



Sandal Primary School Medium Term Planning and Weekly Overview

<p>Trips:</p> <p>The Glenn (History and Geography) - Move to Summer 2.</p> <p>Community Garden Walk - 24th May 2023</p>						
Week	1	2	3	4	5	6
	17 th April	24 th April	1 st May	8 th May	15 th May	22 nd May
<p>English</p> <p>Text type being covered:</p> <p>Poetry: Has anyone seen my dragon? – James Carter - Innovate poem</p> <p>Narratives The Lonely Beast by Chris Judge – Write their own version</p>	<p><i>Phase 1 - immersion</i></p> <p>Lesson 1 - Hook – walk in the woods and find some ‘Lost’ posters looking for a dragon.</p> <p><i>Has anyone seen my Dragon?</i></p> <p><i>Come back to class - child led provision writing/drawing about what they’ve found.</i></p> <p><i>Phase 2 – Reading like a writer</i></p> <p>Lesson 2 - Read ‘Has anyone seen my dragon?’ poem by Roger Stevens.</p> <p>Recite with actions and say aloud.</p> <p>LO: To perform the poem ‘Has anyone seen my Dragon?’ By James Carter.</p> <p>Lesson 3 - Make own ‘Lost Posters’ to describe Daisy.</p> <p>Identify adjectives in the poem and how Daisy is described.</p> <p>LO: To create a lost poster describing Daisy.</p> <p><i>Phase 3 – GPS – writing like a reader (reading, handwriting, sentence structure practise, previously taught GPS consolidation – reading poetry/reading objectives)</i></p>	<p><i>Phase 1 – immersion</i></p> <p>Lesson 1 – Hook – Show the picture of the Beast as he approaches the people in the city and they run away. What do they think is happening? Make predictions. What would they like to know? Ask questions. Could record a prediction/ question. LO: To write a question.</p> <p>To make a prediction based on what we know.</p> <p>Lesson 2 – Watch the You tube clip (Book trailer) https://www.youtube.com/watch?v=WRzshxnjeXI Say that this happened on Shipley Glen/ Baildon Moor. How does this change our opinion? Why? Show them the front cover – The Lonely Beast – does this change our opinion? Why? What does lonely mean? Pronoun – Capitals. LO: To make a prediction based on the front cover.</p> <p><i>Phase 2 – Reading like a writer</i></p> <p>Lesson 3 – Look at the first part of the story only. What do the Beasts enjoy doing? Verbs. Write the ‘ing words’ to match pictures of what the Beast likes to do. Recap suffix ‘ing’ to describe currently doing. GPS activities in provision? LO: To write verbs including the suffix ‘ing’.</p> <p>Lesson 4 – write simple sentences about the Beast using ‘ing’ verbs. CEW words. Capitals for pronoun. Eg <i>The Lonely Beast likes tending to his garden. He likes drinking tea.</i> LO: To write simple sentences including suffix ‘ing’ words.</p> <p>Possibly make a big display of the beast and record these things around him?</p>	<p><i>Phase 2 – Reading like a writer (continued)</i></p> <p>Lesson 5 - Read the story. Make a list of the physical features the Beast visited. Discuss the story. Sequence pictures. MA to write a sentence. LO: To sequence a story.</p> <p>Lesson 6 – Make a large story map (for the working wall – to use in continuing lessons). Use the list from previous lessons and children draw these. Select some of the children’s work to make the map. Other contributions are trees, fish, buildings, people etc to illustrate the map. Set out in sequence as a visual story map. LO: To sequence a story.</p> <p>Lesson 7 – Use map to orally retell the story in sequence. Look at each place the Beast visits – write a list in order of the places. Add vocab to the board. Spelling focus. LO: To talk about a story in sequence.</p> <p>Lesson 8 – Adjectives. Precise word choices to make text interesting. Look at each place. How does the text describe them? Eg dangerous river, high cliff. Add to the large story map. Can we think of any others? LO: To use interesting words to describe key features.</p> <p>Morning tasks/ spellings Practice relevant CEWs/ Tricky Words: there they their were was he to people</p>	<p><i>Phase 2 – Reading like a writer (continued)</i></p> <p>Lesson 9 – verbs. Precise word choices to make the text interesting. WABOLL – He went... Which verbs describe HOW he travelled through each of the physical features? Match the verb to the picture of the feature. Can they think of any more? Add to the visual story map. LO: To use interesting verbs.</p> <p>Lesson 10 – GPS Past tense ‘ed’ endings of verbs – Change present tense verbs (from book) to past tense ‘ed’. Write sentences in past tense to practice where the Lonely Beast went. Capitals for pronoun. LO: To write past tense sentences using ‘ed’ words.</p> <p><i>Phase 3 – GPS – writing like a reader (reading, handwriting, sentence structure practise, previously taught GPS consolidation – reading poetry/reading objectives)</i></p> <p>Lesson 11 – Go on a little journey around school moving in different ways. Take photos. Describe our journey – We walked along the corridor. We hopped along the path. We climbed up the stairs. We ran across the playground. Order the photos and orally compose good sentences. Can we improve by adding a word to describe the feature? Eg We walked along the long corridor. We hopped along the stony path. Teacher to model write. LO: To use interesting verbs.</p> <p>Lesson 12 – GPS ‘and’ to join two sentences. Children to write ‘and’ sentences based on previous lesson. LO: To use ‘and’ to join two sentences.</p> <p>Story time – share story The Lonely Beast. Discussion.</p>	<p><i>Phase 3 – GPS – writing like a reader CONTINUED</i></p> <p>Lesson 13 – writing ‘and’ sentences to join sentences of where the Lonely Beast travelled. MA to include precise word choices. LO: To use ‘and’ to join two sentences.</p> <p>Lesson 14 – Look at the part of the book where the Lonely beast gets to the city. How did the people react? Think about the feeling of the people and the Beast and how it changed.</p> <p>Hot Seat – the Lonely Beast? Or listen to the news recording of his voice? (could be a member of staff?). Retell his story so far – in sequence. LO: To think about characters feelings.</p> <p>Lesson 15 – Look at the last part of the story. Describe what happened. Model/ shared write to describe what happened. LO: To write simple sentences.</p> <p><i>Phase 4 – Hot Task</i></p> <p>Lesson 16 - Planning Hot task on large sheet. Use WW and previous word banks on visual story map.</p> <p>Record key ‘ing’ words to introduce story (describe the Beast)</p> <p>Choose pictures and sequence.</p>	<p><i>Phase 4 – Hot Task CONTINUED</i></p> <p>Hot task split into four manageable parts over the week.</p> <p>Part 1 – Introduction – setting and character. Present tense – ‘ing’ suffix ending describing what the beast likes to do.</p> <p>Part 2 – the beast’s journey to the city.</p> <p>Part 3 – the beast’s time in the city.</p> <p>Part 4 – the beast’s return home.</p>

Sandal Primary School Medium Term Planning and Weekly Overview

	<p>Lesson 1 – Shared/modelled write - Anyone seen my cat?</p> <p><i>Now ask the class to suggest what he or she looks like. You might have suggestions such as big, small, hairy, black, white, fluffy... follow lesson plan</i></p> <p>https://poetryclass.poetrysociety.org.uk/wp-content/uploads/2015/09/Anyone-Seen-My-Dragon-Roger-Stevens-1.pdf</p> <p>LO: To write another version of the poem. (Shared write/Modelled write)</p>	<p>WAGOLL on WW (Refer to AP criteria)</p> <ul style="list-style-type: none"> • Suffixes ; ‘ing’ • Suffix ‘ed’ • Sequence events • Joining and • Precise word choices. 	<p>Story time – share story The Lonely Beast. Discussion.</p>			
<p>Maths</p> <p>Mass and Volume</p> <p>Multiplication and Division</p> <p>Fractions</p> <p>Position and Direction</p>	<p>Mass and Volume</p> <p>Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time Measure and begin to record the following: lengths and heights; mass/weights; capacity and volume; time.</p> <ol style="list-style-type: none"> LO: To compare Volume. LO: To measure Capacity. LO: To compare Capacity. LO: To recognise equal groups. 	<p>Multiplication and Division</p> <p>Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <ol style="list-style-type: none"> LO: To add equal groups. LO: To make arrays. LO: To make doubles. LO: To make equal groups. 	<p>Multiplication and Division</p> <ol style="list-style-type: none"> LO: To make equal groups by sharing. <p>Fractions</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <ol style="list-style-type: none"> LO: To recognise a half of an object or shape. LO: To find a half of an object or shape. LO: To recognise a half of a quantity. 	<p>Fractions</p> <ol style="list-style-type: none"> LO: To find half of a quantity. LO: To Recognise a quarter of an object or a shape. LO: To find a quarter of an object or a shape. To recognise a quarter of a quantity. 	<p>Fractions</p> <ol style="list-style-type: none"> LO: To find a quarter of a quantity. <p>Position and Direction</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <ol style="list-style-type: none"> LO: To describe turns. LO: To describe position- left and right. LO: To describe position - forwards and backwards. 	<p>Position and Direction</p> <ol style="list-style-type: none"> LO: To describe position- above and below. LO: Ordinal numbers. <p>Place Value within 100</p> <p>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number.</p> <ol style="list-style-type: none"> LO: To count from 50 to 100. LO: Tens to 100.
<p>Science</p> <p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Seasonal change</p>	<p>Seasonal Change</p> <ol style="list-style-type: none"> Sensing seasons – What can we see and hear? Nature Walk – identify changes to nature using the Spring bingo sheet. Art of noticing about Spring shared write for big books plus photos and quotes. 	<p>Animals including humans</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>https://www.bbc.co.uk/bitesize/clips/z2fnvcw</p> <p>LO: To understand that we have different ways of exploring the</p>	<p>Plants</p> <p>Going and growing outside</p> <p>HOOK - A letter arrives from Mr Bloom wanting to know more about plants & asking for help.</p> <p>https://www.youtube.com/watch?v=nxLlLaRwY8</p> <p>Observe/draw plants.</p>	<p>Plants</p> <p>Mr Bloom wants to know: What’s a garden centre like? How do they keep the plants healthy?</p> <p>Set up a garden centre in the classroom and plant seeds in a jar or bag. Predict what will happen and start to watch them grow. How will you keep your seeds healthy? Space to grow, water and warmth</p>	<p>Plants</p> <p>Mr Bloom wants to know: What is that plant? What makes trees different to flowers?</p> <p>Spend time familiarising children with the names of plants (flowers, plants and trees).</p> <p>Look around at all the different trees in the area. Do leaf and bark rubbings outside, talk about trees and then create</p>	<p>Plants</p> <p>Mr Bloom wants to know: Why do some trees lose their leaves?</p> <ul style="list-style-type: none"> • Discuss and become familiar with the similarities and differences between evergreen and deciduous trees • Make observations of each tree type

Sandal Primary School Medium Term Planning and Weekly Overview

<p>(Ongoing) Set up weather diary, and record weather and temperature for each day. (TA on door to choose child to take temperature recording and tell both classes.)</p> <p>Working Scientifically (KS1 WS) - plants</p> <p>i) asking simple questions and recognising that they can be answered in different ways</p> <p>ii) observing closely, using simple equipment</p> <p>iii) performing simple tests</p> <p>iv) identifying and classifying</p> <p>v) using their observations and ideas to suggest answers to questions</p> <p>vi) gathering and recording data to help in answering questions</p>	<ul style="list-style-type: none"> Observe, describe and compare using simple science words Ask science questions Collect evidence to answer some questions Measure using non-standard units Test out ideas with help Talk about what might happen and what they found out <p>(skills ladders)</p> <p>Computing Link</p> <p>Use computers to access Purple Mash 'Describing Spring' writing project.</p>	<p>world and that often our senses work together to help us do that.</p> <ul style="list-style-type: none"> Explore the different senses through a range of activities (see short term plan) Observe different things outside and describe what they smell like, look like and feel like <p>Working Scientifically</p> <p>1. asking simple questions and recognising that they can be answered in different ways</p> <p>2. using their observations and ideas to suggest answers to questions</p>	<p>Explore the outdoor area of school and name and look at plants that are growing.</p> <p>(Use plant hunt/eye spy identification sheet)</p> <p>LO: To name and closely observe a range of plants.</p>	<ul style="list-style-type: none"> Understand what a garden is and how varied they are Design and set up a garden centre in the classroom Plant a bean seed in a bag and consider what seeds need to be able to grow Predict the outcomes of the bean seeds and set up a diary to observe the growth over time <p>https://www.youtube.com/watch?app=desktop&v=F2IJW7TaF18 – garden centre</p> <p>https://www.youtube.com/watch?app=desktop&v=EKx4ZwoJqXY – bean growing time lapse</p> <p>Computing Link- Garden Centre activity https://www.purplemash.com/#app/games/simplecitydest/gardencentre</p> <p>LO: To observe the growth of flowers and vegetables that they have planted.</p>	<p>a large piece of art on the playground floor.</p> <ul style="list-style-type: none"> Explore the outdoor area, looking specifically at the trees Draw a tree Show an awareness of the role of the roots, bark, trunk, branches and leaves of a tree <p>LO: To name and classify a range of plants and trees.</p>	<ul style="list-style-type: none"> Make an information booklet/leaflet to help others identify trees (sort deciduous/evergreen tree photos) <p>LO: To identify and name deciduous and evergreen trees.</p>
<p>Geography</p> <p>What is the weather like in the UK?</p> <p>Focus on locality and UK wide</p>	<p>Hand out the <i>Activity: Map of the UK</i> (one each) and the atlases (one between two). Ask the children to turn to the contents page in their atlas. Explain that an atlas is a book of maps and we can use the contents page number to find the map we want to look at. Support the children to find a map of the UK and turn to the correct page. Ask the children to see if they can work with their partner to locate the four countries of the UK on the map. Recap the name of the four countries in the UK by singing along as a class with the <i>Pupil video: Song – Countries and capital cities of the UK</i>. Ask the children if they can point out the different countries on their map of the UK. Explain to the children that they need to write the names of the</p>	<p>Tell the children that today we will go into the school grounds to investigate the season we are in right now. Provide each child with a pencil, clipboard, a map of the school grounds with a prepared route and a length of wool yarn. Explain that they will investigate what season we are in by following the route around the school grounds and collecting seasonal objects along the way, creating a journey stick (see <i>Teacher video: Journey sticks</i>). When ready, take the children into the school grounds to an area where there are likely to be sticks on the ground. Ask the children to choose one stick each of an appropriate size. Come back together, then discuss what seasonal objects they could look for on the school grounds (without telling them</p>	<p>Hand out the atlases (one between two) and support the children to use the contents page to find a map of the UK. Ask them to find the compass on the map. Play the <i>Pupil video: Song – Compass directions</i> and ask the children to point to each direction on the map compass. Take the children out into the school grounds and demonstrate to the children how to use a compass to find north. Explain that the arrow usually red) always points north. Point out the posters showing each direction (see Have ready). Call out a compass point and a means of travel that the children have to follow e.g. 'hop north', 'walk south' or 'side-step west'. Gather the children and hand out the clipboards with the <i>Activity: Compass directions</i> (one each). Tell them they need to add the labels for east, south and west, then</p>	<p>Take the children outside and ask them if they know any ways in which we can observe and measure the weather. If possible, show the children some different instruments such as a thermometer, rain gauge and a weather vane (or wind streamer – see Teacher guidance). Discuss what the instruments are and how they are used. Set up these instruments in the school grounds and support the children in making observations of how these measure the weather throughout the day.</p> <p>LO: To investigate daily weather patterns.</p>	<p>Hand out the children's UK maps using <i>Activity: Map of the UK</i> from Lesson 1. Ask the children to label the four capital cities. Using the <i>Presentation: Map of the UK</i>, choose a child to drag and drop the label for each capital city on the correct location. Ask the children to check their maps and correct them if needed. Tell them to circle the capital city of the country they live in. Discuss with the children what the weather is like today and if they think the weather is the same everywhere in the UK. Display the UK weather summary using the link: BBC Weather. Ask the children if they can describe what the weather is like in each capital city in the UK. Check that they understand what type of weather each symbol represents. Tell the children to draw a weather symbol</p>	<p>Display the <i>Presentation: How do people prepare for the weather?</i> Ask the children to recap what the four seasons are with a partner. Click to reveal a season then choose one child at a time to come up and drag and drop the correct items of clothing onto the person in the presentation. Ask the children to discuss with their partner the type of activities people might do in that season. Repeat for each of the four seasons. Provide each child with a copy of the <i>Activity: How do people prepare for the weather?</i> For each season, ask the children to: Draw what they might wear. Write a list of activities they could do.</p>

Sandal Primary School Medium Term Planning and Weekly Overview

	<p>four countries onto their map of the UK using the <i>Activity: Map of the UK</i>. Ask them to colour in the country that they live in.</p> <p>LO:To locate the four countries of the UK.</p>	<p>what season it is). Establish the boundaries of the playground within which the children will be allowed to go. Alternatively, split the class into groups, each to be accompanied by an adult. Question: What items could you collect to show seasonal changes? (Leaves, seeds, feathers, pine cones, grass, petals or blossom.) Model how to tie objects to a stick using wool. Explain that when the children stop to collect something, they need to add a cross or sketch the object on their maps. Show the children how to find where they are on the map (e.g. next to the football pitch) by looking at other features around them. Outline the planned route on the prepared maps, then tell the children to follow it, adding objects to their sticks along the way.</p> <p>LO:To identify seasonal changes in the UK</p>	<p>sketch in each box what they can see when facing the four directions. Back in the classroom, recap the compass directions by playing <i>Pupil video: Song – Compass directions</i> for the children to join in with.</p> <p>LO:To identify the four compass directions</p>		<p>for today's weather in each capital city onto their maps of the UK.</p> <p>LO:To identify daily weather patterns in the UK.</p>	<p>LO:To understand how the weather changes with each season</p>
History						
<p>Design Technology</p> <p>Food technology</p> <p>End point: Create a salad or vegetable kebab hygienically using simple techniques such as cutting, peeling and grating.</p> <p>(Projects on a page Yr 1-2)</p>			<p>Food technology</p> <p>L.O: To create and present a healthy meal for the Lonely Beast</p> <p>Purpose and user – To introduce The Lonely Beast to fruit and vegetables.</p> <p>Investigative and Evaluative Activities (IEAs)</p> <ul style="list-style-type: none"> Children examine a range of fruit/vegetables. Use questions to develop children's understanding e.g. What is this called? Who has eaten this fruit/vegetable before? Where is it grown? When can it be harvested? What are its taste, smell, texture and appearance? What will it look like if we peel it or cut it in half? What are the different parts called? Provide opportunities for children to handle, smell and taste fruit and vegetables in order to describe them through talking and drawing. e.g. What words can we use to describe the shape, colour, feel, taste? 	<p>Food technology</p> <p>L.O: To create food hygiene and safety posters</p> <ul style="list-style-type: none"> Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. What should we do before we work with food? Why is following instructions important? Demonstrate how to use simple utensils and provide opportunities for the children to practise food-processing skills such as washing, grating, peeling, slicing, squeezing e.g. Do we eat the whole fruit? Why or why not? Which parts do we eat? What might we have to do before eating this? Why do we cut, grate, peel and slice in this way? Discuss different effects achieved by different processes. Discuss healthy eating advice, including eating more fruit and 	<p>Food technology</p> <p>L.O: To design a fruit skewer for the Lonely Beast</p> <p>Design Assignment (DMEA)</p> <ul style="list-style-type: none"> Use talk and drawings when planning for a product; ask the children to develop, model and communicate their ideas e.g. What will you need? What fruit/vegetable will you need? How much will you need? How will you present the product? Talk to the children about the main stages in making, considering appropriate utensils and food processes they learnt about through IEAs and FTs. 	<p>Food technology</p> <p>L.O: To make and evaluate a fruit skewer for the Lonely Beast.</p> <p>Make and Evaluate Assignment (MEA)</p> <ul style="list-style-type: none"> Talk to the children about the main stages in making, considering appropriate utensils and food processes they learnt about through IEAs and FTs. <ul style="list-style-type: none"> Follow the design of their Evaluate as the children work through the project and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed. <p>Could the children use emojis to evaluate each other's final products?</p>



Sandal Primary School Medium Term Planning and Weekly Overview

			<ul style="list-style-type: none"> Evaluate existing products to determine what the children like best; provide opportunities for the children to investigate preferences of their intended users/suitability for intended purposes e.g. What do you prefer and why? What might we want to include in our product to meet our user's preferences? Which fruit/vegetables might be the best for our product to match the occasion/purpose? 	vegetables; using the eat well plate model talk about the importance of fruit and vegetables in our balanced diet e.g. Why is it good to eat fruit and vegetables? How many pieces of fruit/vegetables do you eat per day? Why is it important to wash fruit/vegetables before we eat them?		
P.E. Body Parts	The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus.	The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus.	The focus of the learning is to apply 'champion gymnastics' to explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.'	The focus of the learning is to explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,') changing the combinations on different apparatus.	The focus of the learning is to explore adding movement combinations together to create mini sequences.	The focus of the learning is to adapt our mini sequences, exploring how we can make them more creative.
P.E. Games for understanding	The focus of the learning is to understand the basic principles of attack. Pupils will learn what 'attacking' means and why we attack during a game.	The focus of the learning is to apply simple attacking principles into a game situation.	The focus of the learning is to understand the basic principles of defence. Pupils will learn what 'defending' means and why we defend during a game. Pupils will understand why we need to prevent the attackers from scoring.	The focus of the learning is to apply simple defending principles into a game situation.	The focus of the learning is to consolidate pupils' knowledge of how, where and why to attack in a game.	The focus of the learning is to consolidate pupils' knowledge of how, where and why to defend in a game.
Music Jo D Fairy Tales Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases	Lesson 1: Timbre and rhythmic patterns: Character voices Children use the familiar story of 'The Three Little Pigs' to explore timbre by creating different character voices Learning objective To use voices expressively to speak and chant National curriculum - Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Lesson 2: Timbre and rhythmic pattern: Starting with instruments Building on their understanding of timbre, children carefully select and play appropriate instruments or body percussion to help tell the story of 'The Three Little Pigs' Learning objective To select suitable instrumental sounds to represent a character National curriculum - Experiment with, create, select and combine sounds using the interrelated dimensions of music	Lesson 3: Timbre and rhythmic patterns: Rhythms Clapping the syllables in given words and phrases, pupils then work in groups to create rhythmic patterns and phrases to tell the story of The Three Little Pigs, before performing them whilst the story is being told Learning objective To compose and play a rhythm National curriculum - Play tuned and untuned instruments musically - Experiment with, create, select and combine sounds using the inter-related dimensions of music	Lesson 4: Timbre and rhythmic patterns: Responding to music Children learn to identify how timbre is used to represent the different characters in 'Peter and the Wolf' Learning objective To recognise how timbre is used to represent characters in a piece of music National curriculum - Listen with concentration and understanding to a range of high-quality live and recorded music	Lesson 5: Timbre and rhythmic patterns: Keeping the pulse Children take part in a class performance of 'The Three Little Pigs', using untuned instruments, showcasing their work throughout the topic, focussing on keeping the pulse of the rhythm Learning objective To keep the pulse using untuned instruments National curriculum - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	



Sandal Primary School Medium Term Planning and Weekly Overview

before creating rhythmic patterns to tell a familiar fairy tale.						
PSHE JIGSAW Unit Relationships Sandal Root of Learning: Working Together	1. Being Healthy I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.	2. Healthy Choices I know how to make healthy lifestyle choices	3.Clean and Healthy I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly	4. Medicine Safety I understand that medicines can help me if I feel poorly and I know how to use them safely	5. Road Safety I know how to keep safe when crossing the road, and about people who can help me to stay safe	6. Happy, Healthy Me! I can tell you why I think my body is amazing and can identify some way to keep it safe and healthy
Computing Gill H	Spreadsheets <i>Adding images to a spreadsheet and using the image toolbox</i> <ul style="list-style-type: none"> Children can open the Image toolbox and find and add clipart. Children can use the ‘move cell’ tool so that images can be dragged around the spreadsheet. Children can use the ‘lock’ tool to prevent changes to cells. 	Spreadsheets <i>Using the ‘speak’ and ‘count’ tools in 2Calculate to count items</i> <ul style="list-style-type: none"> Using the ‘speak’ and ‘count’ tools in 2Calculate to count items Children can give images a value that the spreadsheet can use to count them. Children can add the count tool to count items. Children can add the speak tool so that the items are counted out loud. Children can use a spreadsheet to help work out a fair way to share items. 	Spreadsheets <i>To explore the skills learnt over the topic and create a spreadsheet of your choice or improve one’s already completed.</i> <ul style="list-style-type: none"> To create a spreadsheet independently using skills taught 	Technology outside school <i>To walk around the local community and find examples of where technology is used.</i> <ul style="list-style-type: none"> Children understand what is meant by ‘technology’. Children have considered types of technology used in school and out of school. 	Technology outside school <i>To record examples of technology outside school.</i> <ul style="list-style-type: none"> Children have recorded 4 examples of where technology is used away from school. 	
RE <ul style="list-style-type: none"> Christianity Islam Focus question: How do we celebrate special events?	What do we mean by celebration? How do we celebrate special occasions? Why do we say thank you? Discuss what kinds of things we celebrate including events such as birthdays, weddings, baptisms and special achievements. How do we celebrate these? Discuss what happens and how this makes us feel. Pupils could bring in photos or evidence of ways in which they have experienced celebration in their own lives to make a class book or display. Pupils could organise a party for a class bear etc.	How do believers celebrate thanksgiving? Discuss and collect ideas of different things believers might be thankful for, eg food, new life. Make a collage display or collect photographs of special thanksgiving occasions. How do people show their gratitude? Ideas include: sharing, giving gifts, charity, music, etc.	What happens at a Harvest festival? Why is it important to Christians? As an introduction you could read A Wet and Windy Harvest or a similar story to introduce the idea of harvest celebration. Pupils are shown the kind of gifts that could be given at harvest – fruit and vegetables. Christians believe that these have been grown as part of God’s creation. Make sure pupils consider that it is the thought behind the gift rather than the value of the gift. The gifts given at harvest are symbolic.	What happens at Sukkot? Why is this important to Jews? Retell the story of Sukkot and its meaning. Respond sensitively to making a Sukkot shelter	What happens during the holy month of Ramadan? What does it feel like to fast? What happens at Eid? Introduce the Muslim celebration of Eid – a time to celebrate the end of Ramadan. Using the story book, tell the story of a Muslim child’s experience of Ramadan. Watch video/DVD. Class to discuss the key ideas, features of the story. Discuss what they had to eat/ drink for their meals the previous day. Some pupils might then draw what they ate and drank for each meal. Some pupils might draw the hands on the clock	What are we thankful for? How can we celebrate this? As a class, recall some of the things we may be thankful for. These could include; friendship, food, learning, toys.... Plan a class celebration showing gratitude for all these things. Discuss how the class can show thanks in words, music, symbols or other activities. The celebration could include:



Sandal Primary School Medium Term Planning and Weekly Overview

		<p>List some special festivals and match them to the religions</p>	<p>They might draw one of the fruit or vegetables on black sugar paper using pastels. Pupils could make bread. The finished pictures of the fruit and vegetables could be displayed as part of a re-enactment of a Harvest Festival</p> <p>Pupils take part in a Harvest Festival, or a re-enactment – taking gifts or/and their pictures of the fruit and vegetables. The pupils might work together to decide who to send their gifts to and then be involved in organising that distribution.</p>		<p>provided and draw and write about what they ate and drank at each meal.</p> <p>Have you ever felt hungry or thirsty? Discuss as a group what it would be like to not eat or drink at all during daylight hours. This is what Muslims do during the month of Ramadan – it is called fasting. Muslims fast because it is one of the rules of Islam, and it shows their commitment to their faith. The pupils should explore occasions when they have given something up or done something that was particularly difficult for them.</p> <p>Outline what happens at Eid celebrations</p> <ul style="list-style-type: none"> -family occasion – with extended family coming to visit -worship at the mosque – thank God for helping them through Ramadan -pupils receive gifts -special food 	<ul style="list-style-type: none"> · Some prayers or poems · Symbols representing thankfulness · Pictures or other artwork · Some appropriate music or songs · A decorated cake <p>Invite the head or another member of staff to share in the celebration.</p> <p>Pupils could either write a sentence explaining what they are thankful for, or alternatively design a symbol or picture and explain its meaning.</p>
--	--	--	--	--	---	---