

Eastry C of E Primary School Medium Term Plan: KS1 and KS2

<b>Creating</b> Use info to create something new	<b>Evaluating</b> Critically examine info and make judgements	<b>Analysing</b> Take info apart and explore relationships	<b>Exceeding Skills</b>
<b>Applying</b> Use info in a new situation			
<b>Understanding</b> Understand and make sense of info			<b>Expected Skills</b>
<b>Remembering</b> Remember and recall info			<b>Emerging Skills</b>

Democracy
Rule of Law
Cultures & religion
Mutual respect
Individual liberty

**Topic:** What makes a potion?

**Term:** 4

**Hooks:** *Dress up day – Mad Hatter’s tea party -sandwich making. Visit supermarket/shop and budget for foods and taste and purchase foods; preparation for Mad Hatter’s tea party.*

**Texts: Fiction:** Alice in Wonderland – Lewis Carroll

**Non-fiction** – Potions, poisons and pills – grisly history of medicine – John Farndon

Area of Learning	Skill/ Small steps	Week 1 / lesson 1 Wb 22.02.21 4 days	Week 2/ lesson 2 Wb 01.03.21	Week 3/ lesson 3 Wb 08.03.21	Week 4/ lesson 4 Wb 15.03.21	Week 5/ lesson 5 Wb 22.03.21	Week 6/ lesson 6 Wb 29.03.21 (4 days)
<b>Reading</b>	Different VIPER skills taught in conjunction with class reader and texts linking to our Potions topic. Alice in Wonderland – Lewis Carroll	<p><b>Alice in Wonderland</b></p> <p>Genre: story writing</p> <p>LQ: Can you make predictions about a text? (P)</p> <p>LQ: Can you use evidence to make a short-term prediction? (P)</p> <p>LQ: Can you explain what happened before? (P,E)</p> <p>LQ: Can you recall events in a story? (S)</p> <p>LQ: Can you sequence events? (S)</p>	<p><b>Alice in Wonderland</b></p> <p>Genre: story writing</p> <p>LQ: Can you express your opinion? (E)</p> <p>LQ: Can you predict what may happen when the book finishes? (P)</p> <p>LQ: Can you explain your reasons? (E)</p> <p>LQ: Can you infer information about a character? (I)</p> <p>LQ: Can explain how the setting adds to the mood? (I)</p>	<p><b>Lewis Carroll poems – Twinkle twinkle little bat</b></p> <p>Genre: poetry</p> <p>LQ: Can you use a dictionary to write definitions for new vocabulary? (V)</p> <p>LQ: Can you use new vocabulary in context? (V)</p> <p>LQ: Can you identify key vocabulary? (V)</p> <p>LQ: Can you use retrieval to answer questions? (R)</p> <p>LQ: Can you locate key information? (R)</p>	<p><b>Potions, poisons and pills</b></p> <p>Genre: instruction writing</p> <p>LQ: Can you make predictions about a text? (P)</p> <p>LQ: Can you explain the genre of the text? (E)</p> <p>LQ: Can you explain the layout of the text? (E)</p> <p>LQ: Can you identify new vocabulary? (V)</p> <p>LQ: Can you summarise what you have just read? (S,R)</p>	<p><b>Potions, poisons and pills</b></p> <p>Genre: instruction writing</p> <p>LQ: Can you explain what are the important parts of this text? (E)</p> <p>LQ: Can you identify new vocabulary? (V)</p> <p>LQ: Can you use headings to retrieve information? (R, V)</p> <p>LQ: Can you sequence events? (S)</p> <p>LQ: Can you retrieve key parts from a text? (R)</p>	<p><b>Potions, poisons and pills</b></p> <p>Genre: instruction writing</p> <p>LQ: Can you infer how a character is feeling? (I)</p> <p>LQ: Can you use inference to explain a story setting? (I)</p> <p>LQ: Can you express your opinion when comparing texts? (E)</p> <p>LQ: Can you explain your opinion on the text? (E)</p>
<b>Writing</b> <b>English: Debate, persuasive writing, creative writing</b>	<p>- Plan writing by:</p> <p>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>- noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Draft and write by:</p>	<p>Genre: Story Writing</p> <p>LQ: Can you make predictions about the text?</p> <p>LQ: Can you identify words that develop a setting?</p>	<p>Genre: Story writing</p> <p>LQ: Can you identify figurative language?</p> <p>LQ: Can you apply figurative language?</p>	<p>Genre: Poetry</p> <p>LQ: Can you appreciate a range of poems?</p> <p>LQ: Can you identify a rhyming pattern?</p>	<p>Genre: Instructional text</p> <p>LQ: Can you follow instructions?</p> <p>LQ: Can you identify the key parts of an instructional text?</p>	<p>Genre: Instructional text</p> <p>LQ: Can you identify headings and subheadings?</p> <p>LQ: Can you accurately use headings and subheadings?</p>	<p>Genre: Instructional text</p> <p>LQ: Can you write the start to your instructional text?</p> <p>LQ: Can you write the end of your instructional text?</p>

	<p>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing</li> <li>-Proof-read for spelling and punctuation errors</li> </ul>	<p>LQ: Can you develop descriptive vocabulary?</p> <p>LQ: Can you describe a picture using ambitious vocabulary?</p> <p>LQ: Can you use adverbs / adverbial phrases to add detail a character?</p>	<p>LQ: Can you use your senses to describe a setting?</p> <p>LQ: Can you draft a narrative?</p> <p>LQ: Can you write a narrative based on a picture?</p>	<p>L.O Can you generate ideas?</p> <p>LQ: Can you create your own poem?</p>	<p>LQ: Can you find and label the features of a set of instructions?</p> <p>LQ: Can you introduce and conclude your instructions?</p> <p>LQ: Can you summarise key steps?</p>	<p>LQ: Can you use imperative verbs?</p> <p>LQ Can you plan your ideas?</p> <p>LQ: Can you plan your ideas?</p>	<p>LQ: Can you edit and improve your work?</p> <p>LQ: Can you present your work in neat?</p>
GPS	<p>The grammatical difference between <b>plural</b> and <b>possessive</b> –s</p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p><b>Fronted adverbials</b> [for example, <i>later that day</i>, <i>I heard the bad news.</i>]</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</p> <p>Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name</i>, <i>the girls' names</i>]</p> <p>Use of commas after <b>fronted adverbials</b></p> <p>determiner pronoun, possessive pronoun adverbial</p>	<p>LQ: Can you explain different sentence types?</p> <p>LQ: Can you write sentences with statements?</p> <p>LQ: Can you write sentences with commands?</p> <p>LQ: Can you write sentences with questions?</p> <p>LQ: Can you write sentences with exclamations?</p>	<p>LQ: Can you punctuate dialogue correctly?</p> <p>LQ: Can you correct sentences including dialogue?</p> <p>LQ: Can you use singular possessive apostrophes?</p> <p>LQ Can you use plural possessive apostrophes?</p> <p>LQ: Can you punctuate a sentence correctly? (FS, CL, !,?, ",,)</p> <p><i>Spelling- Twinkl and RWInc lists</i></p>	<p>LQ: Can you identify nouns and select correct nouns to place in sentence?</p> <p>LQ: Can you identify and use pronouns correctly?</p> <p>LQ: Can you identify adjectives and select correct adjectives to place in sentence?</p> <p>LQ: Can you identify adverbs and select correct adverbs to place in sentence?</p> <p>LQ: Can you punctuate a sentence correctly? (FS, CL, !,?, ",,)</p>	<p>LQ: Can you explain different sentence types?</p> <p>LQ: Can you write sentences with statements?</p> <p>LQ: Can you write sentences with commands?</p> <p>LQ: Can you write sentences with questions?</p> <p>LQ: Can you write sentences with exclamations?</p>	<p>LQ: Can you identify nouns and select correct nouns to place in sentence?</p> <p>LQ: Can you identify adjectives and select correct adjectives to place in sentence?</p> <p>LQ: Can you use adverbs to show how often?</p> <p>LQ: Can you use adverbs to show when?</p> <p>LQ: Can you punctuate a sentence correctly? (FS, CL, !,?, ",,)</p>	<p>LQ: Can you use commas in a list?</p> <p>LQ: Can you use commas with an adverbial phrase?</p> <p>LQ: Can you use co-ordinating conjunctions?</p> <p>LQ: Can you use subordinating conjunctions?</p>
<p><b>Maths</b></p> <p><b>Maths: White Rose Scheme</b></p>	<p>W.R. Small Steps Progression– Spring Block 3</p> <p>Add fractions</p> <p>Add 2 or more fractions</p> <p>Subtract fractions</p> <p>Subtract 2 fractions</p> <p>Subtract from whole amounts</p> <p>Fractions of a set of objects (1)</p> <p>Fractions of a set of objects (2)</p> <p>Calculate fractions of a quantity</p> <p>Problem solving – calculate quantities</p>	<p>LQs (finish Spring Block 3)</p> <p>1. Can we add fractions? (R)</p> <p>2.Can we add two or more fractions?</p> <p>3. Can we subtract fractions? (R)</p> <p>4.Can we subtract two fractions?</p>	<p>LQs (finish Spring Block 3)</p> <p>1. Can we subtract from whole amounts?</p> <p>2. Can we find the fractions of an amount? (R)</p> <p>3. Can we find the fractions of an amount using the denominator? (R)</p> <p>4. Can we calculate fractions of a quantity?</p>	<p>LQ:(Spring Block 4)</p> <p>1.Can we recognise tenths and hundredths?</p> <p>2. Can we recognise tenths as decimals?</p> <p>3. Can we shows tenths on a place value grid?</p> <p>4. Can we show tenths on a number line?</p> <p>5.Can we divide 1-digit numbers by 10?</p>	<p>LQ:(Spring Block 4)</p> <p>1. Can we divide 2-digit numbers by 10?</p> <p>2. Can we recognise hundredths?</p> <p>3.Can we recognise hundredths as decimals?</p> <p>4. Can we show hundredths on a place value grid?</p> <p>5. Can we divide 1 or 2-digit numbers by 100?</p>	<p>LQ; (Multiplication and division)</p> <p>1. Can we divide a number by 1 and itself?</p> <p>2. Can we multiply and divide by 3? (R)</p> <p>3. Can we practise our three times table? (R)</p> <p>4.Can we multiply and divide by 6?</p>	<p>LQ; (Multiplication and division)</p> <p>1. Can we multiply and divide by 9?</p> <p>2. Can we understand 9 times-tables and division facts?</p> <p>3. Can we multiply and divide by 7?</p> <p>4. Can we understand 7 times-tables and division facts?</p>

	<p>W. R. Small Steps Progression – Spring Block 4</p> <ul style="list-style-type: none"> <li>Recognise tenths and hundredths</li> <li>Tenths as decimals</li> <li>Tenths on a place value grid</li> <li>Tenths on a number line</li> <li>Divide 1-digit by 10</li> <li>Divide 2-digits by 10</li> <li>Hundredths</li> <li>Hundredths as decimals</li> <li>Hundredths on a place value grid</li> <li>Divide 1 or 2-digits by 100</li> </ul> <p>Week 6 – multiplication and division</p> <ul style="list-style-type: none"> <li>Divide by 1 and itself</li> <li>Multiply and divide by 3</li> <li>The 3 times-table</li> <li>Multiply and divide by 6</li> <li>6 times table and division facts</li> <li>Multiply and divide by 9</li> <li>9 times table and division facts</li> <li>Multiply and divide by 7</li> <li>7 times table and division facts</li> </ul>		5. Can we use problem solving to calculate fractions of quantities?			5. Can we understand 6 times-tables and division facts?	
<p>Science <b>Science: States of matter</b></p>	<p><b>Science Objectives</b></p> <p>i) compare and group materials together, according to whether they are solids, liquids or gases ii) observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) iii) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p><b>Working Scientifically</b></p> <p>i) asking relevant questions and using different types of scientific enquiries to answer them ii) setting up simple practical enquiries, comparative and fair tests iii) making systematic and careful observations and, where appropriate, taking accurate measurements iv) using standard units, using a range of equipment, including thermometers and data loggers v) recording findings using simple scientific language,</p>	<p><b>LQ: Is it a solid or a liquid?</b></p> <p><b>Science Objectives;</b> compare and group materials together, according to whether they are solids, liquids or gases</p> <p><b>Solid or liquid?</b> -Children begin to investigate the differences between solids and liquids by examining and comparing the properties of sand and water -Identify what they know and what they want to know about states of matter -Discuss the properties that make a material a solid or a liquid -Use these features to classify different materials -Explain their understanding of the properties of a solid or liquid to another by using a simple practical enquiry and straightforward scientific evidence</p>	<p><b>LQ: Can we investigate gases?</b></p> <p><b>Science Objectives;</b> compare and group materials together, according to whether they are solids, liquids or gases</p> <p><b>It's a bit gassy!</b> -Children will learn more about the fascinating world of gases. -Develop their understanding of gases through simple practical tasks -Ask and begin to answer questions about the evidence of gases around us -Use simple practical enquiries and scientific evidence to demonstrate to others the evidence for gases</p> <p><b>Working Scientifically</b> 1. Ask relevant questions and use different types of</p>	<p><b>LQ: Can we investigate how substances change states?</b></p> <p><b>Science Objectives;</b> observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in °C</p> <p><b>Particle Party – Temperature Taker</b> Children will learn about how particles behave in different states, and use a thermometer to make observations as water changes from one state to another. Use role-play as a model of how a substance can change from one state to another Learn to accurately use a thermometer Use scientific language to describe to another what happens to the particles when a substance changes state</p>	<p><b>LQ: Can we begin to understand condensation and evaporation?</b></p> <p><b>Science Objectives;</b> using standard units, using a range of equipment, including thermometers and data loggers recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p><b>Evaporation and Condensation</b> -Children begin to learn about the water cycle and begin to understand the terms evaporation and condensation. -Begin to learn about elements of the water cycle -Ask questions and begin to answer them when there is evidence that evaporation and condensation has occurred -Take part in practical enquiries to develop their understanding of the changes to water in the water cycle</p>	<p><b>LQ: Can we investigate and demonstrate how water changes-(evaporates and condenses?)</b></p> <p><b>Science Objectives;</b> using standard units, using a range of equipment, including thermometers and data loggers recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p><b>Make it Rain!</b> -Children will make it rain in the classroom, as well as take part in a number of other tasks as they learn about the Water Cycle -Continue to develop their understanding of the different stages of the water cycle through practical enquiries -Using scientific language, explain the change to water during the evaporation and condensation process</p>	<p><b>LQ: Can we demonstrate our knowledge of states of matter?</b></p> <p><b>Science Objectives;</b> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests</p> <p><b>Welcome to the science fair!</b> -Children will set up a visiting science fair and will share their knowledge of States of Matter. -Set up small practical enquiries and tasks to showcase their learning at the class 'Science Fair' -Demonstrate their scientific expertise about states of matter to visitors -Use scientific evidence to answer questions and to support their findings about states of matter</p>

	<p>drawings, labelled diagrams, keys, bar charts, and tables vi) reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions vii) using straightforward scientific evidence to answer questions or to support their findings.</p>	<p><b>Working Scientifically</b> 1. Ask relevant questions and use different types of scientific enquiries to answer them. 2. Identify differences, similarities or changes related to simple scientific ideas and processes. 3. making systematic and careful observations and, where appropriate, taking accurate measurements 4. using standard units, using a range of equipment, including thermometers</p>	<p>scientific enquiries to answer them. 2. Make systematic and careful observations. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>	<p>Make careful observations over time Use a data logger to record temperature over time and interpret the results Understand that liquids have a solidifying point (to become solid) and a boiling point (to change to gas)</p> <p><b>Working Scientifically</b> 1. Use straightforward scientific evidence to answer questions or to support findings. ) recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables vi) reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions vii) using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>-Ask questions, and set up a simple fair test to investigate factors that speed up evaporation -Use scientific language to explain evaporation and condensation to others</p> <p><b>Working Scientifically</b> Use straightforward scientific evidence to answer questions or to support findings.</p>	<p>-Demonstrate to another, evidence of condensation and evaporation with a simple practical task -Use scientific language to explain the water cycle to others</p> <p><b>Working Scientifically</b> 1. Ask relevant questions and use different types of scientific enquiries to answer. 2. Gather, record, classify and present data to help answer questions. Record findings using simple scientific language, drawings, labelled diagrams and keys.</p>	<p><b>Working Scientifically</b> Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables vi) reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions vii) using straightforward scientific evidence to answer questions or to support their findings.</p>
<p>RE</p> <p><b>RE: What is humanism?</b></p> <p><b>Salvation</b></p>	<p>Humanism isn't a religion, but a way of thinking and living. Humanists do not believe in God or gods. They believe that this is our only life, so it is very important to live a worthwhile, happy life for ourselves and others.</p> <p>This term we will be learning about the Christian faith through the Christian concept of Salvation. In these lessons we will be exploring the story of Easter and what it means to Christians today.</p>	<p>LQ: What is humanism?</p>	<p>LQ: What do humanists value?</p>	<p>LQ: Why is happiness important to humanists?</p>	<p>LQ: What happened to Jesus during Holy Week?</p>	<p>LQ: How do Christians mark Holy Week?</p>	<p>LQ: Why do Christians call the day that Jesus died 'Good Friday'?</p>
<p>Computing</p> <p>Computing: Computer technology: Understanding</p>	<p>Processing devices will be linked to using the OS and students will learn about how parts of the computer communicate</p>	<p>LQ: What is hardware and what is it used for?</p>	<p>LQ: What hardware is used for inputs?</p>	<p>LQ: What hardware is used for outputs?</p>	<p>LQ: What hardware is used for processing?</p>	<p>LQ: What hardware is used for storage?</p>	<p>LQ: What have you learned about hardware?</p>

how hardware can control computers.							
<b>History</b> <b>History of medicine; local historical figure- William Harvey</b>	Chronology - vocabulary; <b>1.Can I describe events and periods using the words: anachronism, BCE, CE, impact, continuity, effects, consequences, inferences, primary and secondary sources?</b> Dates; <b>1.Can I use mathematical knowledge to work out how long ago events would have happened?</b> Knowledge and Interpretation - events; <b>1.Can I suggest reasons why certain people acted as they did in history noting the pros and cons of their actions?</b> <b>3.Can I explain and reason about how events from the past have helped shape our lives?</b> Knowledge and Interpretation - people; <b>1.Can I suggest why certain events happened as they did in history?</b> Historical Enquiry - my own research  <b>3.Can I use my information finding skills in writing to write historical information?</b>	LQ: Can you research the history of medicines?	LQ: Can you create a timeline of medicines?	LQ: Can you explore the history of anaesthetics?	LQ: Can you research the life of a local famous historical figure?	LQ: Can you explain the importance of William Harvey's discoveries that affect / influence our life today?	LQ: Can you write a biography about a local famous historical figure?
<b>Geography</b> <b>n/a</b>							
<b>Art</b> <b>Salvador Dali illustrations based on Alice in Wonderland.</b> <b>Record and develop ideas for mastery: blending and mixing different colours and shades; sunset. Record and evaluate ideas.</b>	Art: explore the work of a range of great artists, use language of and mix primary and secondary colours and use tints and shade experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. explore ideas using digital sources	LQ: Can you explore the work of Salvador Dali and plan an illustration?	LQ: Can you create an illustration inspired by Salvador Dali?	Design and Technology	Design and Technology	Design and Technology	Design and Technology

<p>D.T</p> <p>Sandwiches, prepare and cook savoury dishes, research and evaluate existing products to improve and plan work.</p> <p>'Mad Hatter's Tea Party.'</p>	<p>DT:describe the purpose of their products</p> <p>indicate the design features of their products that will appeal to intended users</p> <p>explain how particular parts of their products work</p> <p>gather information about needs and wants of particular individuals and groups</p> <p>develop their own design criteria and use these to inform their ideas</p> <p>select tools and equipment suitable for the task</p> <p>explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>select materials and components suitable for the task</p> <p>explain their choice of materials and components according to functional properties and aesthetic qualities</p> <p>order the main stages of making share and clarify ideas through discussion</p> <p>model their ideas using prototypes and pattern pieces</p> <p>use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</p> <p>that materials can be combined and mixed to create more useful characteristics</p> <p>that food ingredients can be fresh, pre-cooked and processed how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>identify the strengths and areas for development in their ideas and products</p> <p>consider the views of others, including intended users, to improve their work</p> <p>refer to their design criteria as they design and make</p> <p>use their design criteria to evaluate their completed products</p>			<p>LQ: Can you identify and gather information about products?</p>	<p>LQ: Can you plan what tools and equipment you will need for the task?</p> <p>Inspire day: Tasting</p>	<p>LQ: Can you order the main stages of making the product as well as dross dimensional drawings?</p>	<p>LQ: Can you create and evaluate?</p> <p>Inspire day – Mad Hatter's Tea Party.</p>
<p>P.E</p> <p>PE: Elite / GH Football</p>	<p>Use a variety of passes</p> <p>Keep possession of the ball</p> <p>Progress towards the goal</p> <p>Netball footwork</p> <p>Recognise changes to breathing and heart rate when active</p> <p>Note skills we do well and those we need to improve</p>	<p>LQ: Can we develop catching skills and use a chest pass?</p> <p><b>Activity 1</b></p> <p>1. In pairs allow children to practice passing and catching to a partner</p> <p>2. Then see how many catches the pair can make in 1 minute, make sure they count – they will need this number at the end of the lesson</p> <p><b>Activity 2 – Correct catching technique</b></p> <p>1. Teacher/child demonstrates correct catching technique – <b>Teaching Point's (TP'S)</b> – Eyes on ball , W shape hands behind ball ,soft loose fingers, clamp fingers around ball when ball hits hands</p> <p>2. Allow pupils to practice their passing and catching using correct catching technique</p> <p>3. Then again see how many catches the pairs can do in 1 minute – show of hands who beat their 1<sup>st</sup> score</p> <p><b>Activity 3 – The Chest pass</b></p> <p>1. Teacher/child demonstrates the chest pass – <b>TP's</b> – W shape hands behind ball, push ball out, step in to pass, hands to then point to target/partner</p>	<p>LQ: Can we use a bounce and overhead pass?</p> <p>Recap TP's for how to catch and chest pass from previous lesson then carry out warm up</p> <p>Introduce to children that today we will be learning the 2 other types of passes</p> <p><b>Activity 1 – Bounce pass</b></p> <p>1. Allow children to experiment with bounce passing, then see how many they can do in 1 minute</p> <p>2. Teacher then demonstrates bounce pass and explains <b>TP's</b> – W shape with hands, Step in to pass, push ball down and out. Pupils in their pairs practice the bounce pass using the correct technique</p> <p>3. Then pupils gain see how many passes they can make in 1 minute. Discuss outcome between both sets of scores, who beta 1<sup>st</sup> score, why?</p> <p><b>Progression</b></p> <p>Children to try bounce pass using hula-hoop in the middle. How many. Ball must always bounce in hoop and be caught successfully.</p> <p><b>Activity 2 – Overhead pass</b></p>	<p>LQ: Can we begin to understand the footwork rule / how to pivot?</p> <p>Recap passes from last week (bounce pass and overhead pass).</p> <p><b>Activity 1 – Pivoting</b></p> <p>1. Teacher explains to pupils what pivoting is and demonstrates how to do it. (Once you have landed from a catch can pivot to change our bodies direction)</p> <p>2. Pupils to move around the area when they hear the whistle they stop and pivot to change direction</p> <p><b>Progression</b></p> <p>Split the class in half, 1 half with a ball, 1 half without, the children with balls find a space, the pupils without must move around the area, receive a pass, pivot and pass back. Swap over after a few minutes.</p> <p><b>Activity 2 – Footwork</b></p> <p>1. Teacher explains the footwork rule - which you cannot move the foot you landed on until you've passed the ball, but can pivot on it.</p> <p>2. Pupils then move around the area, when they hear the whistle they stop</p>	<p>LQ: Can we improve dodging and marking skills?</p> <p><b>After W/U - Q -</b> Ask children how they avoided being caught? Dodging, staying away (space)</p> <p><b>Explain that netball is non-contact</b></p> <p><b>Activity 1 – Dodging</b></p> <p>1. In pairs 1 pupil starts on line, other pupil in the middle, the aim is for the pupil on the line to dodge past their partner without being touched, allow for 5 tries each then swap. Allow children to discuss what they did and if it worked, then ask children to give their answers and allow good answers to be demonstrated.</p> <p>2. From what the children have said, decide as a class what the TP's are for dodging (dummy going one direction, then change to other direction and sprint off)</p> <p>3. Then 2 pairs join to create groups of 4. Set up as below. Children now take it in turns to practice dodging in order to receive a pass from the feeder. 2 children, 1 at a time will take it in turns to dodge defender to receive pass from feeder, if they receive pass it is 1 point, if not point</p>	<p>LQ: Can we improve use of space / shooting technique?</p> <p>Recap last week's lesson</p> <p><b>Activity 1 – Shooting technique</b></p> <p>1. Teacher explains and demonstrates the correct technique for shooting. <b>TP's</b> – Non-shooting hand supporting ball on side, bend knees and as you jump release ball, by flicking wrist, push ball up and out</p> <p>2. Allow pupils in their pairs to practice technique (not using posts)</p> <p><b>Then send 2 teams of 7 to start activity 2</b></p> <p>3. Having 2 groups of 7 left allow them to take it in turns (1 ball each) to practice shooting correctly at the goal.</p> <p><b>Progression for MA –</b> Encourage them to shoot from further distances and different angles</p> <p>4. Then have cones set out in semi-circle (varying distances and angles) and allow children to work their way</p>	<p>LQ: Can we begin to understand the positions in netball / play in a team?</p> <p>In classroom before heading out – show pupils a netball court and the different positions; explain which position marks which position. Get children in to mixed ability teams of 7 and get them to decide on position. Recap footwork rule and last weeks.</p> <p>Have 2 pitches set up – 1 on basketball/netball court, 1 on space behind marked out with cones and 2 hoops, 1 at either end for goal)</p> <p><b>Pitch 1</b> (basketball/netball court) – A goal is scored by shooting in to posts, only GA and GS can score (swap positions)</p>

		<p>Allow pupils to practice the chest pass in their pairs, increasing the distance between them if the pass is too easy</p> <p><b>Progression</b> Two pairs join together and play piggy in the middle (3v1) – In order to score 3 chest passes must be made, if the piggy gets it they get a point, 1<sup>st</sup> to 5 points then swap piggy</p> <p><b>3.</b> Then pupils to see how many passes and catches they can do in 1 minute</p> <p><b>Plenary</b> Questioning – <b>Q</b> – Which pair beat their 1<sup>st</sup> catches score? Why do you think this is? Allow pupils in their pair to discuss the correct catching and chest pass TP's. Then teacher to randomly pick children to give a TP for either catching or chest pass</p>	<p><b>1.</b> Teacher demonstrates the overhead pass. <b>TP's</b> – hands spread either side of the ball, lift ball over and behind head slightly, step in to throw, swing ball overhead and release. Pupils to then practice in their pairs</p> <p><b>Progression</b> 2 pairs join up to make a 4. 2 pupils need 1 ball each, 1 pupil is receiver and 1 is static defender, set out as below. Use 1 group to demonstrate. X X O V X = pupils with ball, O = defender, V = receiver Pupils with ball take it in turns to use overhead throw to get ball over defender, 3 tries each then swap roles.</p> <p><b>Activity 3 – Game play</b> Children play a game 3v1 (piggy in the middle). Aim is for pupils to use the variety of passes they have learnt. 3 passes = 1 point, piggy gets 1 point for every time they get ball, swap piggy after 1 team gets 5 points</p> <p><b>Plenary</b> Give pupils 1 minute to discuss in their groups again the TP's for the bounce and overhead throw – teacher then picks children at random</p>	<p>and then pivot on the foot they landed on</p> <p><b>Progression</b> Children continue with game above, but this time the teacher is watching to see if any children move landed foot, if teacher chooses a child they are out and become judge and help spot others moving landing foot. Aim is for children to stop and think about which foot they are allowed to move.</p> <p><b>3.</b> Split the class in half again, 1 half with a ball, 1 half without, the children with balls find a space, the pupils without must move around the area, receive a pass, pivot and pass back, pupils have 3 lives, if they lift their landing foot they lose a life, person passing ball is judge, then swap roles.</p> <p><b>Plenary</b> Teacher picks a child/children to demonstrate the footwork and pivot and then asks pupils in small groups to discuss if what they saw was the correct footwork and if it was the right pivoting technique, teacher then chooses children to give their answers</p>	<p>to defender, 3 tries each then swap roles. X X O V X = pupils with ball, O = defender, V = feeder</p> <p><b>Activity 2 – Marking</b> Children to work through the following with their partner, teacher takes children through each step – children in their pairs to have 1 try then swap on each step</p> <p><b>1.</b> Follow partner around everywhere they go <b>2.</b> Stand straight on <b>3.</b> Stand side on <b>4.</b> Stand close to person with ball <b>5.</b> Stand next to partner <b>6.</b> Stand close to partner Allow time for pairs/4's to discuss which method they think is best – then teacher to select children to give their answers and as a class decide on best method of marking (Standing sideways on, closer to person marking, but not right near them Then back in to 4's, set up as previous activity. Aim of this activity though is for the defender to intercept the ball when attacker tries to dodge and receive pass. Who can get the most points when defending/markings?</p> <p><b>Game play – 4v3</b> 2 groups of 4 to join up to create a game. 1 child from 1 of the team becomes referee, checking for correct footwork and keeping score and then swaps around. The aim of the game is to put 3 passes together to score; the ball then gets given to the other team.</p> <p><b>Plenary</b> Teacher to use children who show good dodging and marking technique to demonstrate and ask other pupils to pick out what was good about their technique</p>	<p>around each cone, only moving on if they have scored</p> <p><b>5.</b> Allow pupils to practice shooting whilst someone stands in front of them, with arms by side, children to take it in turns.</p> <p><b>Activity 2 – Game play (7v7)</b> <b>1.</b> Teacher to set up 2 small playing areas and allow children in their teams to play a game, in which 4 passes equals a goal/point. Play for a few minutes then stop both games and get teams to discuss how that went, then ask children to give answers/reasons. <b>2.</b> Play game again in larger area – encouraging children to move in to space when they haven't got the ball</p> <p><b>Plenary</b> <b>Q</b> – Why do we need to use space? <b>Q</b> – What is the correct shooting technique?</p>	<p><b>Pitch 2 –</b> A goal is scored by GS or GA placing the ball in to a hoop.</p> <p>Make sure children on pitch 1 rotate with children on pitch 2 to allow for everyone to get a chance to play a full game. Try to rotate children between GA and GS, so children are able to have a try at shooting.</p> <p><b>Plenary</b> <b>Q</b> – What skills have we learnt this term? <b>Q</b> - Do you think we could use any of these skills in other games?</p>
<p>P.E DANCE –</p>	<p>The Sorcerer's Apprentice</p> <p>-Gesture -Different heights -Turns</p>	<p><b>LQ; Can we take on a role and use movement and gesture to portray a character?</b></p> <p>Warm up - <a href="https://app.gonoodle.com/activities/run-the-red-carpet?sp=search&amp;sn=search&amp;st=video%20versions&amp;sid=409">https://app.gonoodle.com/activities/run-the-red-carpet?sp=search&amp;sn=search&amp;st=video%20versions&amp;sid=409</a></p> <p>Sorcerer's Apprentice Part 1 - Play the clip below - NO VISUAL <a href="https://www.youtube.com/watch?v=VF0e110U">https://www.youtube.com/watch?v=VF0e110U</a> 3 mins 50s</p> <p>How does it make you feel? What might the story be? Show children a picture of the sorcerer – who is he, what does he do etc. Repeat with the apprentice -to set the scene – what does he have to do? how's he feeling?</p>	<p><b>LQ; Can we move in unison to portray a character?</b></p> <p>Warm up - <a href="https://app.gonoodle.com/activities/run-the-red-carpet?sp=search&amp;sn=search&amp;st=video%20versions&amp;sid=409">https://app.gonoodle.com/activities/run-the-red-carpet?sp=search&amp;sn=search&amp;st=video%20versions&amp;sid=409</a></p> <p>Sorcerer's Apprentice Part 1 Recap last week. <a href="https://www.youtube.com/watch?v=VF0e110U">https://www.youtube.com/watch?v=VF0e110U</a></p> <p>Watch second half of the clip – from 1 min 47. See how the broom follows the apprentice – how do they move?</p> <p>On my own – explore bouncy movements – children watch and evaluate each other's</p>	<p><b>LQ; Can we add turns to our dance?</b></p> <p>Warm up – just dance – It's magic <a href="https://www.youtube.com/watch?v=SXHB0V-4y6E">https://www.youtube.com/watch?v=SXHB0V-4y6E</a></p> <p>Recap week's 1 and 2.</p> <p>Explore - pathways; children plan pathways e.g. a zig zag and follow their own pathway. What will happen at the corner of the pathway when you change direction? Children explore ways to turn -1 foot / 2 feet</p>	<p><b>LQ; Can we improve and refine turns in our dance in a whole class section of the dance?</b></p> <p>Warm up – just dance - It's magic <a href="https://www.youtube.com/watch?v=SXHB0V-4y6E">https://www.youtube.com/watch?v=SXHB0V-4y6E</a></p> <p>Recap week's 1,2,3</p> <p>Remember turns practised last week.</p> <p>Sorcerer's Apprentice Part 2 - dream <a href="https://www.youtube.com/watch?v=ZcesnqVF0u5">https://www.youtube.com/watch?v=ZcesnqVF0u5</a></p> <p>Use music to practise</p>	<p><b>LQ; Can we move / turn in unison as a whole class?</b></p> <p>Warm up – just dance - Bruno Mars <a href="https://www.youtube.com/watch?v=_08-gqR2gPU">https://www.youtube.com/watch?v=_08-gqR2gPU</a></p> <p>Recap 1-4.</p> <p>Sorcerer's Apprentice Part 3 – brooms watch and describe. How can we include this on our dance? <a href="https://www.youtube.com/watch?v=oPDSofgiVPA">https://www.youtube.com/watch?v=oPDSofgiVPA</a></p> <p>Revisit how the brooms move.</p>	<p><b>LQ; Can we put together our dance?!</b></p> <p>Warm up – just dance - Bruno Mars <a href="https://www.youtube.com/watch?v=_08-gqR2gPU">https://www.youtube.com/watch?v=_08-gqR2gPU</a></p> <p>Use all 3 clips and children practise and perform their dance.</p> <p>Part 1 – character, gesture and shadow <a href="https://www.youtube.com/watch?v=VErKCa1IGIU">https://www.youtube.com/watch?v=VErKCa1IGIU</a></p> <p>Part 2 – dream - turns <a href="https://www.youtube.com/watch?v=ZcesnqVF0u5">https://www.youtube.com/watch?v=ZcesnqVF0u5</a></p>

		<p>REPLAY CLIP WITH VISUAL</p> <p>Split the children in half. Discuss the features seen in the sorcerer (powerful, in control) how can we show this in our movements and 'gesture' Explain gesture And repeat with his apprentice (Mickey)</p> <p>Half the children take on the role of sorcerer and re-enact – using powerful big movements.</p> <p>Half the children Mickey – repeat – up to 1 min 47.</p> <p>Children repeat and swap roles and evaluate each other's groups. WWW and EBI</p>	<p>In pairs – shadow move in unison – bouncy moves – high.</p> <p>Swap leaders.</p> <p>How's the apprentice feeling by the during and by end of the clip?</p> <p>WWW and EBI</p>	<p>-low / high</p> <p>-how can we use our arms?</p> <p>Sorcerer's Apprentice Part 2 - dream <a href="https://www.youtube.com/watch?v=ZcesnqVF0u5">https://www.youtube.com/watch?v=ZcesnqVF0u5</a></p> <p>Listen to music and watch. How might we move? To this music – bouncy / sweeping / jumps? What fits the music?</p> <p>Using the music children plana pathway and include a turn. – repeat and refine. Evaluate each other's.</p> <p>Create a class move and turn – 1 after the other.</p> <p>WWW and EBI</p>	<p>Create a class move and turn – 1 after the other.</p> <p>WWW and EBI</p>	<p>Children get into lines and choreograph how to progress – direction, height, style f move and turns / when to turn.</p> <p>Practise!!!</p> <p>WWW and EBI</p>	<p>Part 3 – class unison with turns <a href="https://www.youtube.com/watch?v=oPDSofEgIvPA">https://www.youtube.com/watch?v=oPDSofEgIvPA</a></p> <p>WWW and EBI</p>
<p>PHSE</p> <p>PSHE/SRE: Jigsaw Scheme</p>	<p>Hopes and Dreams</p>	<p>LQ: Can I explain my hopes and dreams to others?</p>	<p>LQ: Can I understand that sometimes hopes and dreams do not come true and this is upsetting?</p>	<p>LQ: Can I think about happy things to help with disappointment?</p> <p>LQ: Can I plan new goals after disappointment?</p>	<p>Inspire day 19.03.21</p> <p>Poverty and homelessness</p>	<p>LQ: Can I work out the steps I need to take to try and achieve a new goal?</p>	<p>LQ: Can I recognise the contributions I have made to a group effort?</p>
<p>French</p> <p>French: Days of the week. Months of the year.</p>		<p>LQ: Can we recap -family and animals vocabulary?</p> <p>Family – French is Fun – recap; Family section – Sound focus to end.</p>	<p>LQ: Can we extend animal vocabulary?</p> <p>French is Fun –Unit 4 – I've got a pet Napoleon / Josephine</p>	<p>LQ: Can we extend animal vocabulary?</p> <p>French is Fun –Unit 4 – Games and singing</p>	<p>LQ: Can we extend animal vocabulary?</p> <p>French is Fun –Unit 4 – Coco – a big mistake Destination France</p>	<p>LQ: Can we begin to use French words for sports?</p> <p>French is Fun –Unit 5 – What I like I'm Bored</p>	<p>LQ: Can we begin to use French words for sports?</p> <p>French is Fun –Unit 5 – Game 1 and 2</p>
<p>Music</p> <p>Music: Play instruments with increasing accuracy developing an understanding of reading and performing staff notation.</p>		<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>
<p>Learning Environment in</p>							



corridor displays							
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INSPIRE DAYS –

- Tasting Day
- Mad Hatter's Tea Party
- Poverty / Homelessness – making a difference