



<p>COMPUTING ARTICLE 16, 17 + 29</p>		<p>Phonics Play</p> <p>Skills: Logging on/ off tablets.</p>	<p>Phonics Play</p> <p>Skills: Logging on/ off Using websites respectfully.</p>	<p>Linked with topic work – Isaac Newton</p> <p>Skills: Logging on/ off Using technology respectfully.</p>	<p>Phonics Play</p> <p>Skills: Logging on/ off Using websites Safely</p>	<p>Linked with topic work – Flight</p> <p>Researching a topic/presentation <i>Switched on ICT Unit 3.1- We are Researchers</i></p>	<p>Linked with topic work – Flight</p> <p>Researching a topic/presentation <i>Switched on ICT Unit 3.1- We are Researchers</i></p>
<p>ART & DESIGN ARTICLE 29</p>	<p>Self Portraits</p>	<p>Self Portraits</p>	<p>See Design Technology</p>	<p>See Design Technology</p>	<p>See Design Technology</p>	<p>See Design Technology</p>	<p>See Design Technology</p>
<p>DESIGN TECHNOLOGY ARTICLE 29</p>			<p>Wheels and Axels-</p> <ul style="list-style-type: none"> • Explore and evaluate a range of wheeled products such as toys and everyday objects. <i>How do you think the wheels move? How do you think the wheels are fixed on? Why do you think the product has this number of wheels? Why do you think the wheels are round?</i> • Draw an example of a wheeled product, stating the user and purpose, and labelling the main parts e.g. body, chassis, wheels, axles and axle holders. • Walk around the school building and grounds, recording how wheels and axles are used in daily life. • Read a story or non-fiction book that includes a wheeled product. Use this to introduce relevant vocabulary and to emphasise user and purpose. 	<p>Wheels and Axels- make a plane Using recycled materials to build planes. Link to recycling. Discuss with the children what they will be designing. Ask children to generate, develop and communicate their ideas as appropriate e.g. through talk and drawing. Talk about, evaluate and share ideas with other children/adults.</p>	<p>Wheels and Axels- make a plane Using recycled materials to build planes. Link to recycling. Make their wheel and axle product using their design ideas and criteria as an ongoing guide. Using construction kits with wheels and axles, ask children to make a product that moves.</p> <ul style="list-style-type: none"> • Demonstrate to children how wheels and axles may be assembled as either fixed axles or free axles. • Show different ways of making axle holders and stress the importance of making sure the axles run freely within the holders. • Ensure that children are taught how to mark out, hold, cut and join materials and components correctly. 	<p>Wheels and Axels- make a plane Using recycled materials to build planes. Link to recycling. Make their wheel and axle product using their design ideas and criteria as an ongoing guide. Using construction kits with wheels and axles, ask children to make a product that moves.</p> <ul style="list-style-type: none"> • Demonstrate to children how wheels and axles may be assembled as either fixed axles or free axles. • Show different ways of making axle holders and stress the importance of making sure the axles run freely within the holders. • Ensure that children are taught how to mark out, hold, cut and join materials and components correctly. 	<p>Wheels and Axels- make a plane Using recycled materials to build planes. Link to recycling. Ask children to evaluate their finished product, communicating how it works and how it matches their design criteria, including any changes they made.</p>



<p>MUSIC ARTICLE 29</p>		<p>See music express – unit plans. Ourselves / Toys</p>	<p>See music express – unit plans. Ourselves / Toys</p>	<p>See music express – unit plans. Ourselves / Toys</p>	<p>See music express – unit plans. Ourselves / Toys</p>	<p>See music express – unit plans. Ourselves / Toys</p>	<p>See music express – unit plans. Ourselves / Toys</p>
<p>PE ARTICLE 23, 24, 27, 29 + 31</p>		<p>Gymnastics (PPT on system). Body Management + shapes intro TOPS card: Ship Shape/Shape up. See PE Team/PPA Active Play training week.</p>	<p>Gymnastics (PPT on system). Balance TOPS card: Steady as a rock. Dodgeball</p>	<p>Gymnastics (PPT on system). Travel. TOPS card: Time to Travel. Dodgeball</p>	<p>Gymnastics (PPT on system). Introducing Sequences – Balance + Travel. TOPS card: A routine matter. Dodgeball</p>	<p>Gymnastics (PPT on system). Introducing working with a partner. TOPS card: Double up. Dodgeball</p>	<p>Gymnastics (PPT on system). Intra Performance Prepare + Perform sequence. Dodgeball</p>
<p>RE ARTICLE 2, 12, 14, 29 + 30</p>		<p>To discuss what we know about God. What does the word mean?</p>	<p>Who is a Muslim and what do they believe?</p>	<p>Who was the Prophet Muhammad and why is he important to Muslims?- Look at a story about Allah and Prophet Muhammad.</p>	<p>What is a mosque and what happens there?</p>	<p>Look at prayer mats Discuss what they look like. Look at other Islamic artefacts.</p>	
<p>PSHCE ARTICLE 9, 12, 24, 25, 27, 29 + 30</p>	<p>The ZONES of Regulation recapping.</p>	<p>Living in the wider world To learn how they can contribute to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them The ZONES of Regulation recapping.</p>	<p>To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) The ZONES of Regulation recapping.</p>	<p>For pupils to learn that they belong to various groups and communities such as family and school 'them' The ZONES of Regulation recapping.</p>	<p>About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency The ZONES of Regulation recapping.</p>	<p>To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) The ZONES of Regulation recapping.</p>	<p>To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices The ZONES of Regulation recapping.</p>

LOTC to be indicated on Planning **RRSA** to be indicated on planning with articles **ECO** to be indicated on planning