

**Curriculum Learning w/b: 4.1.21**

<i>Subject</i>	<i>Learning Objective</i>	<i>Activity</i>	<i>Assessment/ Evaluation</i>
<i>Science</i>	<i>I can read off a simple thermometer with labelled divisions</i>	Through the power point, introduce the idea of temperature and the use of the thermometer to measure this. Gather ideas for adjectives to describe temperature and keep for activity later. Show real thermometers and large class one with divisions of 1:1 for degrees Centigrade. Explain freezing and boiling point and chd them move on to making own card moving thermometer. Chd order adjective from most to least temperature and encourage use of these words in future work.	
<i>KNOW History / Geography</i>	<i>I know that the Beaufort Scale is used to record wind strength.</i>	Introduce the weather through the power point and ask chd to say when and where they hear weather being described. Look out of the window. What is the weather like today? How would they record this weather, in words or pictures or both? Focus on the wind and talk about the Beaufort Scale. In words and pictures describe each number from 1 to 12. Chd then complete the picture grid to show each step. Begin a class record on display showing the wind on the scale for the next week.	
<i>RE / PSHE</i>	<i>I can describe some of the people Jesus was friends with.</i>	Introduce the idea of Jesus being a friend to everyone. Who are our friends? Share the story of how Jesus found and chose some of his special friends, his disciples: Luke 5:1-11 You tube: 56 Jesus chooses his disciples  Why do we choose our friends? What makes them so special to us? Chd then move round desks to write on friends paper what they like and admire about them the most and what makes them special. Chd then can add these to a friendship flower of petals that open out to reveal their face inside.	
<i>Art / DT</i>	<i>I understand what a tessellating</i>	Show power point that reveals tessellating shapes in nature and in our daily life, bricks,	

	<i>shape is and that repeating patterns can be found in nature. Use simple tools to create our own repeating patterns.</i>	<p>fish scales etc. Show how artists do this: <a href="http://www.bbc.co.uk/education/clips/zthsb9q">www.bbc.co.uk/education/clips/zthsb9q</a></p> <p>Chd have 2 black and 2 white paper pieces to experiment with by dipping items in to create repeating patterns, light colours: ie: lego dot blocks, bottle tops, thick card edges... Experiment with the pattern creation, allowing one to dry as they work on the other so they can experiment with over lapping etc.</p> <p>Lay out on all desks and chd go round to comment and see their friends work. Keep one for art books.</p>	
PE	<i>I can follow instructions to complete an exercise circuit. I can describe what stamina is.</i>	Warm up and introduce the different circuit exercises to class. Explain about how stamina is the body's ability to continue with an exercise or task for a sustained length of time. As a class go round and try each activity and stop to describe feeling of effect of exercise on the body after each one. Give time for recovery between each exercise.	
ICT		X	
Music		X	
15 minute brain buster	PSHE	<p>Introduce the book: The Boy, the Mole, the Fox and the Horse. Read through this book in 3 sections over the week, stopping for discussion at each section. Encourage personal responses from the class to be added to display wall. Complete the following 3 activities as a class:</p> <ol style="list-style-type: none"> <li>1. Introduce Random Acts of Kindness to the class. RAOK. Look out for these over the coming weeks and award certificates for each one.</li> <li>2. As a class complete the following: Being kind is .... Being brave is ... Being loving is. Being strong is .... Being honest is ... Being curious is ...</li> <li>3. Link to RE here. What things do you admire most about ....?</li> </ol>	

<i>Group guided reading</i>		X	
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