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| <p>ART Create city scape in the style of Tom Schulten. Make a model of house using recycled materials. Paint after using different brush strokes and sponges etc. Look at Van Gogh landscapes – recreate country landscape in van Gough style. Discussion about similarities and difference about artist work they have looked at. (Van Gough/Tom Schulten.)</p> | <p>GEOGRAPHY Identify Birmingham on a map of the UK. Identify and research famous landmarks in Birmingham (use aerial photos). When comparing past and present Birmingham, identify changes in human and physical features overtime. Draw the route you took on your local walk. Consider how the children can look after their local area.</p> | <p>MUSIC To be able to create a sound that reflects a topic. E.g. – Noise of Cars/ tractors/ lorries, Sounds of farm animals, Old McDonald. To be able to use their voice to do: Humming, whispers, whistles. To be able to sing in unison with a group. E.g. Children performing a song/ nursery rhyme together in small groups or as a whole class. To be able to explain to each other which of two sounds are higher or lower? Ideas: Going on a journey – Funky Feet Music Resource/ Song compilation. Create their own journey song using voices, body percussion etc. Weekly Music Assemblies Performing journey songs, singing together at the end of the day, break</p> |
| <p>COMPUTING To recognise common uses of technology. To learn the names of basic parts of a computer. To be able to name and describe the functions of the mouse, screen, keyboard and CPU. To be able to log into the laptops independently. To become confident using a keyboard. To be able to log into purple mash using our own username and password. Ideas: Technology walk in around school. Logging into laptops/purple mash. Using I pads to take pictures.</p> | <p>HISTORY How have our homes and country changed overtime? Timeline showing changes to homes. Compare and contrast homes from the past and today. Create a research project showing Birmingham then and now (Bullring, library). Explore images from the past.</p> | <p>R.E To identify when it is easy and difficult to show friendship and to explore when Prophet Muhammed (PBUH) may have found it difficult. To re-tell the Easter story and understand that Jesus’ means for Christians.</p> |
| <p>D.T Use tape and glue to create temporary joins, fixed joins, & moving joins. Roll, fold, tear and cut paper and card. Food :Name foods from each section of the EatWell plate and understands they should eat at least 5 portions of fruit and veg each day. Understand that food comes from plants and animals and has to be farmed, grown or caught. Ideas: Make a home for town mouse or country mouse in a shoe box. Grow a plant from a seed. Food – Eat well plate / learn about a balanced diet Design a dish / recipe for Town Mouse or Country Mouse – where does food come from – farmed / grown or caught</p> | <p style="text-align: center;">TOWN & COUNTRY</p>  | <p>SCIENCE Identification of specific animal ‘families’ Carnivore/Omnivore/Herbivore. PE tying in with movement, look at/imitate animal movement, look at animal structure/skeleton. Maths – size of animals – pictograms/Bar graphs, comparing weights/heights. Writing – encyclopaedia entry for an animal. Art – drawing features – feathers/teeth, bones, claws, eyes etc. DT: design perfect home/enclosure for specific type of animal based on knowledge of habits/food/other needs. Geography - looking at where ‘families’ of animals come from in the world. History - understanding that not all animals that have ever lived are still alive today - extinction.</p> |
| <p>P.E Basketball (teacher) Dodgeball (P.E. coach)</p> | <p>P.S.H.E LIVING IN THE WIDER WORLD- knowing how to become a responsible citizen and to begin to understand economic well-being. Sustainable Living - Links to Health4Life project Litter: The picnic Plastic Pollution Article 24 (health and health services)</p> | |