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



Topic: What makes a potion?

<mark>Term:</mark> 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

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

| | selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by: -assessing the effectiveness of their own and others' writing -Proof-read for spelling and punctuation errors | LQ: Can you develop descriptive vocabulary? LQ: Can you describe a picture using ambitious vocabulary? LQ: Can you use adverbs / adverbial phrases to add detail a character? | LQ: Can you use your senses to describe a setting? LQ: Can you draft a narrative? LQ: Can you write a narrative based on a picture? | L.O Can you generate ideas? LQ: Can you create your own poem? | LQ: Can you find and label the features of a set of instructions? LQ: Can you introduce and conclude your instructions? LQ: Can you summarise key steps? | LQ: Can you use imperative verbs? LQ Can you plan your ideas? LQ: Can you plan your ideas? | LQ: Can you edit and improve your work? LQ: Can you present your work in neat? |
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| GPS | The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead we was, or I did instead of I done] Noun phrases expanded by the addition of modifying adjectives, nour and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, <u>lat</u> that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conduct shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials determiner pronoun, possessive pronoun adverbial | LQ: Can you explain different sentence types? LQ: Can you write sentences with statements? LQ: Can you write sentences with commands? LQ: Can you write sentences with questions? LQ: Can you write sentences with exclamations? | LQ: Can you punctuate dialogue correctly? LQ: Can you correct sentences including dialogue? LQ: Can you use singular possessive apostrophes? LQ Can you use plural possessive apostrophes? LQ: Can you punctuate a sentence correctly? (FS, CL, !,?, ",) <i>Spelling- Twinkl and RWInc</i> <i>lists</i> | LQ: Can you identify nouns and select correct nouns to place in sentence? LQ: Can you identify and use pronouns correctly? LQ: Can you identify adjectives and select correct adjectives to place in sentence? LQ: Can you identify adverbs and select correct adverbs to place in sentence? LQ: Can you punctuate a sentence correctly? (FS, CL, !,?, ",) | LQ: Can you explain different sentence types? LQ: Can you write sentences with statements? LQ: Can you write sentences with commands? LQ: Can you write sentences with questions? LQ: Can you write sentences with exclamations? | LQ: Can you identify nouns and select correct nouns to place in sentence? LQ: Can you identify adjectives and select correct adjectives to place in sentence? LQ: Can you use adverbs to show how often? LQ: Can you use adverbs to show when? LQ: Can you punctuate a sentence correctly? (FS, CL, !,?, ",) | LQ: Can you use commas in a list? LQ: Can you use commas with an adverbial phrase? LQ: Can you use co- ordinating conjunctions? LQ: Can you use subordinating conjunctions? |
| Maths Maths: White Rose Scheme | W.R. Small Steps Progression- Spring Block 3 Add fractions Add 2 or more fractions Subtract fractions Subtract 2 fractions Subtract from whole amounts Fractions of a set of objects (1) Fractions of a set of objects (2) Calculate fractions of a quantity Problem solving - calculate quantities | LQs (finish Spring Block 3) 1. Can we add fractions? (R) 2.Can we add two or more fractions? 3. Can we subtract fractions? (R) 4.Can we subtract two fractions? | LQs (finish Spring Block 3) 1. Can we subtract from whole amounts? 2. Can we find the fractions of an amount? (R) 3. Can we find the fractions of an amount using the denominator? (R) 4. Can we calculate fractions of a quantity? | LQ:(Spring Block 4) 1.Can we recognise tenths and hundredths? 2. Can we recognise tenths as decimals? 3. Can we shows tenths on a place value grid? 4. Can we show tenths on a number line? 5.Can we divide 1-digit numbers by 10? | LQ:(Spring Block 4) 1. Can we divide 2-digit numbers by 10? 2. Can we recognise hundredths? 3.Can we recognise hundredths as decimals? 4. Can we show hundredths on a place value grid? 5. Can we divide 1 or 2-digit numbers by 100? | LQ; (Multiplication and division) 1. Can we divide a number by 1 and itself? 2. Can we multiply and divide by 3? (R) 3. Can we practise our three times table? (R) 4.Can we multiply and divide by 6? | LQ; (Multiplication and division) 1. Can we multiply and divide by 9? 2. Can we understand 9 times-tables and division facts? 3. Can we multiply and divide by 7? 4. Can we understand 7 times-tables and division facts? |

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| tenderstorethe differences between solids and liquids by examining and comparing the properties of sand and waterdifferent types of | | the rate of evanoration with | -Children begin to investigate | It's a bit gassy! | Deutisla Deuts - Tennesset | labelled diagrams, keys, bar | drawings, labelled diagrams, | enquiries, comparative and |
| Working Scientificallyand liquids by examining and comparing the properties of sand and waterlakerChildren will learn about how particles behave in different types ofMake it Rain!Welcome to the science fair -Children will make it rain in the classroom, as well as take the classroom and weteri) asking relevant questions and using different types of-dentify what they know ado watter of tests-dentify what they know ado watter of absentic tests-dentify what they know ado watter of absentic of gases through simple -Ask and begin to answer questions and, where appropriate, taking accurate the properties of a solid or liquid to another by using simple practical enquires of gases around us thermometers and data loggers y) recording findings using simple practical enquiry and simple | | temperature | the differences between solids | -Children will learn more | Particle Party – Temperature | charts, and tables | Reys, bar charts, and tables | fair tests |
| Working Scientificallycomparing the properties of sand and watergebcs. - Develop their understanding of gases through simple practical tasksChildren will itearn about now particles behave in different states, and use a thermometer to make observations and, what enquiries, comparate wand far testsMake at praining the properties of science fair and will set particles particles behave in different to make observations and, what enquiries, comparate wand far testsMake at particles behave in different the classroom, as well as take part in a number of other tasks as they learn about the water vertical enquiries, comparate wand fait testsWelcome to the science fair children will make in tainin the classroom, as well as take part in a number of other tasks as they learn about the water vertical enquiries and scientific evidence to different materialsChildren will make in tainin condensationWelcome to the science fair children will make in tainin the classroom, as well as take part in a number of other understanding of the and scientific evidence to dansstrate to others the evidence for gasesChildren will make in tainin children begin to learn about the training to make a material a solid or liquid to another by using simple practical enquiry and simple practical enquiry and simple practical ficallyChildren will make in tainin children begin to learn about the water, changes from one state to answer questions and use the properties of a solid or liquid to another by using simple practical enquiry and simple practical enquiry and <th></th> <th></th> <th>and liquids by examining and</th> <th>about the fascinating world of</th> <th>Children will leave shout her</th> <th>Evaporation and</th> <th>Maka it Daint</th> <th>Wolcome to the original fairly</th> | | | and liquids by examining and | about the fascinating world of | Children will leave shout her | Evaporation and | Maka it Daint | Wolcome to the original fairly |
| i) asking relevant questions and using different types of scientific enquires to answer them ii) setting up simple practical | | Working Scientifically | comparing the properties of | gases. | children will learn about now | Condensation | IVIAKE IT KAIN! | Children will get up a visiting |
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| using different types of scientific enquiries to answer them ii) setting up simple practical enquiries, comparative and fair testswhat they want to know about states of matterpractical tasksto the wate observations as water changes from one state to another.understanding of evaporation and condensation.MatterSet up small practical enquiries, comparative and failSetting up simple practical careful observations and, where appropriate, taking accurate measurements iv) using standard units, using a range of equipment, including thermometers and data loggerswhat they want to know about states of matterwhat they want to know about states of matterwhat they want to know about states of matterSet up small practical enquiries and tasks to showcase their learning at the class 'Science Fair'Set up small practical enquiries and tasks to showcase their learning at the class 'Science Fair'Set up small practical enquiries and tasks to showcase their learning at the class 'Science Fair'use different types of equipment, including therroometers and data loggers wing escientific language, simple practical enquiry and simple practical enquiry and simple practical enquiry and simple practical enquiry and simple scientific language, winder condensation as waterunderstanding of the clarming and scientific evidence to describe to another what happens to the particles when a substance changes stateunderstanding of the changes thermometerunderstanding of the changes to another.Demonstrate to other is tasks as they learn about the terms tasks as they learn about the water cycleMatter.use different types ofuse simple practical enqu | | i) asking relevant questions and | -Identify what they know and | of gases through simple | states, and use a thermometer | the water cycle and begin to | the classroom, as well as take | science fair and will share |
| enquiries, comparative and fair testsstates of matter-Ask and begin to answer questions about the evidence of gases around uschanges from one state to another.evaporation and condensation.tasks as they learn about the Water CycleMatter.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, w) recording findings using simple scientific language, widencevertice definition definitio | | using different types of scientific | what they want to know about | practical tasks | to make observations as water | understand the terms | part in a number of other | their knowledge of States of |
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| Image: and tailsContribute to develop theirenquires and tasks toiii) making systematic and careful observations and, where appropriate, taking accurate measurements iv) using standard units, using a range of equipment, including imple scientific language, v) recording findings using simple scientific language,of gases around us of gases around us -Use simple practical enquires and scientific evidence to demonstrate to others the evidence for gasesUse role-play as a model of how a substance can change from one state to another Learn to accurately use a thermometer-Begin to learn about elements of the water cycle-Continue to develop their understanding of the different stages of the water cycle through practical enquiries to develop their of the water cycleenquiries and tasks to showcase their learning at the class 'Science Fair' -Demonstrate their scientific evidence for gasesworking Scientifically using simple scientific language, w) recording findings using simple scientific language, w) recording findings using simple practical enquiry and simple practical enquiry and simple practical enquiry and straightforward scientific evidenceWorking Scientifically use different types ofNow a substance changes state use different types of-Begin to learn about elements of the water cycle-Continue to develop their understanding of the different stages of the water cycle through practical enquiries to develop their use scientific language to the properties of a solid or liquid to another by using a simple practical enquiry and straightforward scientific evidenceOf gases around us use simple practical enquires and tasks to sub and scientifically a substance change | | in setting up simple practical | -Discuss the properties that | questions about the evidence | anotner. | condensation. | water Cycle | -Set up small practical |
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| 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,-use these features to classify different materialsand scientific evidence to demonstrate to others the evidence for gases-Ask questions and begin to answer them when there is evidence for gasesdifferent stages of the water cycle through practical enquiriesthe class 'Science Fair' -Demonstrate their scientific expentiscient expentiscient of the properties of a solid or liquid to another by using simple scientific language, evidence-Ask questions and begin to answer them when there is evidence that evaporation and thermometer a substance changes statedifferent stages of the water cycle through practical enquiriesthe class 'Science Fair' -Demonstrate their scientific expentiscient expentiscient evidence to answer questions and use different types ofImage: Comparison of the properties of a solid or liquid to another by using a simple practical enquiry and straightforward scientific evidenceVorking Scientifically 1. Ask relevant questions and use different types of-Ask questions and begin to answer them when there is evidence that evaporation and condensation has occurred -Using scientific language, explain the changes to water in the water cycledifferent stages of the water cycle through practical enquiriesthe class 'Science Fair' -Demonstrate their scientific expentiscient answer them when there is evidence to another what happens to the particles when a substance changes state-Ask questions and begin to answer them when there is | | iii) making systematic and | liquid | -Use simple practical enquires | now a substance can change | of the water cycle | understanding of the | showcase their learning at |
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| equipment, including thermometers and data loggers v) recording findings using simple scientific language,the properties of a solid or liquid to another by using a simple practical enquiry and straightforward scientific evidenceWorking Scientifically use different types of-Take part in practical enquiries to develop their understanding of the changes to water in the water cycleexplain the change to water during the evaporation and condensation process-Use scientific evidence to answer questions and to water in the water cycle | | standard units, using a range of | -Explain their understanding of | _ | Use scientific language to | condensation has occurred | -Using scientific language, | matter to visitors |
| thermometers and data loggers v) recording findings using simple scientific language, vidence | | equipment, including | the properties of a solid or | | describe to another what | -Take part in practical | explain the change to water | -Use scientific evidence to |
| v) recording findings using simple scientific language, widence vidence vidence simple practical enquiry and straightforward scientific evidence videnc vidence vidence videnc | | thermometers and data loggers | liquid to another by using a | Working Scientifically | happens to the particles when | enquiries to develop their | during the evaporation and | answer questions and to |
| simple scientific language, straightforward scientific use different types of evidence evidence states of matter states of ma | | v) recording findings using | simple practical enquiry and | 1. Ask relevant questions and | a substance changes state | understanding of the changes | condensation process | support their findings about |
| evidence evidence | | simple scientific language, | straightforward scientific | use different types of | | to water in the water cycle | | states of matter |
| | | | evidence | | | | | |

| | 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. | Working Scientifically 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 | 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. | 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) Working Scientifically 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. | -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 Working Scientifically Use straightforward scientific evidence to answer questions or to support findings. | -Demonstrate to another, evidence of condensation and evaporation with a simple practical task -Use scientific language to explain the water cycle to others Working Scientifically 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. | Working Scientifically 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. |
|---|--|--|---|--|---|--|---|
| RE RE: What is humanism? Salvation | 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. 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. | LQ: What is humanism? | LQ: What do humanists value? | LQ: Why is happiness important to humanists? | LQ: What happened to Jesus during Holy Week? | LQ: How do Christians mark Holy Week? | LQ: Why do Christians call the day that Jesus died 'Good Friday'? |
| Computing Computing: Computer technology: Understanding | Processing devices will be linked to using the OS and students will learn about how parts of the computer communicate | LQ: What is hardware and what is it used for? | LQ: What hardware is used for inputs? | LQ: What hardware is used for outputs? | LQ: What hardware is used for processing? | LQ: What hardware is used for storage? | LQ: What have you learned about hardware? |

| how hardware | | | | | | | |
|---|--|---|---|---|--|--|---|
| can control | | | | | | | |
| computers. | | | | | | | |
| History History of medicine; local historical figure- William Harvey | Chronology - vocabulary; 1.Can I describe events and periods using the words: anachronism, BCE, CE, impact, continuity, effects, consequences, infers, primary and secondary sources? Dates; 1.Can I use mathematical knowledge to work out how long ago events would have happened? Knowledge and Interpretation - events; 1.Can I suggest reasons why certain people acted as they did in history noting the pros and cons of their actions? 3.Can I explain and reason about how events from the past have helped shape our lives? Knowledge and Interpretation - people; 1.Can I suggest why certain events happened as they did in history? Historical Enquiry - my own research 3.Can I use my information finding | 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? |
| | skills in writing to write historical information? | | | | | | |
| Geography | | | | | | | |
| n/a | | | | | | | |
| Art Salvador Dali illustrations based on Alice in Wonderland. Record and develop ideas for mastery: blending and mixing different colours and shades; sunset. Record and evaluate ideas. | 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 |

| D.T | DT:describe the purpose of their produ | lcts | | LQ: Can you identify and | LQ: Can you plan what tools | LQ: Can you order the | LQ: Can you create and |
|------------------------------|---|---|---|---|--|--|---|
| Constantial and | indicate the design features of their pro | oducts that will appeal to intended users | | gather information about | and equipment you will | main stages of making the | evaluate? |
| Sandwicnes, | · · · · · · · · · · · · · · · · · · · | - deute mode | | products? | need for the task? | product as well as dross | |
| cook savourv | explain now particular parts of their pro | DOUCLS WORK | | | | dimensional drawings? | |
| dishes, research | gather information about needs and wa | ants of particular individuals and groups | | | | | Inspire day – Mad Hatter's |
| and evaluate | develop their own design criteria and u | se these to inform their ideas | | | Inspire day: Tasting | | Tea Party. |
| existing products to | select tools and equipment suitable for | the task | | | | | |
| improve and | explain their choice of tools and equipr | nent in relation to the skills and technique | es they will be using | | | | |
| plan work. | select materials and components suital | ble for the task | | | | | |
| 'Mad Hatter's Tea Party.' | explain their choice of materials and co | omponents according to functional proper | ties and aesthetic qualities | | | | |
| | order the main stages of making share | and clarify ideas through discussion | | | | | |
| | model their ideas using prototypes and | pattern pieces | | | | | |
| | use annotated sketches, cross-sectiona | Il drawings and exploded diagrams to dev | elop and communicate their ideas | | | | |
| 1 | that materials can be combined and mi | ixed to create more useful characteristics | | | | | |
| 1 | that food ingredients can be fresh, pre- savoury dishes safely and hygienically in | -cooked and processed how to prepare ar ncluding, where appropriate, the use of a | nd cook a variety of predominantly heat source | | | | |
| | how to use a range of techniques such identify the strengths and areas for dev | as peeling, chopping, slicing, grating, mixi velopment in their ideas and products | ng, spreading, kneading and baking | | | | |
| | consider the views of others, including | intended users, to improve their work | | | | | |
| | refer to their design criteria as they des | sign and make | | | | | |
| | use their design criteria to evaluate the | ir completed products | | | | | |
| P.E PE: Elite / GH | Use a variety of passes | LQ: Can we develop catching skills and use a chest pass? | LQ: Can we use a bounce and overhead pass? | LQ: Can we begin to understand the footwork rule / how to pivot? | LQ: Can we improve dodging and marking skills? | LQ: Can we improve use of space / shooting technique? | LQ: Can we begin to understand the positions in netball / play in a |
| Football | Keep possession of the ball | Activity 1 | Becan TP's for how to catch and chest | Recan passes from last week (hounce | After $W/U = 0$ - Ask children how they | Recan last week's lesson | team? |
| | Progress towards the goal | 1. In pairs allow children to practice | pass from previous lesson then carry | pass and overhead pass). | avoided being caught? Dodging, | Activity 1 – Shooting technique | In classroom before heading out |
| | Netball footwork | passing and catching to a partner 2. Then see how many catches the | out warm up Introduce to children that today we | Activity 1 – Pivoting 1. Teacher explains to pupils what | staying away (space) Explain that netball is non-contact | 1. Teacher explains and demonstrates the correct technique | - show pupils a netball court |
| | | pair can make in 1 minute, make sure | will be learning the 2 other types of | pivoting is and demonstrates how to | Activity 1 – Dodging | for shooting. TP's – Non-shooting | and the different positions; explain which position marks |
| | Recognise changes to breathing | number at the end of the lesson | passes Activity 1 – Bounce pass | catch can pivot to change our bodies | pupil in the middle, the aim is for the | hand supporting ball on side, bend | which position. Get children in |
| | and heart rate when active | <u>Activity 2</u> – Correct catching technique | 1. Allow children to experiment with | direction) | pupil on the line to dodge past their | by flicking wrist, push ball up and | to mixed ability teams of 7 and get them to decide on position |
| | Note skills we do well and those | catching technique – <u>Teaching Point's</u> | they can do in 1 minute | when they hear the whistle they stop | for 5 tries each then swap. Allow | out | Recap footwork rule and last |
| | we need to improve | (TP"S) – Eyes on ball, W shape hands behind ball, soft loose fingers, clamp | 2. Teacher then demonstrates bounce | and pivot to change direction | children to discuss what they did and | 2. Allow pupils in their pairs to | weeks. |
| | | fingers around ball when ball hits | hands, Step in to pass, push ball down | Split the class in half, 1 half with a | their answers and allow good answers | Then send 2 teams of 7 to start | Have 2 pitches set up – 1 on |
| | | hands 2. Allow pupils to practice their | and out. Pupils in their pairs practice | ball, 1 half without, the children with halls find a space, the pupils without | to be demonstrated. 2 From what the children have said | activity 2 | basketball/netball court, 1 on |
| | | passing and catching using correct | technique | must move around the area, receive a | decide as a class what the TP's are for | 3. Having 2 groups of 7 left allow | space behind marked out with |
| | | catching technique 3. Then again see how many catches | 3. Then pupils gain see how many passes they can make in 1 minute. | pass, pivot and pass back. Swap over after a few minutes. | dodging (dummy going one direction, then change to other direction and | to practice shooting correctly at the | end for goal) |
| | | the pairs can do in 1 minute – show of | Discuss outcome between both sets of | | sprint off) | goal. | |
| | | hands who beat their 1 st score Activity 3 – <i>The Chest pass</i> | scores, who beta 1 st score, why? <i>Progression</i> | Activity 2 – Footwork 1. Teacher explains the footwork rule | 3. Then 2 pairs join to create groups of 4. Set up as below. Children now | Progression for MA – Encourage | Pitch 1 (basketball/netball court) – A goal is scored by |
| | | 1. Teacher/child demonstrates the | Children to try bounce pass using | - which you cannot move the foot you | take it in turns to practice dodging in | them to shoot from further distances and different angles | shooting in to posts, only GA |
| | | chest pass – TP's – W shape hands behind ball, push ball out, step in to | hula-hoop in the middle. How many. Ball must always bounce in hoon and | landed on until you've passed the ball, but can pivot on it. | order to receive a pass from the feeder. 2 children. 1 at a time will take | 4. Then have cones set out in semi- | and GS can score (swap |
| | | pass, hands to then point to | be caught successfully. | 2. Pupils then move around the area, | it in turns to dodge defender to | circle (varying distances and angles) | positions) |
| | | target/partner | Activity 2 – Overhead pass | when they hear the whistle they stop | receive pass from feeder, if they receive pass it is 1 point, if not point | and allow children to work their way | |

| | | | | | 1 | 1 | |
|----------------|--|--|--|---|---|--|---|
| | | Allow pupils to practice the chest pass in their pairs, increasing the distance between them if the pass is too easy Progression 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 st to 5 points then swap piggy 3. Then pupils to see how many passes and catches they can do in 1 minute Plenary Questioning – Q – Which pair beat their 1 st 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 | 1. Teacher demonstrates the overhead pass. TP's – 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 Progression 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. XX 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. Activity 3 – Game play 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 Plenary 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 | and then pivot on the foot they landed on Progression 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. 3. 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. Plenary 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 | to defender, 3 tries each then swap roles. X X O V X = pupils with ball, O = defender, V = feeder <u>Activity 2 – Marking</u> 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 1. Follow partner around everywhere they go 2. Stand straight on 3. Stand side on 4. Stand close to person with ball 5. Stand next to partner 6. 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/marking? <u>Game play</u> – 4v3 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. <u>Plenary</u> 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 | around each cone, only moving on if they have scored 5. Allow pupils to practice shooting whilst someone stands in front of them, with arms by side, children to take it in turns. <u>Activity 2</u> – Game play (7v7) 1. 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. 2. Play game again in larger area – encouraging children to move in to space when they haven't got the ball <u>Plenary</u> Q – Why do we need to use space? Q – What is the correct shooting technique? | Pitch 2 – A goal is scored by GS or GA placing the ball in to a hoop. 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. Plenary Q – What skills have we learnt this term? Q - Do you think we could use any of these skills in other games? |
| P.E DANCE – | The Sorcerer's Apprentice | LQ; Can we take on a role and use movement and gesture to portray | LQ; Can we move in unison to portray a character? | LQ; Can we add turns to our dance? | LQ; Can we improve and refine turns in our dance in a whole class | LQ; <mark>Can we move / turn in unison</mark> as a whole class? | LQ: Can we put together our dance?! |
| | -Gesture -Different heights -Turns | a character? Warm up - https://app.gonoodle.com/activities/run-the-red- carpet?sp-search&sn=search&st=video%20versions&sid= 409 Sorcerer's Apprentice Part 1 - Play the clip below - NO VISUAL the clip below - NO VISUAL | Warm up - https://app.gonoodle.com/activities/run-the-red- carpet?sp-search&sn=search&st=video%20versions&sid= 409 Sorcerer's Apprentice Part 1 Recap last week. www.executereverterere Watch second half of the clip – from 1 min 47. See how the broom follows the apprentice – how do they move? On my own – explore bouncy movements – children watch and evaluate each other's | Warm up – just dance – It's magic https://www.youtube.com/watch?v=SXHB oV-4y6E Recap week's 1 and 2. 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 | section of the dance? Warm up – just dance - It's magic https://www.youtube.com/watch?v=SXHB oV-4y6E Recap week's 1,2,3 Remember turns practised last week. Sorcerer's Apprentice Part 2 - dream https://www.youtube.com/watch?v=ZcesnqVFOu § Use music to practise | Warm up – just dance - Bruno Mars https://www.youtube.com/watch?v=_08- gqR2gPU Recap 1-4. Sorcerer's Apprentice Part 3 – brooms watch and describe. How can we include this on our dance? https://www.youtube.com/watch?v=oPDSoFgi vPA Revisit how the brooms move. | Warm up – just dance - Bruno Mars https://www.youtube.com/watch?v=_08- gqR2gPU Use all 3 clips and children practise and perform their dance. Part 1 – character, gesture and shadow https://www.youtube.com/watch?v=VErKCq1IGIU Part 2 – dream - turns https://www.youtube.com/watch?v=ZcesnqVF Ous |

| | | | In pairs – shadow move in unison | -low / high | | Children get into lines and |
|------------------|------------------|-------------------------------------|------------------------------------|--|----------------------------------|---------------------------------|
| | | REPLAY CLIP WITH VISUAL | – bouncy moves – high. | -how can we use our arms? | Create a class move and turn – 1 | choreograph how to progress – |
| | | | | | after the other. | direction, height, style f move |
| | | Split the children in half. Discuss | Swap leaders. | Sorcerer's Apprentice Part 2 - | | and turns / when to turn. |
| | | the features seen in the sorcerer | | dream | WWW and FBI | , |
| | | (nowerful in control) how can we | How's the apprentice feeling by | https://www.youtube.com/watch?v=ZcesngVF0u | | PracticeIII |
| | | show this in our movements and | the during and by and of the clin? | <u>s</u> | | |
| | | show this in our movements and | the during and by end of the clip? | | | |
| | | gesture Explain gesture | | Listen to music and watch. | | |
| | | And repeat with his apprentice | WWW and EBI | How might we move? To this | | WWW and EBI |
| | | (Mickey) | | music – bouncy / sweeping / | | |
| | | Half the children take on the role | | jumps? What fts the music? | | |
| | | of sorcerer and re-enact – using | | | | |
| | | powerful big movements. | | Using the music children plana | | |
| | | Half the children Mickey – repeat | | pathway and include a turn. – | | |
| | | – up to 1 min 47. | | repeat and refine. Evaluate each | | |
| | | | | other's. | | |
| | | Children repeat and swap roles | | | | |
| | | and evaluate each other's groups. | | Create a class move and turn – 1 | | |
| | | WWW and EBI | | after the other | | |
| | | | | | | |
| | | | | WWW and EBI | | |
| | | | | | | |
| PHSE | Hopes and Dreams | I.O. Can Lexplain my hopes | LO: Can Lunderstand that | LO: Can I think about hanny | Inspire day 19 03 21 | LO: Can I work out the |
| THISE | | and dragma to athem? | | this sate halo with | | stars has all to take to take |
| PSHE/SRE: | | and dreams to others? | sometimes hopes and | things to help with | Poverty and homelessness | steps I need to take to try |
| ligsow Schomo | | | dreams do not come true | disappointment? | roverty and nomelessness | and achieve a new goal? |
| Jigsaw Scheme | | | and this is upsetting? | | | |
| | | | | LQ: Can I plan new goals | | |
| | | | | after disappointment? | | |
| | | | | | | |
| French | | LQ: Can we recap -family | LQ: Can we extend animal | LQ: Can we extend animal | LQ: Can we extend animal | LQ: Can we begin to use |
| French: Days of | | and animals vocabulary? | vocabulary? | vocabularv? | vocabularv? | French words for sports? |
| the week | | Family – French is Fun – | French is Fun –Unit 4 – I've | French is Fun –Unit 4 – | French is Fun –Unit 4 – | French is Fun –Unit 5 – |
| the week. | | recan: Family section – | got a net | Games and singing | C_{0} - a big mistake | What Llike |
| Months of the | | Sound focus to and | Nanalaan / Josanhina | | Destination France | I'm Porod |
| year. | | Sound locus to end. | Napoleon / Josephille | | Destination France | THI BOLEU |
| | | | | | | |
| Music | | LQ: | LQ: | LQ: | LQ: | LQ: |
| | | | | | | |
| Music: Play | | | | | | |
| instruments | | | | | | |
| with increasing | | | | | | |
| with file easing | | | | | | |
| accuracy | | | | | | |
| developing an | | | | | | |
| understanding | | | | | | |
| of reading and | | | | | | |
| performing | | | | | | |
| staff notation | | | | | | |
| stan notation. | | | | | | |
| | | | | | | |
| | | | | | | |
| Learning | | | | | | |
| | | | | | | |
| Environment in | | | | | | |

| Children get into lines and choreograph how to progress – direction, height, style f move and turns / when to turn. | Part 3 – class unison with turns https://www.youtube.com/watch?v=oPDSoFgi vPA |
|--|--|
| Practise!!! | WWW and EBI |
| WWW and EBI | |
| LQ: Can I work out the steps I need to take to try and achieve a new goal? | LQ: Can I recognise the contributions I have made to a group effort? |
| LQ: Can we begin to use French words for sports? French is Fun –Unit 5 – What I like I'm Bored | LQ: Can we begin to use French words for sports? French is Fun –Unit 5 – Game 1 and 2 |
| LQ: | LQ: |
| | |

| corridor | | | |
|----------|--|--|---|
| displays | | | |
| | | | |
| | | | |
| | | | 1 |

INSPIRE DAYS -

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