

Grace Darling and the seaside Autumn A

	<u>Week 1</u>	<u>Week 2</u>	<u>Week3</u>	<u>Week4</u>	<u>Week 5</u>	<u>W 6</u>	<u>W7</u>
Literacy	Mystery of GD Punctuation and good vocab to describe seaside settings.	Reading: sorting Grace's day into sections. Describe The Farne Islands using adjectives	Punctuation Big writing: Diary A day in the life of Grace Darling.	Conjunctions Drama of the rescue, ordering events of the rescue, retelling the rescue.	Capitals for names. Big write: rescue Philosophy and ordering events of light housekeepers cat	T4W The magic porridge pot. Read/map/ actions. (may not do this year and focus on skills?)	T4W adapt story. BW Sorry I shrunk the kids habitats
History	<u>Who was Grace Darling?</u> Grace Darling mystery. What do we know, want to know? Key questions	What was life like on The Farne Islands for The Darling family? How is it similar/ different to mine?	Daily life on the Farnes. How can we tell Grace lived in the past? Comparisons. Begin to discuss rescue	<u>The Rescue</u> Order events of the rescue, retell through drama, living graph, sentences	<u>The Rescue</u> Retell story in writing. What happened to Grace next?	Why do we remember Grace Darling? Grace Darling's legacy.	Compare Grace to modern day heroines. Research the first female RNLI member.
Topic Seaside	Have we been to the seaside? Where? What was it like? What did we do there? Discuss images of seaside holidays.	Discuss physical / human features of the seaside. Where are light houses? Where is Bamburgh and Farne Islands?	What were seaside holidays like when grand-parents, great grandparents were young? Comparisons venn diagram.	(Usually but not due to covid?) Visitor to talk about seaside holidays in the past?			Visit to RNLI- Covid dependent
Science	Classify images into groups of living, dead, never alive. Give reasons for choices.	Discuss "What is a habitat?" What does it provide? Explore the Farne islands as a habitat.	Explore a range of habitats to discuss how each one provides for the needs of animals. Estates agents	Explore the school garden as a habitat. What does it provide? Who lives there and why are they suited?	What do animals eat? What is a food chain? Explore food chains in a range of habitats.	<u>Working scientifically</u> Which questions can we actually find answers for?	Do garden animals prefer dark or light places? Sorry I shrunk the kids big writing
PHSE	Billy's first day I know how to make our class a safe, kind, happy place using our rules. Talk about weak/ strong emotions.	What are the qualities of a good friend and friendship? How do good friendships make us feel? Am I a good friend? Fall outs with friends	I can make someone feel good by giving compliment. Talk about the power of what we say to each other in our relationships.	Identify/ respect similarities/ diff in friends: physical, cultural, family appearance, religion, language, preferences, opinions.	I know what it feels like to relax and the importance of rest, time with friends and family, benefits of hobbies.	I know the difference between right and wrong in a school context. Relate this to how we treat friends.	Friendships- getting on and falling out. How can we overcome conflicts in our friendships?
DT	Week 2 when training day: Investigate winding mechanisms in toys, make with construction kits. Investigate ways of making winding mechanisms and discuss strengths and weaknesses.		Using LKL as stimulus. Design a model light house with a WM to winch up lunch box.	Construct lighthouse from junk materials and make a WM with a straight axle.		W6 7Apply finishing techniques. Evaluate lighthouses.	
ICT	Establish School 360 rules. Use passwords to log onto 360.	Explore the "Paint" pages of J2E to create a beach picture.	Develop paint pages using animate to create moving pictures of seaside	Explore the "Write" pages of J2E to create a beach passage/ picture.	Explore, analyse and create pictograms		
Dance	Lesson 1, track 7 and 8. Exploring movements in response to stimuli	L 2, track 7, 8, 9 Repeating a movement phrase with a partner	L3, track 11-14 Compose and perform dances to express moods ideas, feelings.	L4 Perform a set movement phrase using range of body parts actions. Groups.	Lesson 5 /6 Explore, remember repeat a range of actions with control, coordination and expression. Performances.		
Games	Discuss imp of coordination. Judge throw depending on situation. Cups /saucers, loopy distance throws.	Coordination in movement. Warm up: Tennis ball tag. Slalom team races, cups and saucers.	As w2 and target throws. Treasure grab warm up. Circuit: big ball circle throw, tennis ball pass, slalom run, bean bag	As w3Travel in decreasing area, change method of movements, penalty contact, circuit, caterpillar, tennis ball pass, slalom big ball circle .		Caterpillar concentration speed. Ordination, tennis ball pass, big ball pass out of sync. Bean bag target throw.	
music	Introduction to music. Listen and appraise. Explore instruments.	Rhythmic sequences, beginning to understand pitch.	Note values crotchet, minim, quaver. Develop memory, pitch rhythm.	Learn food rhythms. Develop memory skills, pitch and rhythm. Compositions.	Learn about the semibreve. Sing, instruments improvisation.	Consolidate food rhythms, extend pitch work. Explore Charanga and further vocal work.	
RE	Stories about kindness and helping from many religions.	Good Samaritan story.	Consider how we can care for others? Learn about Hindu tradition of Raksha Bandha	Consider Grace Darling as a Christian. Why do Christians help others?	Consider how Christians see God as a caring and helpful. The Lost Sheep	Consider how Christians give thanks and give to those in need. Learn about celebrations of Harvest, Thanksgiving and Sukkot. Look at work of WFP.	

