



School Theme: **Celebrating Differences**

Literacy Tree Texts: **The Last Stop on Market Street/The Journey Home**

Week/ Date	Literacy	Numeracy	Science History Geography Computing	Art DT Music	RE PSHE	PE
<p><b>Week 1</b> 1<sup>st</sup> – 5<sup>th</sup> September</p> <p>2<sup>nd</sup> September – Inset Day</p> <p>‘Settling In’ Theme Week</p>	<p><u>Settling in Week/ Celebrating Differences</u></p>	<p><u>Settling in Week/ Celebrating Differences</u></p>	<p><u>Settling in Week</u> Settling in games and setting classroom rules – collaborative rule setting.</p> <p>Class sign the Classroom rules and laminates.</p> <p><u>Computing: Online Safety</u> ‘I am kind and responsible’ Reporting/ Supporting and Evaluating (See separate eLim planning)</p>	<p>‘Welcome to Paddington Bear Class’ display board – Ensure everyone has made / finished their hat.</p> <p>Children create a collage Paddington Bear for the centre of the board.</p> <p>All children to create a speech bubble with something interesting about them. E.g. Paddington’s speech bubble could say “I was born in Peru”.</p> <p><u>Art</u> Children to have a photo of them with half of the picture missing. Children draw the other side of face to match and colour using pencil crayons. Focus on accurate colours and details.</p>	<p><u>PSHE</u> Jigsaw Puzzle 1 – Being Me in my World Piece 1 - My Hopes and Fears for the Year. WALT: Identify some of my fears for this year. WALT: Recognise when I feel worried. WALT: Know who to ask for help. (See separate Jigsaw planning)</p> <p><u>Rainbow time</u></p>	<p><u>PE</u> No class teacher led PE – Settling in week</p> <p><u>PE</u> – No Inspired PE session this week.</p>
<p><b>Week 2</b> 8<sup>th</sup> – 12<sup>th</sup> September</p> <p>‘Celebrating Differences’ Theme Week</p>	<p><u>Settling in Week/ Celebrating Differences</u></p>	<p><u>Settling in Week/ Celebrating Differences</u></p>	<p><u>Geography</u> What is geography? What do geographers do? Discusser ‘starter slide’. Discuss Biscuit Bear – he is going to help us be geographers and explore the world with us. Today we are travelling to where Paddington Bear is from – Peru. Discuss where Peru is looking at world maps. Talk about the diversity of Peru’s physical features e.g.</p>	<p><u>Music</u> Kapow unit: Call and response (Animals) Kapow session 1: Going on safari WALT: Create short sequences of sound. (See separate Kapow planning)</p> <p><u>Art</u> Christmas Cards</p>	<p><u>PSHE</u> Jigsaw Puzzle 1 – Being Me in my World Piece 2 - Rights and Responsibilities WALT: Understand the rights and responsibilities of being a member of a class and school. WALT: Recognise when we feel worried and know who to ask for help. (See separate Jigsaw planning)</p>	<p><u>PE</u> PE – Inspired Schools - See separate planning</p> <p>Class teacher PE -</p>

			<p>the snowy Andes, the Amazon rainforest, a beach. Explore different stations of physical features and draw diagrams/ write about what you can see. Link to celebrating differences – have any of us or our families travelled from another country like Paddington?</p> <p><b>Forest School</b></p> <p><b>Forest Rangers</b> – Intro / Rules Children to explore the forest school area, including the fire circle, logs, tables and the shelter. Look together at the boundary flags and hazard flags. Work together to set up the forest school area. Sit around the fire circle and drink hot chocolate together. Recap on the rules and expectations of the forest school sessions. Leave flags etc for next class.</p>		<p><b>RE</b></p> <p>What do Jewish people believe about Torah?</p> <p><i>WALT: Discuss and understand the Torah and 'Giving the Law'.</i></p> <p>What is the Torah? I wonder which of the Ten Commandments you like the best? I wonder which one is the most important? Torah – Godly Play Children find out more about the Torah and what it is. This lesson includes the 'Giving the Law' Godly Play story about Moses and the Israelite people in the wilderness.</p>	<p>No PE session – Forest School.</p>
<p><b>Week 3</b> 15<sup>th</sup> – 19<sup>th</sup> September</p> <p>Literacy Tree – Text 1 – Week 1</p>	<p>Literacy Tree Last Stop on Market Street Week 1</p>		<p><b>Wow Starter</b></p> <p><b>Culture Awareness linking to British Values</b></p> <p>Discuss our new story. Explain characters were going on a journey as a family. Have you been on a family journey recently? Where did you go? What did you do? Was it fun? What did you enjoy about it? Explain these are called leisure outings. What else do we do in this country for leisure? Discuss children's ideas. On IWB look at activities that people from other countries may take part in. Explain other countries may have different activities. Discuss diversity and how we are all different in what we like to do. Link to British Values of showing respect to others.</p>	<p><b>Music</b></p> <p>Kapow unit: Call and response (Animals)</p> <p>Kapow session 2: Rhythmic safari <i>WALT: Copy a short rhythm.</i> (See separate Kapow planning.)</p> <p><b>Wow Starter</b></p> <p><b>Science linked to Art</b></p> <p>Recap learning of Animals from Year 1– naming animals, carnivore/ herbivore/ omnivore. Children describe external features as sort different pictures into groups. Link what know about animals to draw animals. Link to animals in story and use knowledge of external features to create drawings of animals onto card. Adult to model drawing external features. Children explore watercolour paints and experiment</p>	<p><b>PSHE</b></p> <p>Jigsaw Puzzle 1 – Being Me in my World Piece 3 - Rewards and Consequences <i>WALT: Understand the rights and responsibilities for being a member of my class.</i> <i>WALT: Help to make my class a safe and fair place.</i> (See separate Jigsaw planning)</p> <p><b>RE</b></p> <p>What do Jewish people believe about the Torah?</p> <p><i>WALT: Discuss and understand Simchat Torah traditions</i></p> <p>What is "The Torah"? Why is reading and obeying "The Torah" so important to Jewish people? Do we have 'laws' that we must obey that tell us what is right and wrong? Children to explore</p>	<p><b>PE</b></p> <p>PE – Inspired Schools - See separate planning</p> <p>Class teacher PE - Continuing from Inspired PE session.</p>

			<p>Activity – In groups children make mind maps of how we can show respect to others.</p> <p><b>Wow Starter</b>  <u>Geography</u></p> <p>Discuss Biscuit Bear, where has he come from? Discuss where Peru is looking at world maps. Explain Biscuit Bear wants to look at the physical features of places in UK.</p> <p>Recap on what a ‘physical feature’ is. Look at pictures of, forests, beaches, rivers and caves, discuss what they are and where they are found using maps.</p> <p>Do we have any of these features in school? Children go to field and wild area to look for physical features. Did you find any physical features? Why? Why not? How do you know they were not a physical feature?</p> <p>Compare to the physical features of Peru discussed in the last session.</p> <p><b>History</b>  <i>Significant Individual: Henry Ford</i></p> <p>Children find out about Henry Ford and how he produced cars. How did he do it? What did he do? When did he do it? Where? Discuss cars through the past.</p> <p>How have cars changed over time? Look at how cars have changed from then to now. Create a simple timeline of the history of motor cars and significant events that contributed.</p>	<p>with colours/ colour mixing. Look at pictures from the story book. Discuss how drawn and painted, using watercolours. Adult models mixing colours to use on drawing of animal. Children experiment with paints/ colours making different colours, relating to the animal they have drawn. Children use watercolours to paint their drawing of an animal.</p> <p><b>DT</b>  <i>Link to History – Henry Ford</i></p> <p>Explore different types of vehicles by looking at toys and pictures. Children look at and observe the different parts, including wheels and axle looking at how they move.</p> <p>Children to then design a car to go on a specific journey. They need to think about which type of vehicle would be suitable for each journey. E.g., jeep for safari, car for a beach trip.</p>	<p>idea that this is the time at the end of the Jewish year, that the Torah will have been read all the way through. Introduce the class to David, the Jewish boy persona doll. David lives you’re your school and he starts to tell the children about his family. Encourage the children to ask him questions (through you). This week David has brought Jewish flags and a small Torah scroll in his bag. He has celebrated Simchat Torah. Play and then sing along to "Simchat Torah" (<a href="#">Simchat Torah</a>) Show the class a short video of Simchat Torah being celebrated in synagogue. Enact some of the celebrations.</p>	
<p><b>Week 4</b>                  22<sup>nd</sup> – 26<sup>th</sup>                  September</p>	<p>Literacy Tree                  Last Stop on                  Market Street                  Week 2</p>		<p><b>Science</b></p> <p>Children to make observations of growth in humans and animals in a story and then extend to other animals</p>	<p><b>Music</b>                  Kapow unit: Call and response                  (Animals)                  Kapow session 3: Call and response</p>	<p><b>PSHE</b>                  Jigsaw Puzzle 1 – Being Me in my World                  Piece 4 – Rewards and consequences</p>	<p><b>PE</b>                  PE – Inspired                  Schools -                  See separate                  planning</p>

<p>Literacy Tree – Text 1 – Week 2</p> <p>23<sup>rd</sup> September Rosh Hashanah PM activities</p> <p>24<sup>th</sup> September Bridgwater Fair Welly Walk and Picnic</p> <p>26<sup>th</sup> September Macmillan Coffee Morning</p>			<p>and plants that could be in different settings. Children to match offspring to animals including humans.</p> <p><u>Computing: Sorting my birds (Data handling/core)</u></p> <p><b>Session 1 – Investigate and sort data.</b> Investigate and sort pictures of birds that can be found in the school grounds /gardens. (See separate eLim planning)</p> <p><u>Forest School</u> <b>Forest Rangers</b> – Welly Walk</p>	<p><i>WALT: Learn a traditional song from Ghana</i> (See separate Kapow planning)</p> <p><u>Geography</u></p> <p>Biscuit Bear enjoyed our welly walk this morning! Biscuit has asked us to create a map of our journey, including some of the physical features we saw as we walked. Use Google Maps to remind of the features on the route. Show children a variety of maps and explain what a key is used for and why there would be a compass on a map. Children then to create their own map using a key and a compass</p>	<p><i>WALT: Listen to other people and contribute my own ideas about rewards and consequences.</i> <i>WALT: Help make my class a safe and fair place.</i> (See separate Jigsaw planning)</p> <p><u>RE</u></p> <p>Rosh Hashanah – Jewish New Year. Learn about the traditions of Rosh Hashanah and the foods related to the celebrations. Try apples and honey.</p>	<p><b>Class teacher</b> <b>PE -</b> No PE session – Forest School.</p>
<p><b>Week 5</b> 29<sup>th</sup> September – 3<sup>rd</sup> October</p> <p>Literacy Tree – Text 1 – Week 3</p> <p><b>Writing assessments</b></p> <p>1<sup>st</sup> October Black History Month assembly.</p> <p>3<sup>rd</sup> October National Poetry Day – Read aloud the class poems in assembly.</p> <p>2<sup>nd</sup> October Phonics Parent Workshop</p>	<p>Literacy Tree Last Stop on Market Street Week 3 Writing assessment 1</p>		<p><u>Computing: Sorting my birds (Data handling/core)</u></p> <p><b>Session 2 – Make a ‘decision tree’</b> Talk about and show different types of data. Children to make a ‘decision tree’, using a branching database online. (See separate eLim planning)</p> <p><u>Science</u></p> <p>Find out about and describe the basic needs of animals including humans, for survival. (Water, food, air) Discuss animals in story. How do they get what they need in each place visited? Children to select an animal linking to the story and record their basic needs and how they are met.</p>	<p><u>Music</u> <b>Kapow unit: Call and response (Animals)</b></p> <p>Kapow session 4: Rhythmic response <i>WALT: Create rhythms based on call and response.</i> (See separate Kapow planning)</p> <p><u>DT</u> <i>Link to History – Henry Ford</i></p> <p>Investigate different materials and tools needed to create and make the vehicles. Investigate using saws to cut wood, different ways of piercing holes to attach wheels and joining materials together etc.</p>	<p><u>PSHE</u> Jigsaw Puzzle 1 – Being Me in my World Piece 5 – Our learning charter <i>WALT: Understand how following the Learning Charter will help me and others learn.</i> <i>WALT: Work cooperatively.</i> (See separate Jigsaw planning)</p> <p><u>Rainbow time</u></p>	<p><u>PE</u> <b>PE – Inspired Schools -</b> See separate planning</p> <p><b>Class teacher</b> <b>PE -</b> Continuing from Inspired PE session.</p>

<p><b>Week 6</b> 6<sup>th</sup> – 10<sup>th</sup> October</p> <p>Literacy Tree – Text 2 – Week 1</p> <p>8<sup>th</sup> October Harvest Festival Assembly (church).</p> <p>10<sup>th</sup> October World Mental Health Day</p>	<p>Literacy Tree The Journey Home Week 1</p>		<p><u>Computing: Sorting my birds (Data Handling /core)</u> <b>Session 3 - Ask and answer questions.</b> Generate questions to be answered. Collect, record and present data.</p> <p><u>History</u> <b>Significant Individual: Henry Ford</b> Recap on the timeline of cars we created in the last history session and think about how we have been designing and preparing to make our own model vehicle. Look at Power-Point on Henry Ford. Create a fact file of Henry Ford and record interesting facts about his life.</p> <p><u>Science – Animals</u> Compare things in story that are living, dead or have never been alive. Look at the different places in story and identify things under headings. E.g., dead leaves, grass, animals and bags / clothing for never lived. Activity – children build group charts under headings, writing on strips of paper and adding items to the different groups.</p> <p><u>Forest School</u> <b>Forest Rangers</b> – Garden Week</p>	<p><u>Music</u> <b>Kapow unit: Call and response (Animals)</b> Kapow session 5: The safari event WALT: Add dynamics to a structure of rhythms. (See separate Kapow planning)</p>	<p><u>PSHE</u> Jigsaw Puzzle 1 – Being Me in my World Piece 6 – Owning our learning charter WALT: Recognise the choices I make and understand the consequences. (See separate Jigsaw planning)</p> <p><u>RE</u> <b>What do Jewish people believe about Torah</b> WALT: Learn the name Adonai and what it means to Jewish people. What is Shabbat? Why must he rest? Why does his family enjoy Shabbat - what makes it special? Children to find out about one aspect of the law or the Torah: Keeping the sabbath holy by resting just as Adonai rested when he created the world. Light the candles and sing "Two Candles Burn" song together. Talk about the meaning of the words. Listen to what the children say about the start of Shabbat (Friday night) on Jewish Way of Life. <a href="http://reonline.org.uk/specials/jwol">http://reonline.org.uk/specials/jwol</a>  Children to draw a picture of the challah loaves and candles and write why Shabbat is a special day of rest. What do the things Jews do on this day "say" to them about what God is like and the way He wants people to live?</p>	<p><u>PE</u> PE – Inspired Schools - See separate planning</p> <p>Class teacher PE - No PE session – Forest School.</p>
<p><b>Week 7</b> 13<sup>th</sup> – 17<sup>th</sup> October</p> <p>Literacy Tree – Text 2 – Week 2</p>	<p>Literacy Tree The Journey Home Week 2</p>		<p><u>Computing: Sorting my birds (Data Handling/core)</u> <b>Session 4 – Present my data</b> Compare different ways of presenting information. (See separate eLim planning)</p>	<p><u>DT</u> <b>Link to History – Henry Ford</b> Making a vehicle - Project end piece. Revisit joins and the materials needed to make their own cars. Discuss links to</p>	<p><u>Rainbow time</u></p>	<p><u>PE</u> PE – Inspired Schools - See separate planning</p>

<p>17<sup>th</sup> October Parents' Day</p>			<p><u>Science – Animals</u> Recap learning from the last few weeks – all animals and plants go through changes in their lives. Look at the life cycle models (plant, bee, frog etc) and work together to order them. Children to create a diagram life cycle of</p>	<p>Henry Ford and how our designs are similar/different. Children to make/ assemble their cars/vehicles using their own designs. Children review and evaluate their final piece, suggesting how they could improve their design and what they would do differently if made again.</p>		<p>Class teacher PE - Continuing from Inspired PE session.  Class Sponsored event – to be confirmed</p>
<p><b>Week 8</b> 20<sup>th</sup> – 24<sup>th</sup> October  Literacy Tree – Text 2 – Week 3  Assessment Week – Including writing assessments  21<sup>st</sup> October Diwali PM activities.  21<sup>st</sup> October RSHE Parent Workshop  24<sup>th</sup> October Inset Day</p>	<p>Literacy Tree The Journey Home Week 3 Writing assessment 2</p>		<p><i>Fantastic Finishers</i>  <u>Forest School</u> <b>Forest Rangers</b> – Scarecrow Trail</p>	<p><i>Fantastic Finishers</i></p>	<p><u>RE</u> <u>Diwali</u> Diwali powerpoint – why is Diwali a special time for Hindus? Share the story of Rama and Sita. Create / decorate Diva lamps.  <u>Rainbow time</u></p>	<p><u>PE</u> PE – Inspired Schools - See separate planning  Class teacher PE - No PE session – Forest School.</p>