Author focus – Martin W Farmer duck, Owl babies, Th 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. Oracy Listen and respond appropriately to adults and their peers Use spoken language to develop understanding through exploring ideas Speak audibly and fluently with an increasing command of Standard English Handwriting 	Make a map of the hundred acrewood. 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 Oracy ✓ Listen and respond appropriately to adults and their peers ✓ Use spoken language to develop understanding through exploring ideas ✓ Speak audibly and fluently with an increasing	 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. Oracy ✓ Listen and respond appropriately to adults and their peers ✓ Use spoken language to develop understanding through exploring ideas ✓ Speak audibly and fluently with an increasing command of Standard English Handwriting 	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 Oracy ✓ Listen and respond appropriately to adults and their peers ✓ Use spoken language to develop understanding through exploring ideas ✓ Speak audibly and fluently with an increasing command of Standard English	 Write the start of a story Write the middle of the story Design the front cover for y story Oracy ✓ Listen and respond appropriately to ac and their peers ✓ Use spoken langua develop understant through exploring for the spoken langua develop understant through exploring for the spoken of Stand English Handwriting ✓ Sit correctly at a tan holding a pencil comfortably and comportably and

<u>/</u>		
iches	Ins Science	29.03.21 3 days set day Thursday
Waddell The big big nd	sea The	dirty great dinosaur
story Y r your	marma	nstructions to make a lade sandwich. what you do in Science
nd adults uage to anding g ideas d fluently g ndard		Listen and respond appropriately to adults and their peers Use spoken language to develop understanding through exploring ideas Speak audibly and fluently with an increasing command of Standard English
	Handw	riting
table, correctly	~	Sit correctly at a table, holding a pencil comfortably and correctly

	 ✓ Sit correctly at a table, holding a pencil comfortably and correctly ✓ Form lower-case letters in the correct direction, starting and finishing in the right place Vocabulary, Grammar and Punctuation ✓ Leave spaces between words ✓ Know how words can combine to make a sentence ✓ Join words and clauses using 'and'. ✓ Punctuate sentences 	command of Standard English Handwriting ✓ Sit correctly at a table, holding a pencil comfortably and correctly ✓ Form lower-case letters in the correct direction, starting and finishing in the right place Vocabulary, Grammar and Punctuation ✓ ✓ Leave spaces between words ✓ Know how words can combine to make a	 ✓ Sit correctly at a table, holding a pencil comfortably and correctly ✓ Form lower-case letters in the correct direction, starting and finishing in the right place Vocabulary, Grammar and Punctuation ✓ Leave spaces between words ✓ Know how words can combine to make a sentence ✓ Join words and clauses using 'and'. ✓ Punctuate sentences 	 ✓ Sit correctly at a table, holding a pencil comfortably and correctly ✓ Form lower-case letters in the correct direction, starting and finishing in the right place Vocabulary, Grammar and Punctuation ✓ Leave spaces between words ✓ Know how words can combine to make a sentence ✓ Join words and clauses using 'and'. ✓ Punctuate sentences 	 ✓ Form lower-case letters in the correct direction, starting and finishing in the right place Vocabulary, Grammar and Punctuation ✓ Leave spaces between words ✓ Know how words can combine to make a sentence ✓ Join words and clauses using 'and'. ✓ Punctuate sentences using a capital letter and a full stop Terminology 	 ✓ Form lower-case letters in the correct direction, starting and finishing in the right place Vocabulary, Grammar and Punctuation ✓ Leave spaces between words ✓ Know how words can combine to make a sentence ✓ Join words and clauses using 'and'. ✓ Punctuate sentences using a capital letter and a full stop Terminology
	using a capital letter and a full stop Terminology Letter, capital letter, word, singular, plural, sentence, punctuation, full stop.	 sentence ✓ Join words and clauses using 'and'. ✓ Punctuate sentences using a capital letter and a full stop Terminology Letter, capital letter, word, singular, plural, sentence, punctuation, full stop. 	using a capital letter and a full stop Terminology Letter, capital letter, word, singular, plural, sentence, punctuation, full stop.	using a capital letter and a full stop Terminology Letter, capital letter, word, singular, plural, sentence, punctuation, full stop.	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop.	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop.
	Measurement: Weight I can compare, describe and solve practical problems for: Mass and weight	Measurement: Volume I can compare, describe and solve practical problems for Capacity and volume	Word Problems involving directions. I can use directional language Close, far, next to , turn, half, quarter, full turn, backwards	Measurement: length and height I can compare, describe and solve practical problems for length and heights	Measurement: length and height I can compare, describe and solve practical problems for length and heights	Measurement: length and height I can compare, describe and solve practical problems for length and heights
Maths	I can use Non-standard units I can compare using Heavy/light, heavier than/ lighter than	I can use Non-standard units I can compare using Full/empty. More than, less than half full, nearly full and nearly empty I can use standard units cl and l		I can use non-standard units I can compare using long/short, longer/shorter, tall short double and	I can use non-standard units I can compare using long/short, longer/shorter, tall short double and	I can use non-standard units I can compare using long/short, longer/shorter, tall short double and
	I can use standard units g and kg			half	half	half
			Science			
Learning		I am able to use my senses and simple equipment to make observations and present my ideas and evidence in appropriate		I am able to use my senses and simple equipment to make observations and present my ideas and evidence in appropriate	I am able to use my senses and simple equipment to make observations and present my ideas and evidence in appropriate	SCIENCE WEEK planning is on a separate document.

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

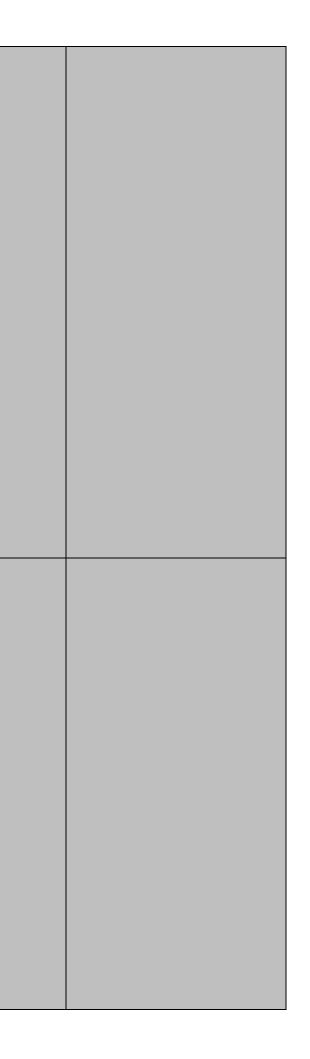
	Skills Present evidence they have		Use simple scientific vocal describe their ideas and
	collected in templates provided for them		observations Work together on an expe or investigation and recog
	Using prior knowledge to create simple prediction.	a	contributions made by ot (whole class)
	Observe an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

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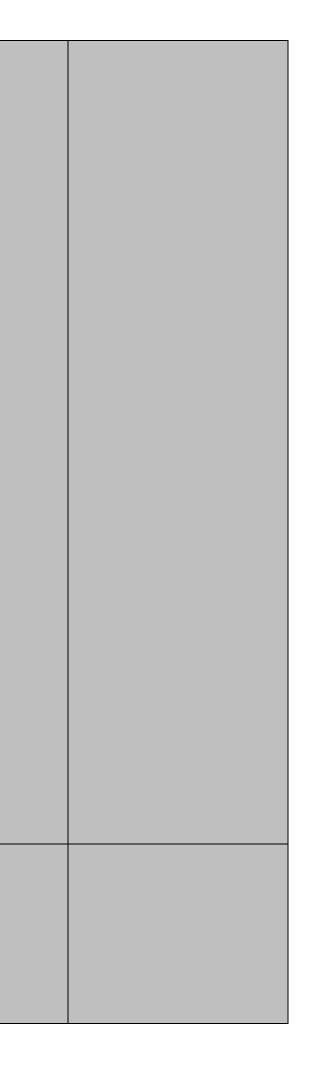
tent to convey ention, building others. y and guiding n others, taking ng to teacher and	
w? dows? see your shadow? ws the ? /s sometimes in ometimes behind	
ve made a arried out an discover if they not. They will sing sentences in lk diagram round which will d and stuck in e will be captured nd stuck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

	Be able to use words and phra	
	like: old, new, past, present, be	
	after, then and now	decades and centuries
	Be able to describe and sequer	nce Talk about what they have found and
	memories of key events within	· · · · · · · · · · · · · · · · · · ·
	memory	Chronological understanding
		Be able to place artefacts in order on a timeline
		Be able to use words and phrases like: old, new, past, present, before, after, then and now
		Historical Enquiry
		Observe or handle artefacts (physical,
		pictorial and written) to ask
		questions and find answers to
		questions about the past.
		Ask questions about the past such as
		'What was it like for people, what
		happened and how long ago?'
		Know different ways to find out
		about the past eg primary and
	Li Making appropriate voca	secondary sources bulary L: Making appropriate vocabulary
	L: Making appropriate vocal	
	choices. E.g. long ago, recer	
	days, months, years, memo	ry, Old, new, metal, filling, worn,
	record.	shiny, tatty, plastic, lead, chipped,
	C: The children will seek	scuffed, cared for.
	information and clarification	
		C. The children will sook
Opportunities	through asking questions to	information and clarification
for oracy and	teacher and other children a	through asking questions to the
drama	different animals and their l	teacher and other children about
	features.	different animals and their key
Physical (P)	Pair discussion	features.
Linguistic (L)	<u>rail discussion</u>	leatures.
Cognitive (C)	SE: listen appropriately to t	heir Pair discussion
Social and	partner, taking turns to talk	
Emotional (SE	listen within a discussion.	SE: listen appropriately to their
		partner, taking turns to talk and
	C: seeking information and	listen within a discussion.
	clarification through asking	
	questions.	C: seeking information and
		clarification through asking
	Group discussion	questions.



		 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. P: Children will be aware of voice projection to ensure all children in class can hear. 	 <u>Group discussion</u> 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. P: Children will be aware of voice projection to ensure all children in class can hear. 	
Key Questions		What can you remember has happened since you started in Year 1? Where should it be on the line? How do you know? Does this happen before or after this other item?	What are these made of? How do you know? Who would have played with these? Why is a teddy called a teddy? What were dolls and teddies filled with in the past? Which bear do you like best and why?	
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	To introduce language; near, far, forward, backwardsUsing the map of the 100 Acre Woods children are to write directions from one feature to another.Encourage children to use sequencing words; first, then, next, finallyThe children can read their instructions out to the class and their peers will follow on the map to see where they end up.		Identify seasonal and daily weather patterns in the United Kingdom. Use the school grounds to go in a spring walk. Children are to think about the key questions has they walk around. Class discussion based on key questions. 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.	
Opportunities for oracy and	L: Making appropriate vocabulary choices:		L: Making appropriate vocabulary choices.	
drama			Seasons, Spring, Summer,	
Physical (P)			Autumn, Winter, hot, cold,	

Linguistic (L)	Near, far, left, right, up, down,		shower, rain, breeze, sunny,	
Cognitive (C) Social and	beside, around, over, under,		clouds, shadows.	
Emotional (SE	C: The children will seek		C: The children will seek	
	information and clarification		information and clarification	
	through asking questions to th	2	through asking questions to the	
	teacher and other children abo	ut	teacher and other children about	
	different animals and their key		different animals and their key	
	features.		features.	
	Pair discussion		Pair discussion	
	SE: listen appropriately to the	r	SE: listen appropriately to their	
	partner, taking turns to talk an		partner, taking turns to talk and	
	listen within a discussion.		listen within a discussion.	
	P: Ensuring keeping eye contact	t	P: Ensuring keeping eye contact	
	with partner and ensuring part		with partner and ensuring partner	
	can hear using appropriate page		can hear using appropriate pace	
	of speaking and voice projection	n.	of speaking and voice projection.	
	Work together or with an obje	t	C: seeking information and	
	C: seeking information and		clarification through asking	
	clarification through asking		questions.	
	questions.		Group discussion	
	Group discussion		C: choice of content to convey	
	C: choice of content to convey		meaning and intention, building	
	meaning and intention, buildir	,	on the views of others.	
	on the views of others.		SE: listen actively and guiding	
			interactions with others, taking	
	SE: listen actively and guiding		turns and listening to teacher and	
	interactions with others, taking		other children.	
	turns and listening to teacher a	nd		
	other children.		P: Children will be aware of voice	
	P: Children will be aware of vo	ce	projection to ensure all children in	
	projection to ensure all childre		class can hear.	
	class can hear.			
	Where will you start on the ma	-	What season have we just come	
	and where do you want to end		out of? How has the environment	
	up? Which direction do you need t		changed?	
Kan O a di	move?		What do you notice about the	
Key Questions	Where would you end up if yo		weather?	
	moved in the other direction?		Can you see anything new on the	
	Is there a quicker way to get		trees?	
	there?		Do we need to wear the same clothing? Why?	
L				



Learning Outcome	Children would have used direction language verbally and written a set of directions to describe a route. Children would 	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 I can use a combination of materials that are cut, torn and charts are cut, torn and charts.	
objective	Quick look round the outside environment	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	L: Making appropriate vocabulary choices. E.g. Cut, scissors, glue, tear, scrunch, roll, fold, twist C: The children will seek information and clarification through asking questions to the teacher and other children about different animals and their key features. <u>Pair discussion</u> SE: listen appropriately to their partner, taking turns to talk and listen within a discussion. P: Ensuring keeping eye contact with partner and ensuring partner can hear using appropriate pace of speaking and voice projection. C: seeking information and clarification through asking questions.	L: Making appropriate vocabulary choices. E.g.Cut, scissors, glue, tear, scrunch, roll, fold, twist, smaller, larger, materials, texture, toneC: The children will seek information and clarification through asking questions to the teacher and other children about different animals and their key features.Pair discussionSE: listen appropriately to their partner, taking turns to talk and listen within a discursion	

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

	Paint to draw a picture.	Paint to draw a picture.		Paint to draw a picture.	Paint to draw a picture.	Paint to draw a picture.
	Paint to draw a picture.	Paint to draw a picture.		Paint to draw a picture.	Paint to draw a picture.	Paint to draw a picture.
	Turtle to write a program	Turtle to write a program		Turtle to write a program	Turtle to write a program	Turtle to write a program
	Pictogram for graphs	Pictogram for graphs		Pictogram for graphs	Pictogram for graphs	Pictogram for graphs
	Animate to make a little film	Animate to make a little film		Animate to make a little film	Animate to make a little film	Animate to make a little film
Opportunities for oracy and drama		Appropriate vocabulary cho		r case, Lower case, number keys,	delete, back space, task bar	
Physical (P) Linguistic (L)			J. J	rification through questions. esponding appropriately		
Cognitive (C) Social and				o support views.		
Emotional (SE						
Key Questions	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	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	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?
	between words?	using the space bar.				
Learning Outcome	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.
			Design Technol	ogy		
Learning objective	I can make a balance cake	I can make coleslaw to go in a wrap				I can make a marmalade sandwich
Learning Opportunity	Cooking 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 Evaluate *explore and evaluate a range of existing products *evaluate their ideas and products against design criteria	Cooking - 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) Skills:				Cooking 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 Evaluate *explore and evaluate a range of existing products *evaluate their ideas and products against design criteria

	1			
		Cut peel and grate ingredients, safely		
		and hygienically. (some from the		
		school gardens)		
		Measure using non -standard units.		
		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		
		Evaluate		
		*explore and evaluate a range of		
		existing products		
		*evaluate their ideas and products		
		against design criteria		
	L: Making appropriate vocabulary	L: Making appropriate vocabulary		
	choices. E.g.	choices. E.g.		
	choices. L.g.	choices. L.g.		
	Balance, egg, flour, sugar, butter,	Coleslaw, crunchy, cut, knife,		
	beat, mix, stir, cake cases, tin,	slice, grate, mayonnaise, salad		
	flavour, oven, oven-gloves,	cream, colour, texture		
	temperature,			
		C: The children will seek		
	C: The children will seek	information and clarification		
	information and clarification	through asking questions to the		
	through asking questions to the	teacher and other children about		
	teacher and other children about	different animals and their key		
Opportunities	different animals and their key	, features.		
for oracy and	features.			
drama		Pair discussion		
	Pair discussion			
Physical (P)		SE: listen appropriately to their		
Linguistic (L)	SE: listen appropriately to their	partner, taking turns to talk and		
Cognitive (C)	partner, taking turns to talk and	listen within a discussion.		
Social and	listen within a discussion.	Concerning information and		
Emotional (SE		C: seeking information and		
	C: seeking information and	clarification through asking		
	clarification through asking	questions.		
	questions.	Group discussion		
	Group discussion			
	Group discussion	C: choice of content to convey		
	C: choice of content to convey	meaning and intention, building		
	meaning and intention, building	on the views of others.		
	on the views of others.			
		SE: listen actively and guiding		
	SE: listen actively and guiding	interactions with others, taking		
	interactions with others, taking			

L: Making appropriate vocabulary choices. E.g. Marmalade, butter, spread, bread, cut, knife, oranges, **C:** The children will seek information and clarification through asking questions to the teacher and other children about different animals and their key features. Pair discussion **SE:** listen appropriately to their partner, taking turns to talk and listen within a discussion. C: seeking information and clarification through asking questions. Group discussion **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.

	 turns and listening to teacher and other children. P: Children will be aware of voice projection to ensure all children in class can hear. 	 turns and listening to teacher and other children. P: Children will be aware of voice projection to ensure all children in class can hear. 				P: Children will be aware of voice projection to ensure all children in class can hear.
Key Questions	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?
Learning Outcome	l can make a cake	l can make a coleslaw wrap				I can make and write instructions about making a sandwich
			Music			
Learning objective	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
Learning Opportunity	Children will hear a piece of music played with percussion instruments. Detroit Symphony Orchestra <u>https://www.youtube.com/watch</u> <u>?v=JVmxrhrN9ds&safe=true</u>	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
Opportunities for oracy and drama Physical (P) Linguistic (L) Cognitive (C) Social and Emotional (SE	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

Key Questions	https://www.amazon.com/Percus sion-Instruments-Classroom- Posters-Music/dp/B07G123YGD 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 https://www.youtube.com/watch ?v=M0Jc4sPOBEE 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 th music make you feel?' How can a piece of music of a mood? Is all music played at the s level of loudness? How will you create mood your musical phrases? How will another musiciar recognise the dynamics th composer wishes to be pla
Learning Outcome	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 phra following notation
			Physical Education of	outdoor	1
Learning objective	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 other children

n	What does it feel like to perform your own composition?
this	How was your piece of music received?
c convey	Would you change the composition? Why? How?
same	
od within	
an that the played?	
rase	To perform to an audience
to avoid	I can shoot the ball in a set direction

Learning Opportunities can control the ball with. the ball and the cones in a string it is the ball approaches dop op and the cones in the ball approaches dop op and the ball with foot in the top ready to pass it back change your seed white string in with your ball color op and the cones in a string it is back change your seed white string in with your ball color op and the cones in a string it is back change your seed white string in with your ball color op and the cones in a string it is back cone is in the way. change and goed as needed. Solil solid Solid control the ball at a variety of specific part is back Solid control the ball at a variety of specific part is back in formation and comparison op approaches dop is part is ball to compare the ball top as the ball from foot to foot of top as the ball from foot to foot of top as the ball from foot to foot of top as the ball from foot to foot of top as the ball from foot to foot of top as the ball from foot to foot of top as the ball from foot to foot of top as the ball from foot to foot of top as the ball from foot to foot of top as the ball from foot to foot of top as the ball from foot to foot of top as the ball about the part is the foot is it best to as the ball about the part is the par	Learning Opportunity See Complete PE resources Sill Sull How to pass the ball from froot to foot Sill How to pass the ball from froot to foot Sill How to use our feet to move the ball How to step the ball with our feet How to use our feet to move the ball How to pass the ball from froot to foot Sill How to use our feet to move the ball How to use our feet to move the ball How to pass the ball from froot to foot Sill How to use our feet to move the ball How to pass the ball from froot to foot Sill How to use our feet to move the ball How to pass the ball from froot to foot Sill How to step the ball with our feet How to pass the ball foot foot to foot Sill Control the ball as a variety of speeds. Sill How to keep the ball How to step the ball with our feet How to pass the ball foot foot to foot (C 1 They will help each other by giving clear statements using clarity of pronunciation (P) use gesture and posture when explaining reasons Sill Con you travef foot whild keeping Con you control the ball with hoot foot shift the ball which pages whon you use the control of the ball you control the ball with hoot foot shift the ball to someone else (P) use gesture and posture when explaining reasons Can you travef slowly? Con you travef slowly? Con you control the ball who the control of the ball you control the ball who the foot ball remain under Can you control the ball who the foot ball remain under con you do the ball you control the ball who the foot ball remain under control of the ball you control the ball who the foot ball remain under control the ball who the foot ball remain under control the ball you so the control the ball who the pages get while in control gesting it back how the dance passing it ball between you and a phore what helps the plain triphon who the page get different control de movements <th></th> <th>Explore which parts of your foot you</th> <th>Using skills from last lesson dribble</th> <th>Using control tap the ball to your</th> <th>Moving between set areas can you</th> <th>Move around the entire pla</th>		Explore which parts of your foot you	Using skills from last lesson dribble	Using control tap the ball to your	Moving between set areas can you	Move around the entire pla
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Learning Opportunity See Complete PF resources Initial and a control of the ball from foot to foot performance (P) The sources Control the ball at a variety of speeds. How to keep the ball dose speeds. How to keep the ball dose Opportunities for oracy and drama	Opportunity See Complete PE resources Aming How to use our feet to move the ball how to pass the ball from foot to foot How to pass the ball from foot to foot How to pass the ball from foot to foot Opportunities for oracy and drama (SF) The children will listen actively and respond appropriately (C) They will seek information and clarification through questions (P) They will seek information and clarification through questions Physical (P) Unguistic (L) Cognitive (C) Social and Emotional (SF (P) They will seek information and clarification through questions (P) They will seek information and clarification through questions Key Questions When might you use the tip of your toes? Do we kick the ball ahead of us? Which part of the foot is it bast to soft ball? Can you travel slowly? Can you use both feet? What can we do if w with the part of the foot is it bast to soft ball? Can you travel slowly? Can you charge direction at different speeds? What can we do if w we can we make sure the ball goes to our partner? Can you travel slowly? Can you charge direction at different speeds? What can we do if w we can we make sure the ball goes to our partner? Can you travel slowly? Can you charge direction at different speeds? What can we do if w we can we make sure the ball goes to our partner? Can you travel slowly? Can you charge direction at different speeds? Can you travel slowly? What data correct handing of football Move from one area to another pas			Skill		Skill	
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Opportunity Control and co-ordinate our body	Opportunity Control and co-ordinate our body Control and co-ordin	-	-	movements	movements		-
Respond to rhythm to make patterns Respond to rhythm to make patterns	Respond to rhythm to make patterns through movement through movement Respond to rhythm to make patterns Respond to rhythm to r	Opportunity					
Respond to rhythm to make patterns through movement through movement Respond to rhythm to make patterns Respond to rhythm to make							

ayground	Travel with your ball and then stop
o check no	and shoot into a set area.
direction	
	Skill
	Use control to shoot the ball in a
	chosen direction,
to us	

/ant to go	How can we make the ball travel
?	faster?
before	How can we shoot in the direction
on?	we want?
ed to be to	What do we do with our arms?
trol?	What do we need to to with our
	head?
hat in a	Shoot at a goal accurately.
he ball off	

others	I can use directional language to instruct my partner
dance and of the	To give instructions to a partner that does not know where they
discuss	are going to move from one area to another. Skill
ntrolled	Use a range of different controlled movements
ur body	
e patterns	

Opportunities for oracy and drama Physical (P) OLinguistic (L) Cognitive (C) Social and Emotional (SE	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 appropriatly 	(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) The clari
Key Questions	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?	Whic to un What Does
Learning Outcome	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	l can pla
			PSHCE			1
Learning objective	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 ⁻
Learning Opportunity	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 al is not l do? Talk al happe yourse asking for hel
Opportunities for oracy and drama Physical (P) Linguistic (L) Cognitive (C) Social and	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	(C) giv views (C) su

each other by statements	C) They will seek information and clarification through questions			
ssion and eye act	(P) Gesture and posture			
r dance to the	Which words do we need to use			
n?	to make sure our partner			
ou can improve?	understands where to go?			
ers performance	What do we do if it is not right?			
and why?	Does your partner have all the			
	instructions he/she needs?			
my own dance	I can direct my partner from one			
n it in-front of	place to another with clear			
ers	instructions			
quiet and relax	I can tell when it is right to stand			
ody	up for myself			
eels like to be				
ed				
ell you what				
means				
he floor and	Talk about what to do if someone			
oart of the body	is not kind to you. What do you			
floppy. Now	do?			
like that while	Talk about not just letting it			
. Think about	happen but to stand up for			
ody and check it	yourself with your voice calmly			
	asking them to stop and by asking for help from a grownup			
nd posture	Discussion			
	(C) giving reasons to support			
	views			
	(C) summerising			

Key Questions Learning Outcome	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? Make a class cloud with things that we are proud of on display.	Was it hard to concentrate? What was causing you to have a problem? What could we do to make it better? Make a class agreement on how it is easier to concentrate and be	What do you find hard? What would you like to get better at? How could you get better at it? Make a class cloud with things we think we could get better at.	What is a feeling? Are some feelings good and some bad? Can we tell if someone else feels like that? How? Class to make a list of feelings that can be added to.	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 Children know what it feels like to be quiet and 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? Children understand the phrases Good choices and bad choices.				
able to talk about what we learnt. RE - Christianity										
Learning objective						To find out about and learn the Easter story				
Learning Opportunity						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				
Opportunities for oracy and drama						Children can express their own ideas and opinions in response using words, music, art or poetry				
Physical (P) Linguistic (L) Cognitive (C) Social and Emotional (SE						P: Body language and voice L: Appropriate vocabulary choices C: Summarising and reasoning S&E: Turn-taking, listening and responding				
Key Questions						 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? 				
Learning Outcome						Children will be able to retell the Easter story and understand why it is significant for Christians.				