

Summer

1

PE- Dance



We began our Dance topic by listing our favourite sweets and chocolates. We talked about how these sweets and chocolates may moved and created movements for these.

We then created a sequence of movements from walking to the sweet shop, arriving there and finding our favourite sweets. We practised following the rhythm 1,2,3,4.



PE- Hands 2



We began our Ball Skills: Hands 2 topic by practice throwing and catching the ball. We added a hoop into the game and practice throwing into a target.



To increase the difficulty, we changed the height of the hoop and direction of the hoop. This allowed us to practice different types of throws.

Personal Development

- Teamwork

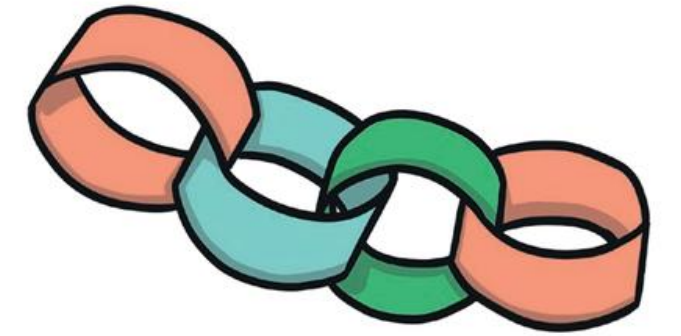


We completed a teamwork game in small groups. We used our listening and communication skills to create a paper chain.

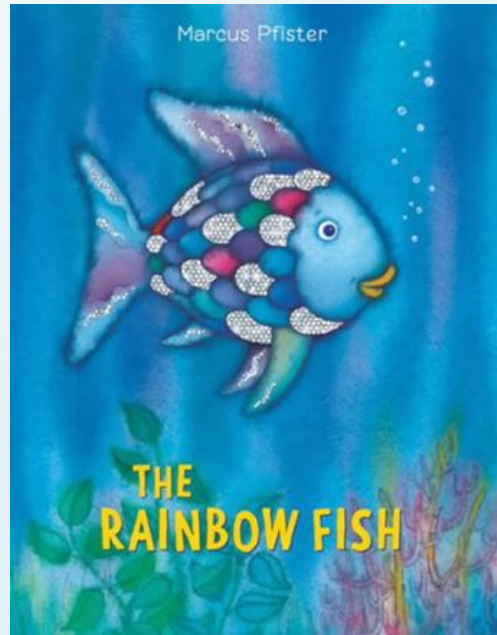
Paper-Chain Race

Split children into groups of four or five. Give children 8 to 10 sheets of paper. (You can use scrap paper to help with recycling!) Set a timer (e.g. 15 or 20 minutes). Children must then work together to make their strips of paper and create the longest paper chain.

The team that has made the longest paper chain wins.

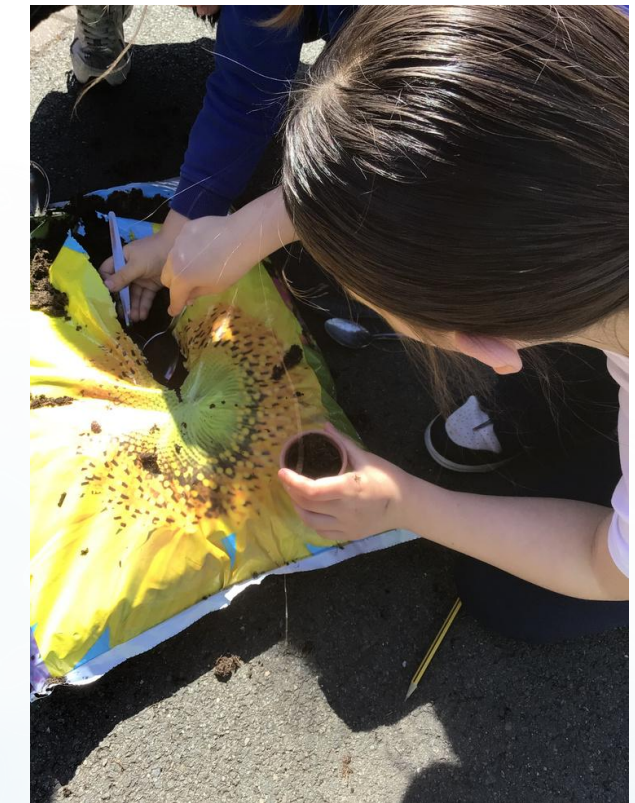
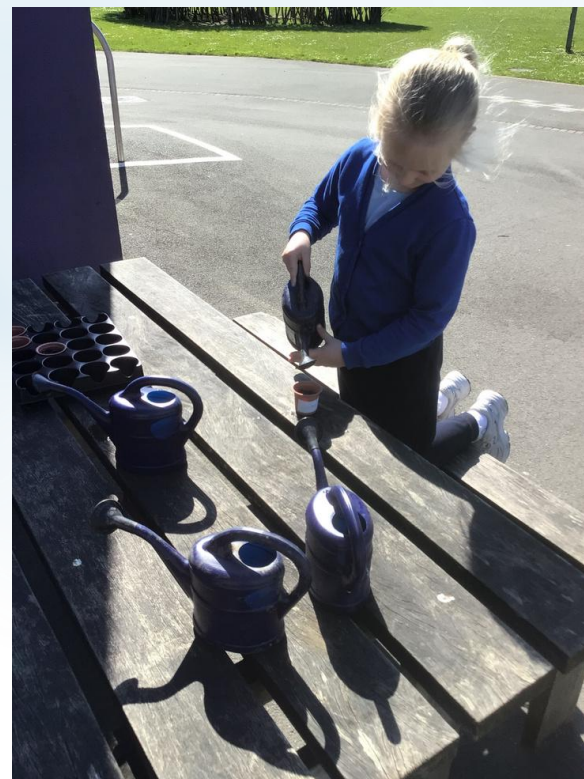


We read the book 'Rainbow Fish' and discussed the concept of teamwork. We talked about different examples of teamwork in our everyday life.



Science – Plants

We have been learning about the life cycle of a plant and the things a plant needs to be healthy.



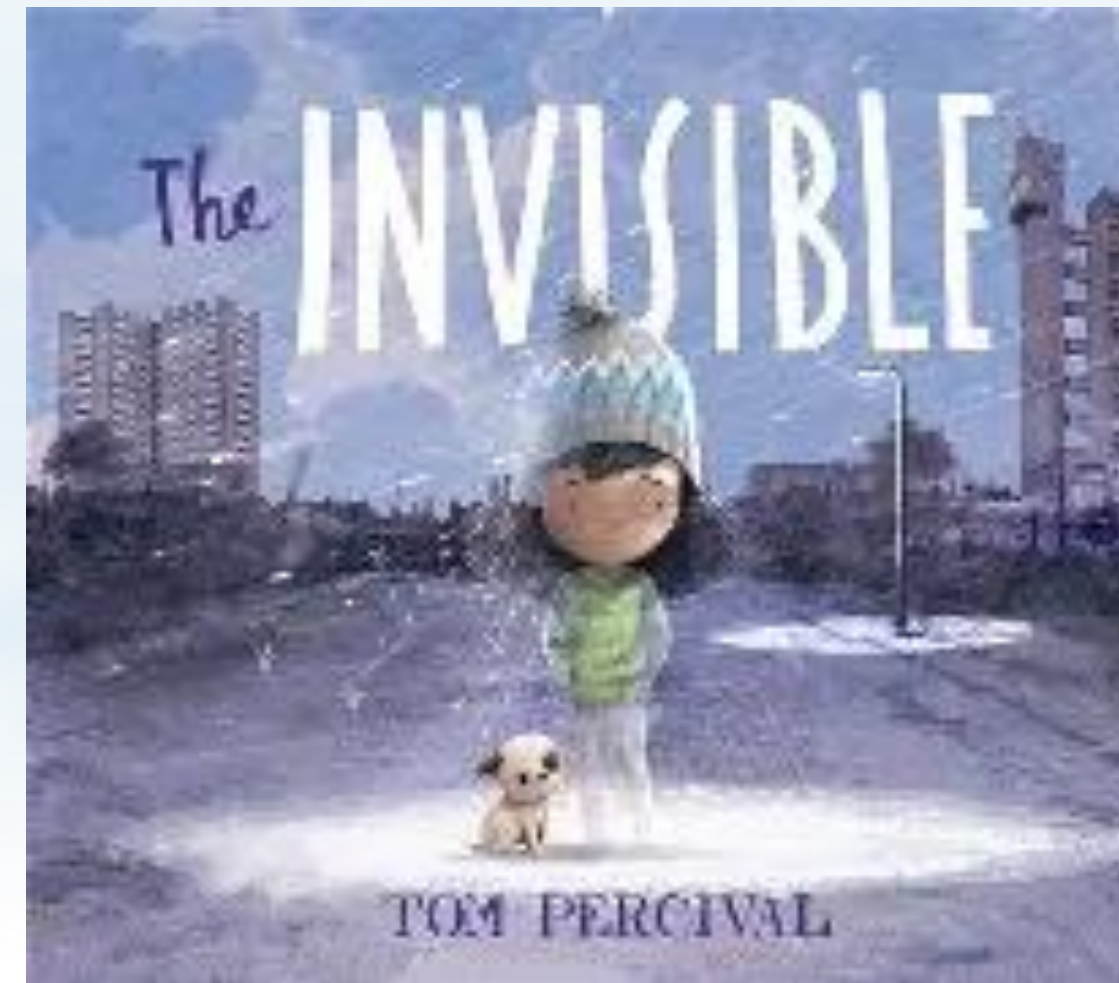
Today we planted our own sunflowers. We are going to put them in sunlight, where the temperature is right and water it daily. We hope that our plants will grow to be healthy.

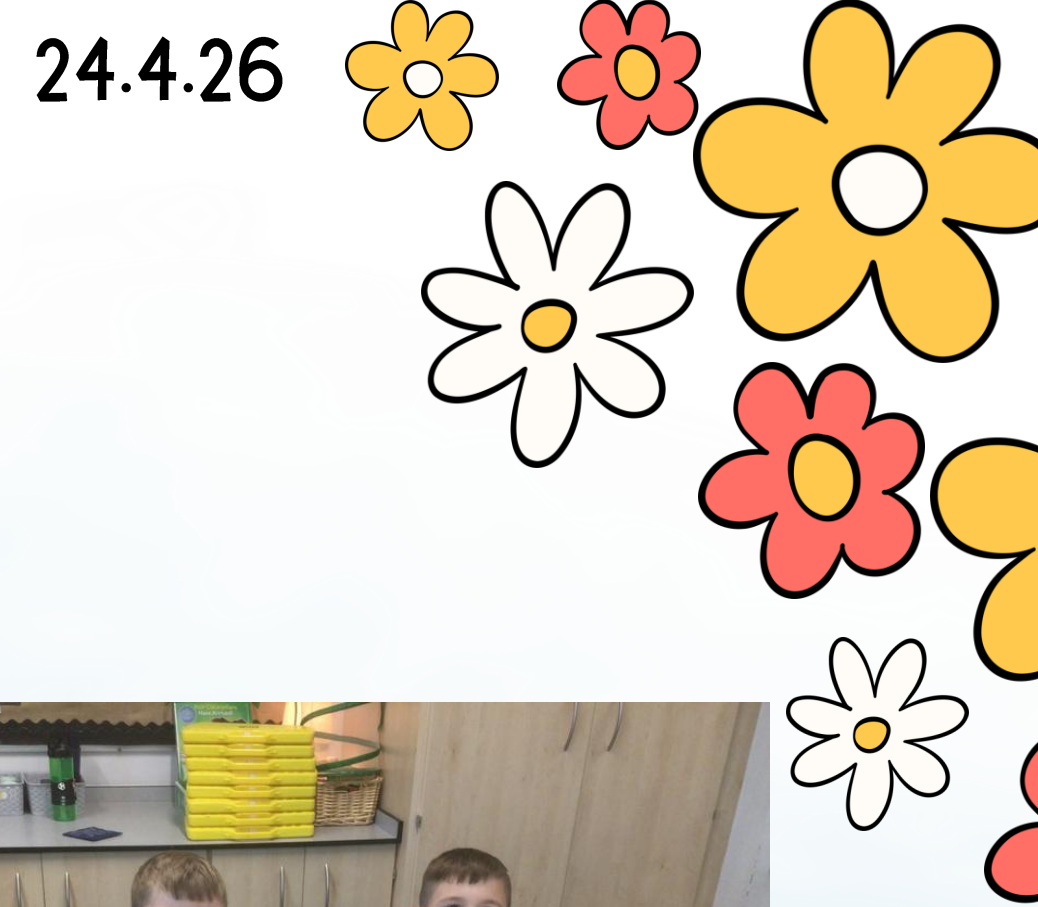


Rights Respecting – Article 27^{22.04.26}

Every child has the right to food, clothes and a safe place to live.

We discussed what we need to live, the essentials in each child's life and which are wants. The children discussed with partners why these things are important to us. We listened to a reading of The Invisible and shared our thoughts on what happened to the girl. The children then created posters of themselves inside their home and labelled their needs.

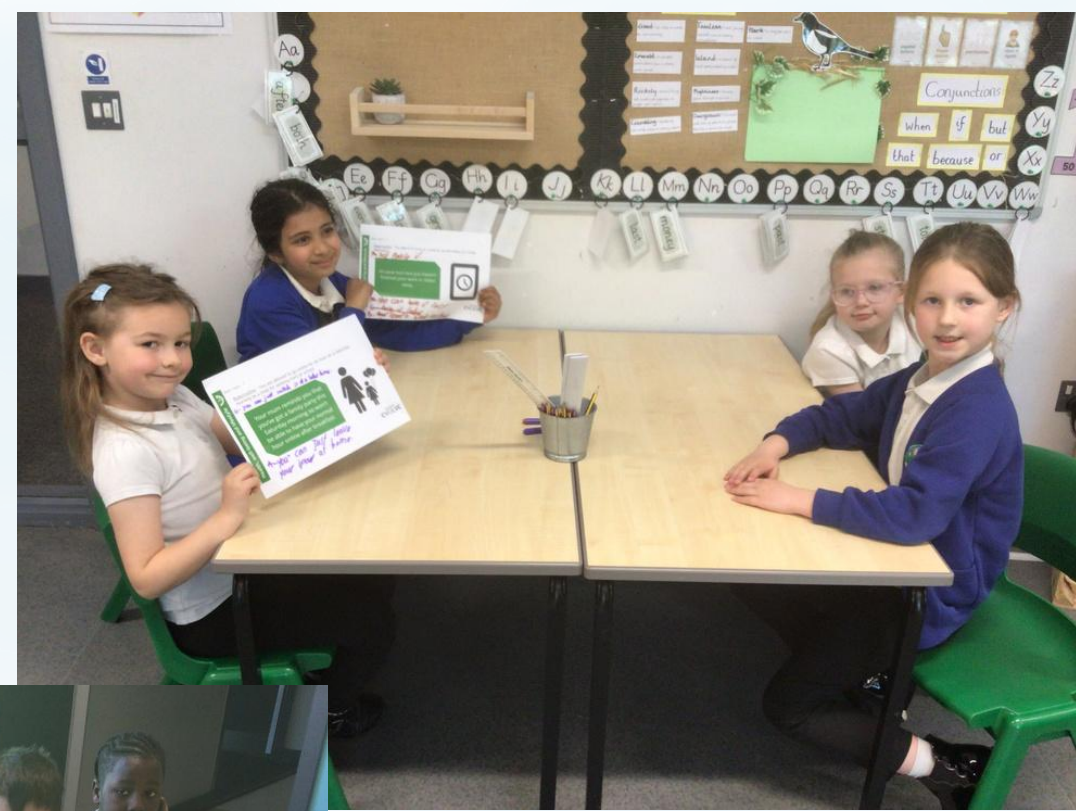




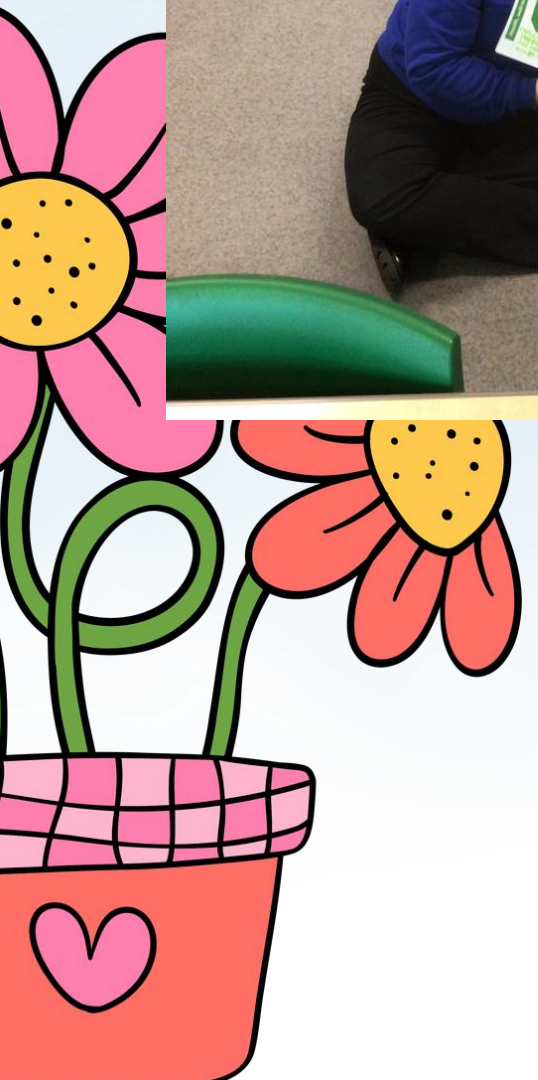
24.4.26

Computing - E-safety

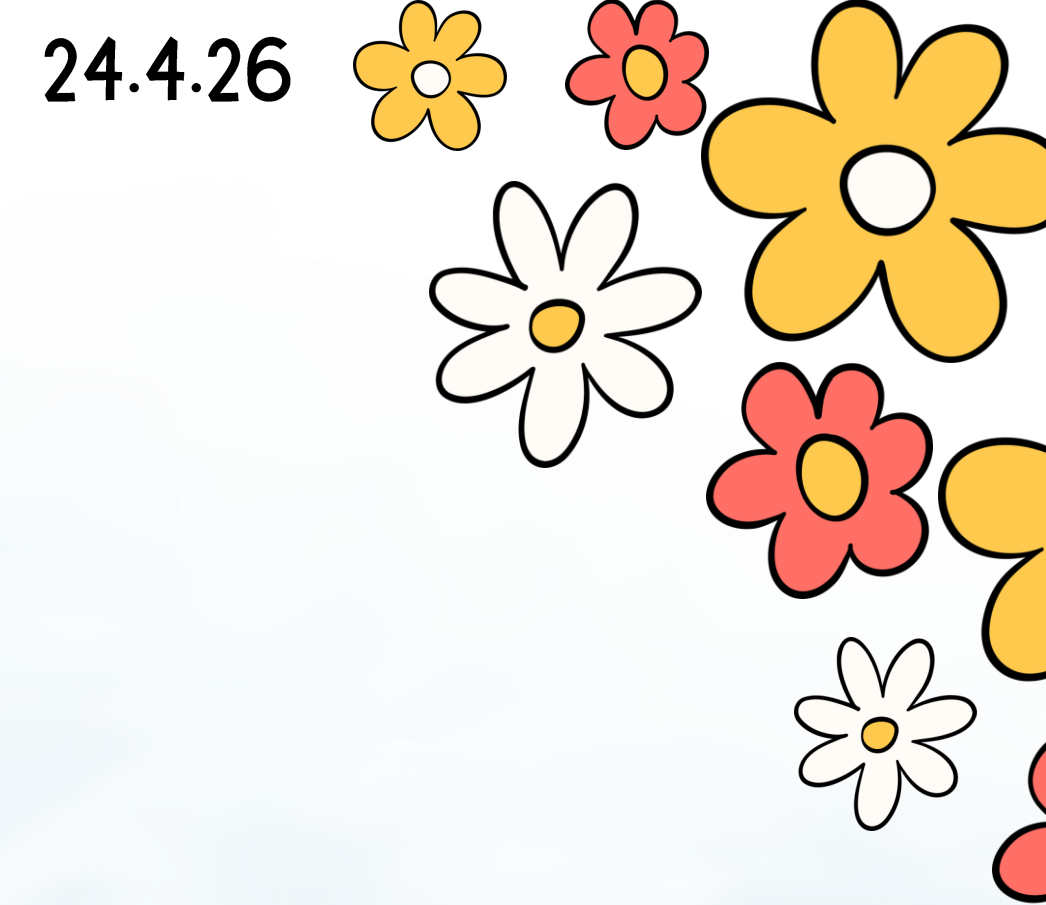
I can identify rules that help keep us safe and healthy in and beyond the home when using technology.



We talked about different scenarios and how we would respond to them if this happened in our homes.



Music

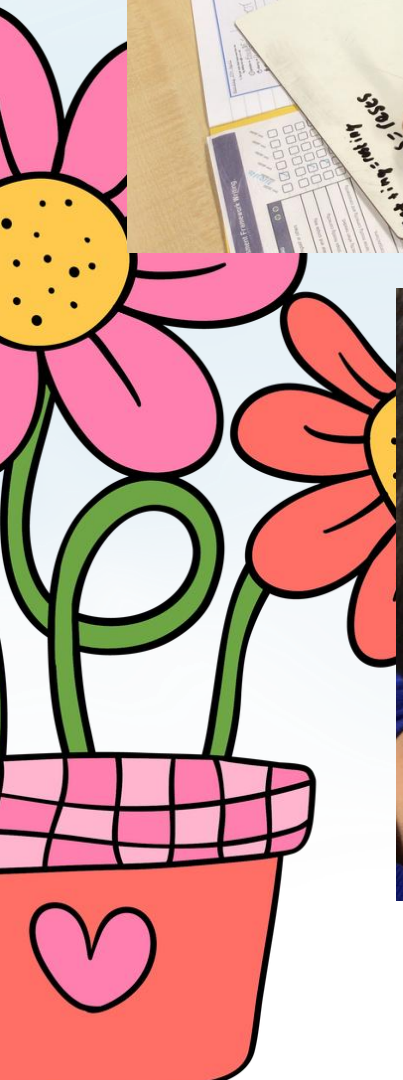
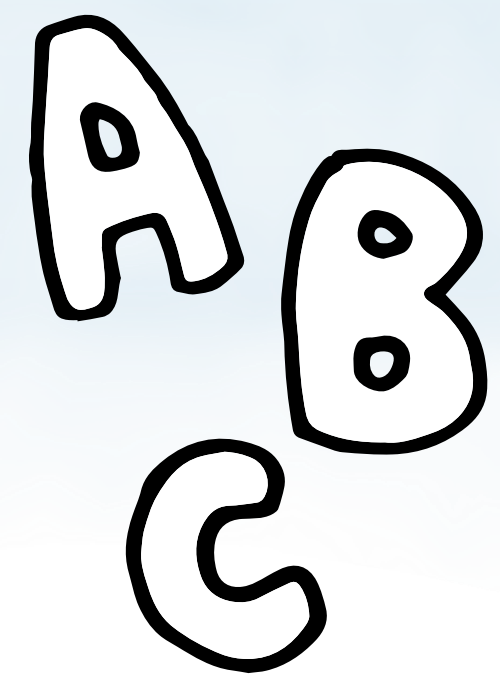
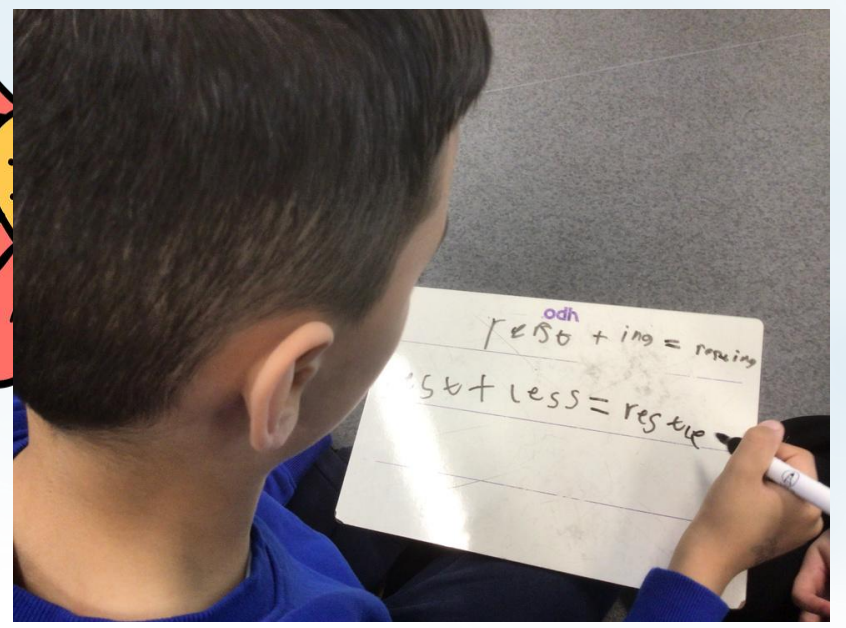
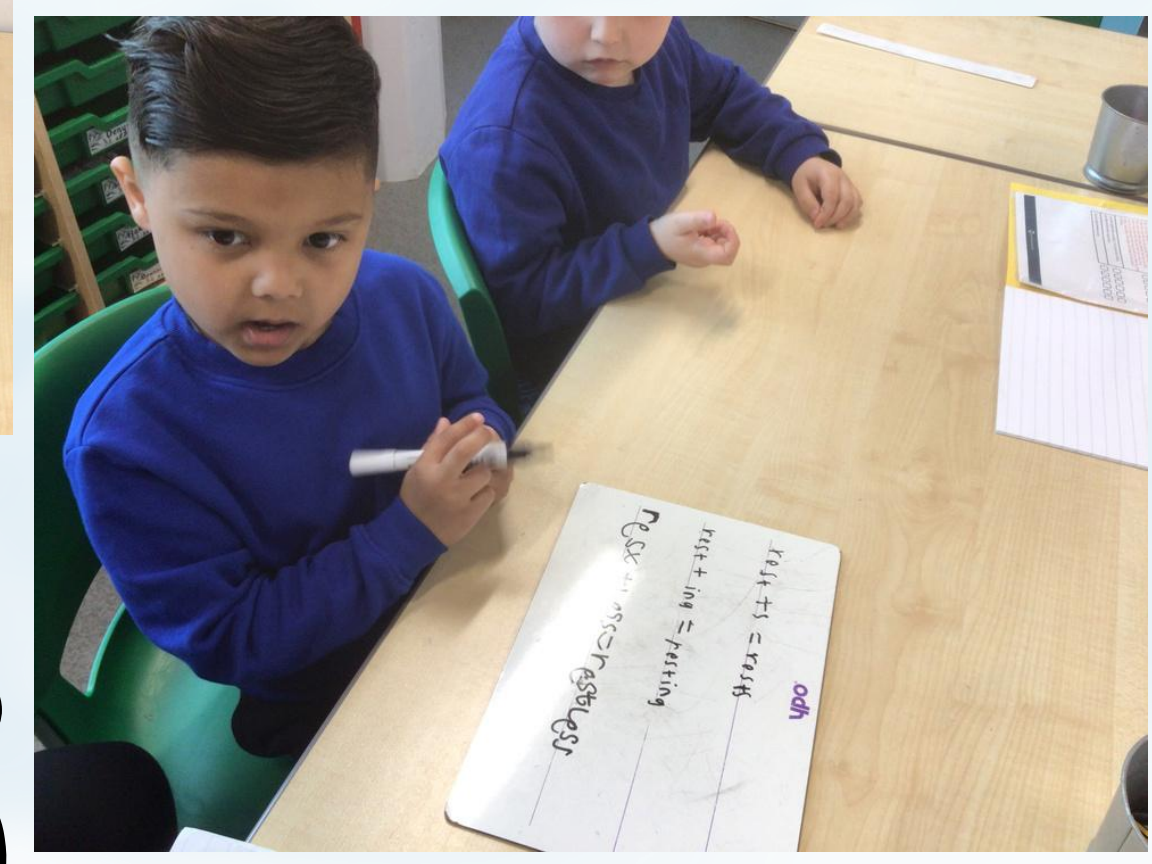
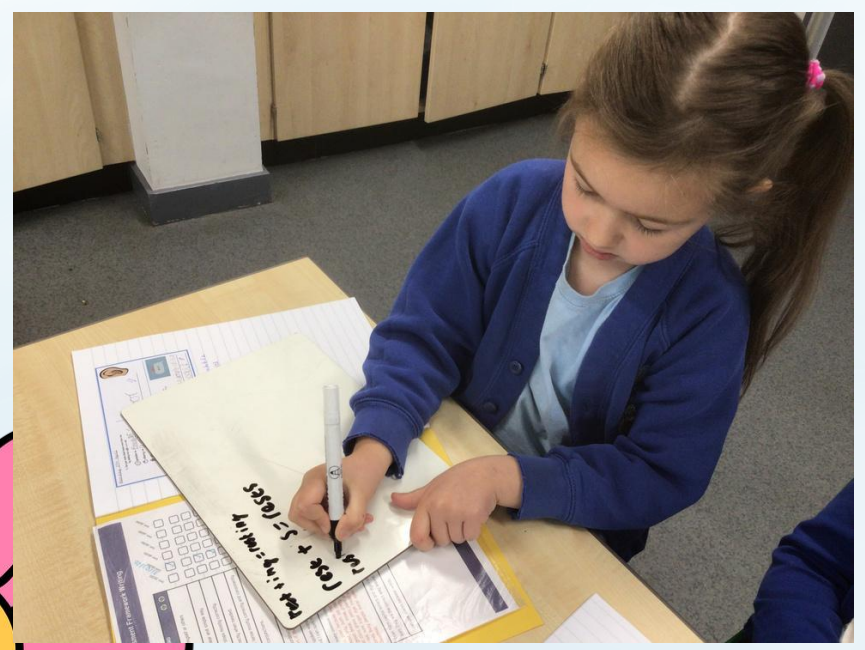
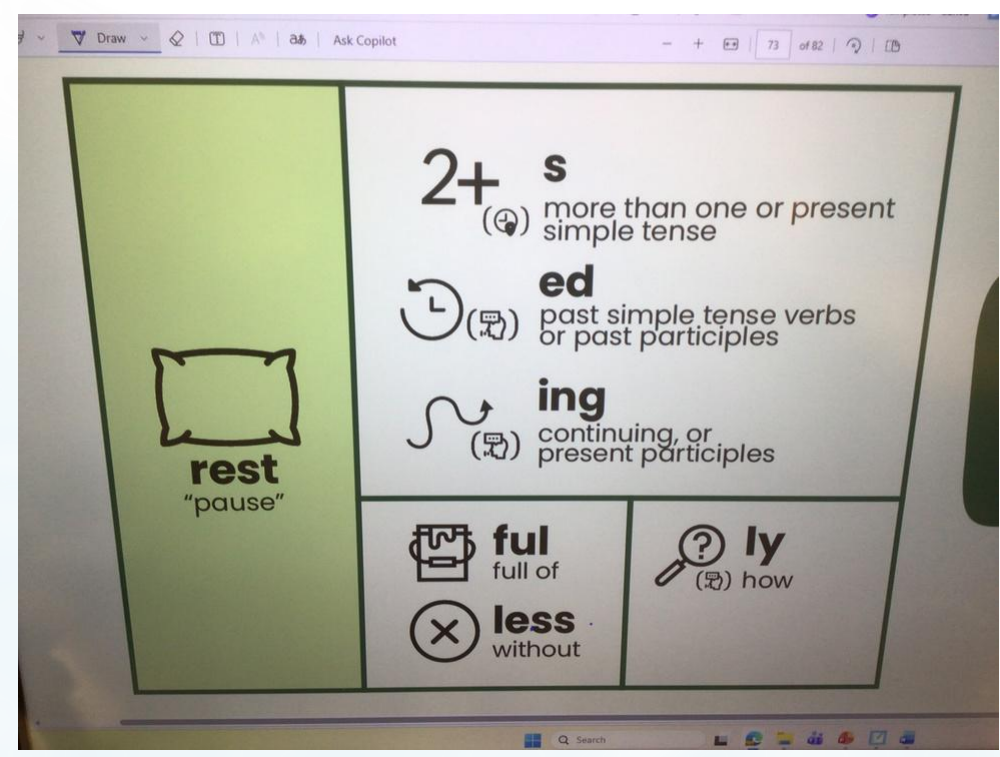


27.4.26



Spelling Matrix

We applied the taught suffix rules we have learnt so far and completed our first spelling matrix. The children worked in pairs to complete this.

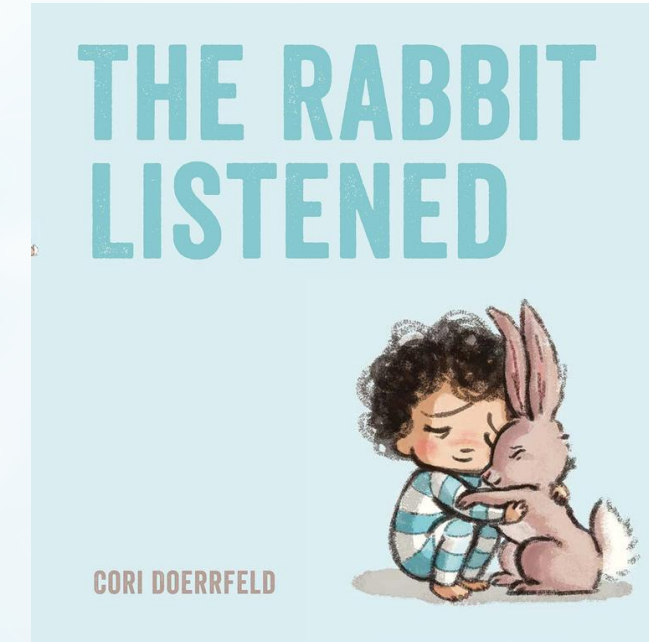


Personal Development – Teamwork

28.4.26



We continued our learning on teamwork in today's lesson but focused on listening skills. We talked about how listening skills help us communicate more effectively in a team situation.

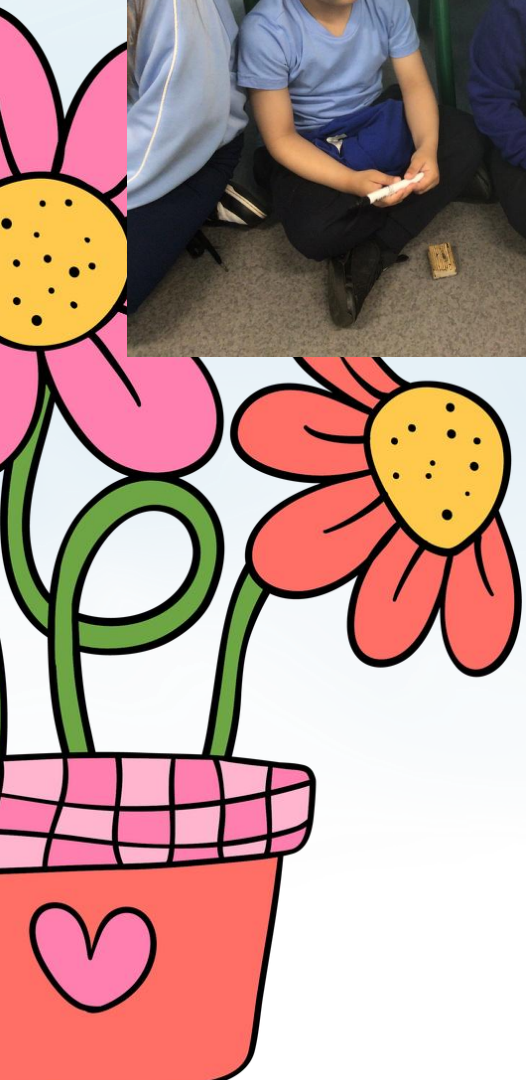
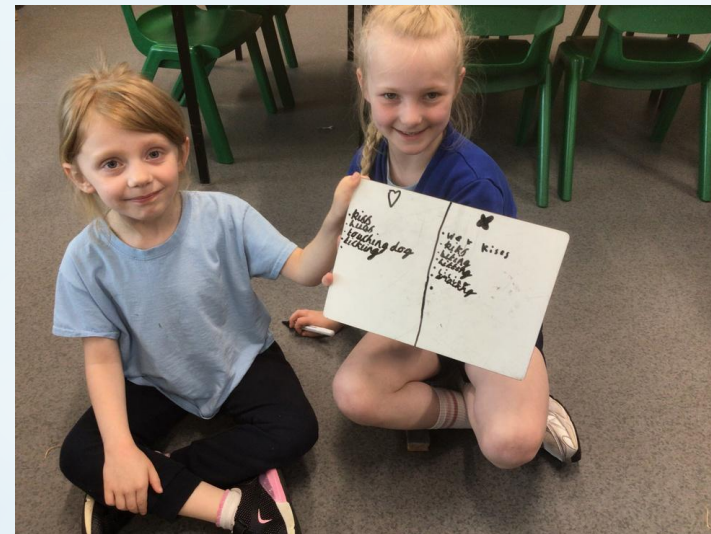
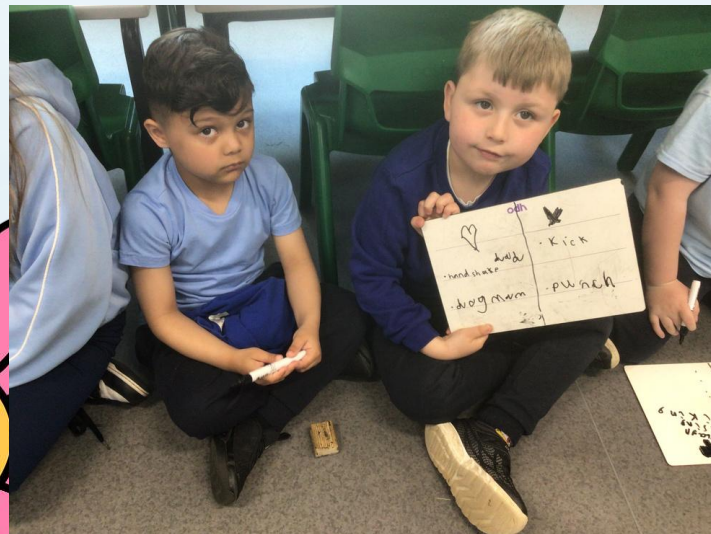




28.4.26

Jigsaw - Relationships

We talked about the different types of touch that show forms of communication. We discussed the touches we like and the touches we don't like. We understand what we can say when we don't like it and who our trusted adults are.



We played a game where we wrote on each others back and we had to guess what letter was drawn.

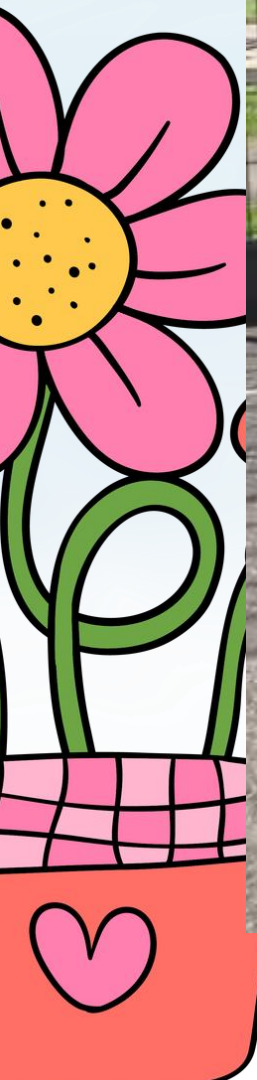
PE – Ball Skills (Hands)



We practised throwing and catching a ball through a game. We worked in pairs to pass the ball through different gates.



**We practised chest pass,
overarm and under arm throws
and challenged ourselves by
changing the size of the ball.**



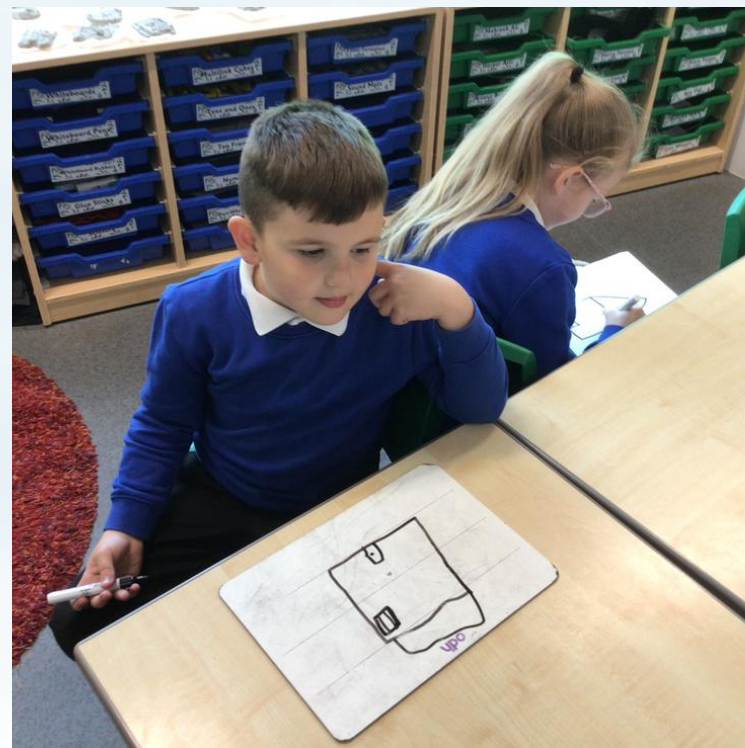
Personal Development-



Teamwork



We discussed how important working as a team is and emphasised the important aspects of listening, cooperating, communicating and helping each other. Our job was to complete jigsaw puzzles, build identical towers and draw a picture using our teamwork skills. We then discussed what worked well in each team and what we could have done better.



ART - Castles^{7.5.26}

In art, we have designed and created our own clay castle following inspiration from Staffordshire Pottery styles.

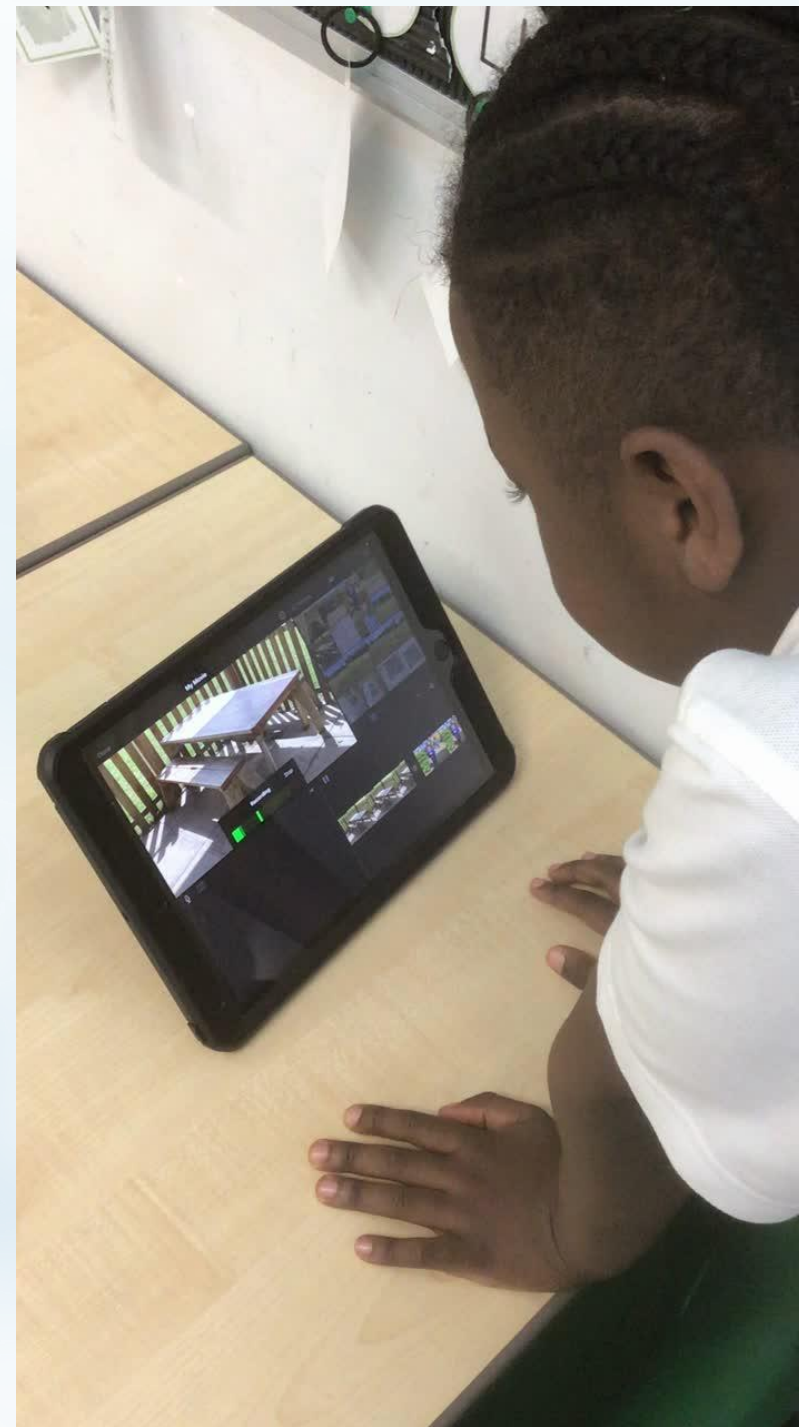
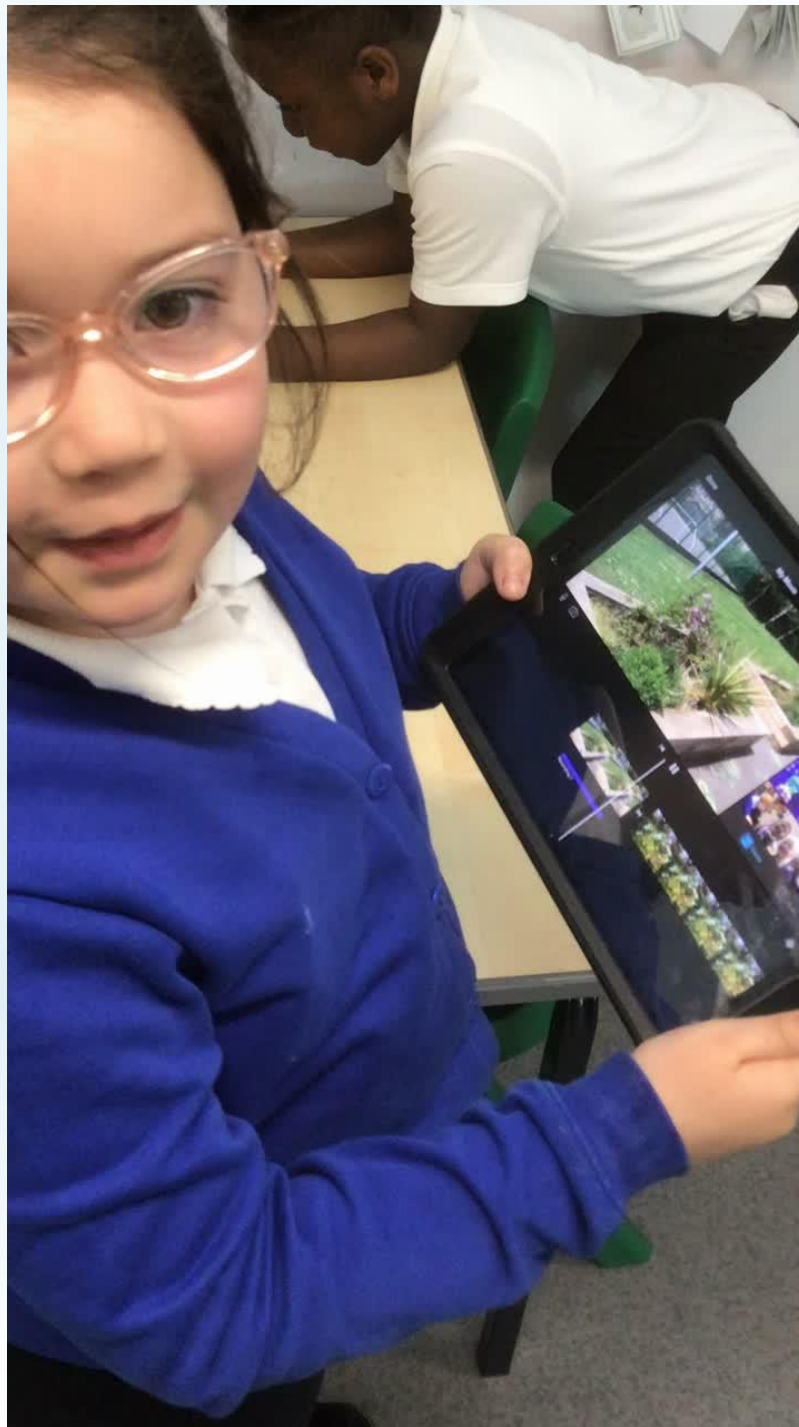
Today, the children have painted

their castles using their
knowledge of primary and
secondary colours mixing in
their mixing palletes to make
their desired colours for their
castles.

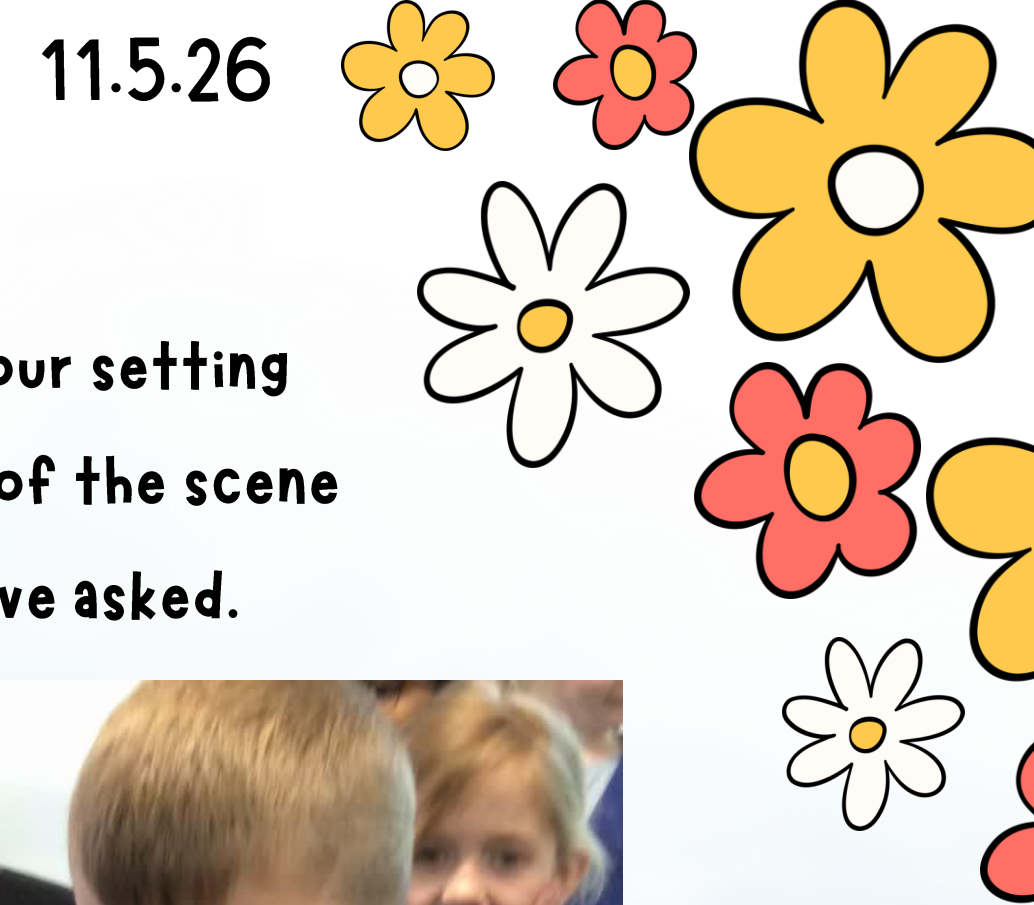


Computing - iMovie

The children have been working on 8.5.26
the app iMovie. We have learnt how
to add images, change the
transitions and include voiceovers.

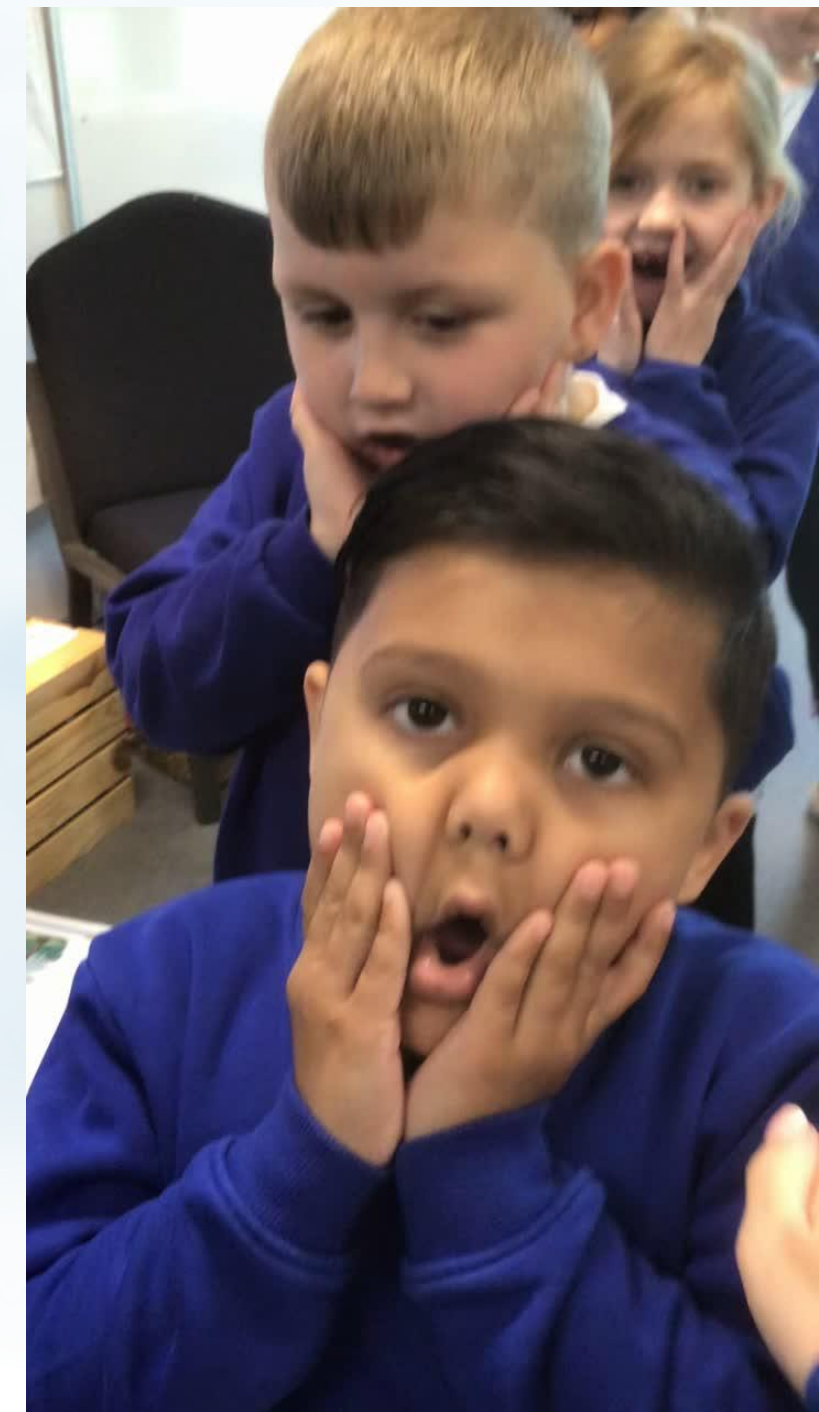
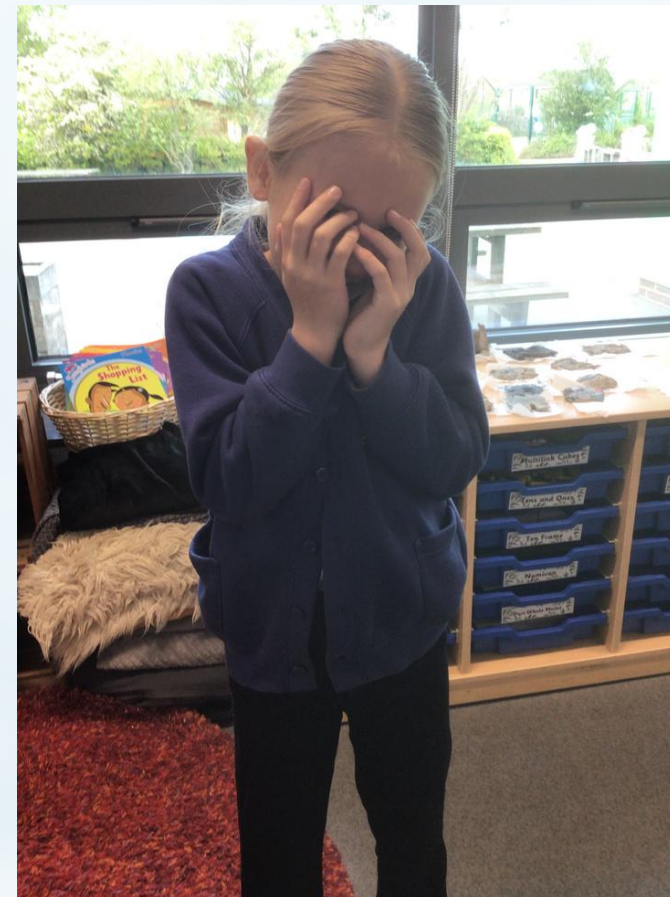
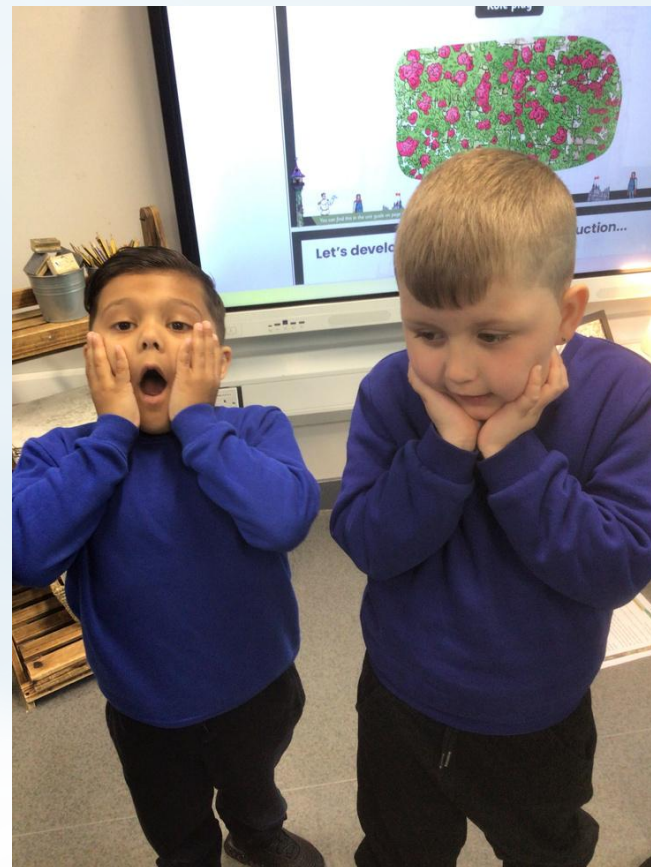


English – Plot Weave



We began our 'plot weave' text today. We read the model text 'Rapunzel's Tower' and linked this to our setting description text 'Trimpolli's Tower'. We used drama activities to help the children engage with stages of the scene and the things the prince did, the emotions he is likely to experience and the questions he may have asked.

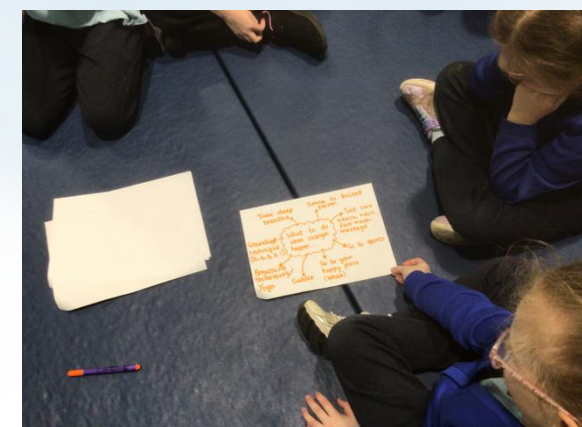
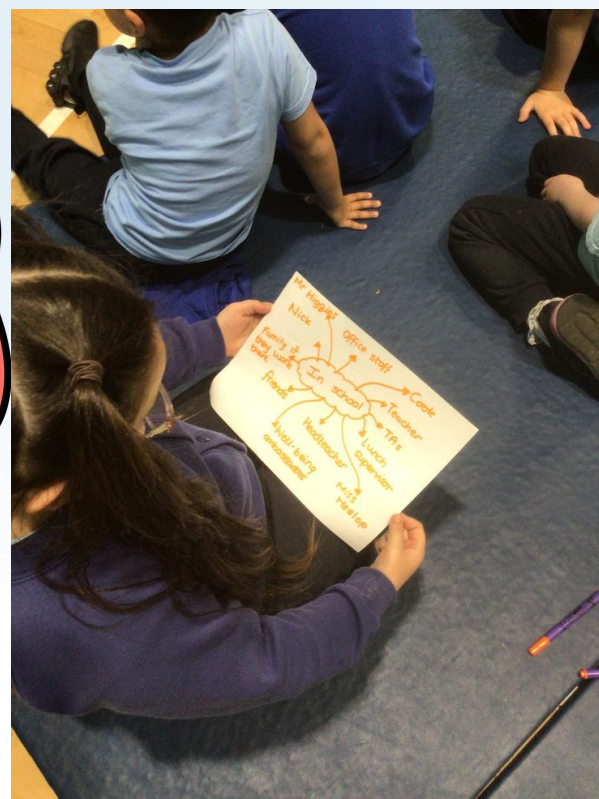
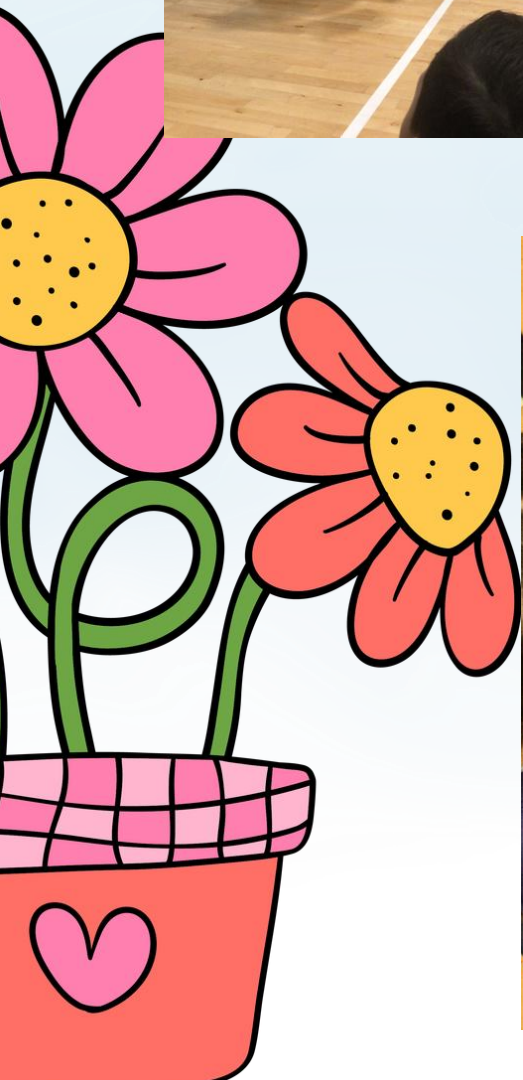
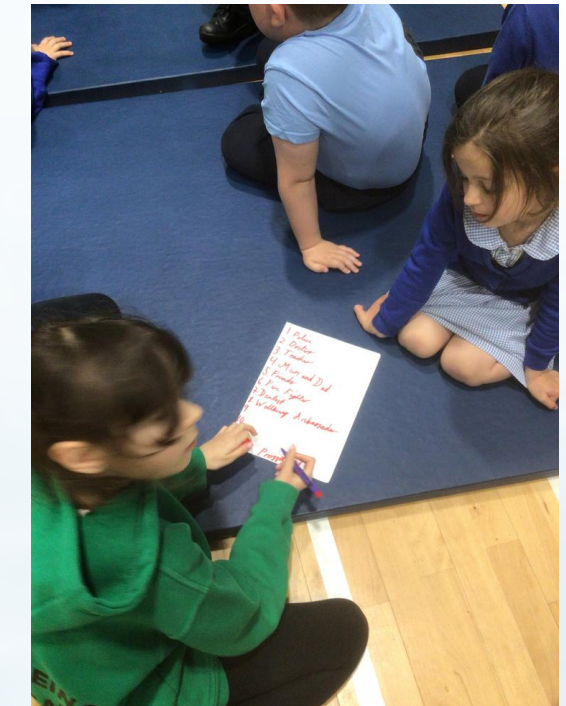
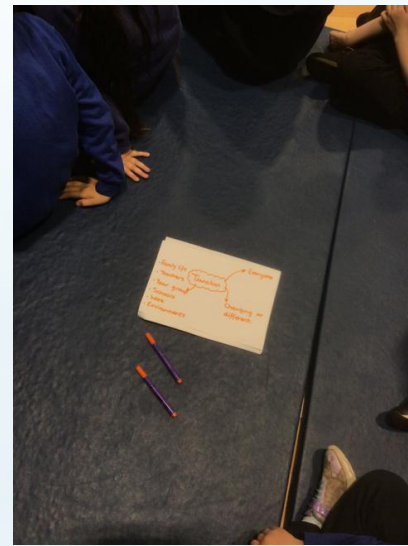
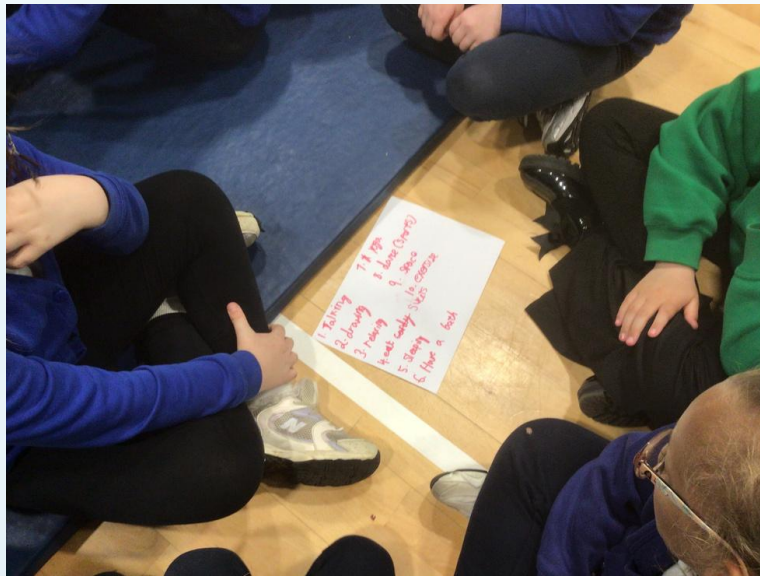
Gallery of Statues...



Mental Health Week



We have enjoyed our mental health week session today. We looked at transition and the different transitions we may have already experienced or will be experiencing. We talked about ways we can manage transitions and who our trusted adults are.

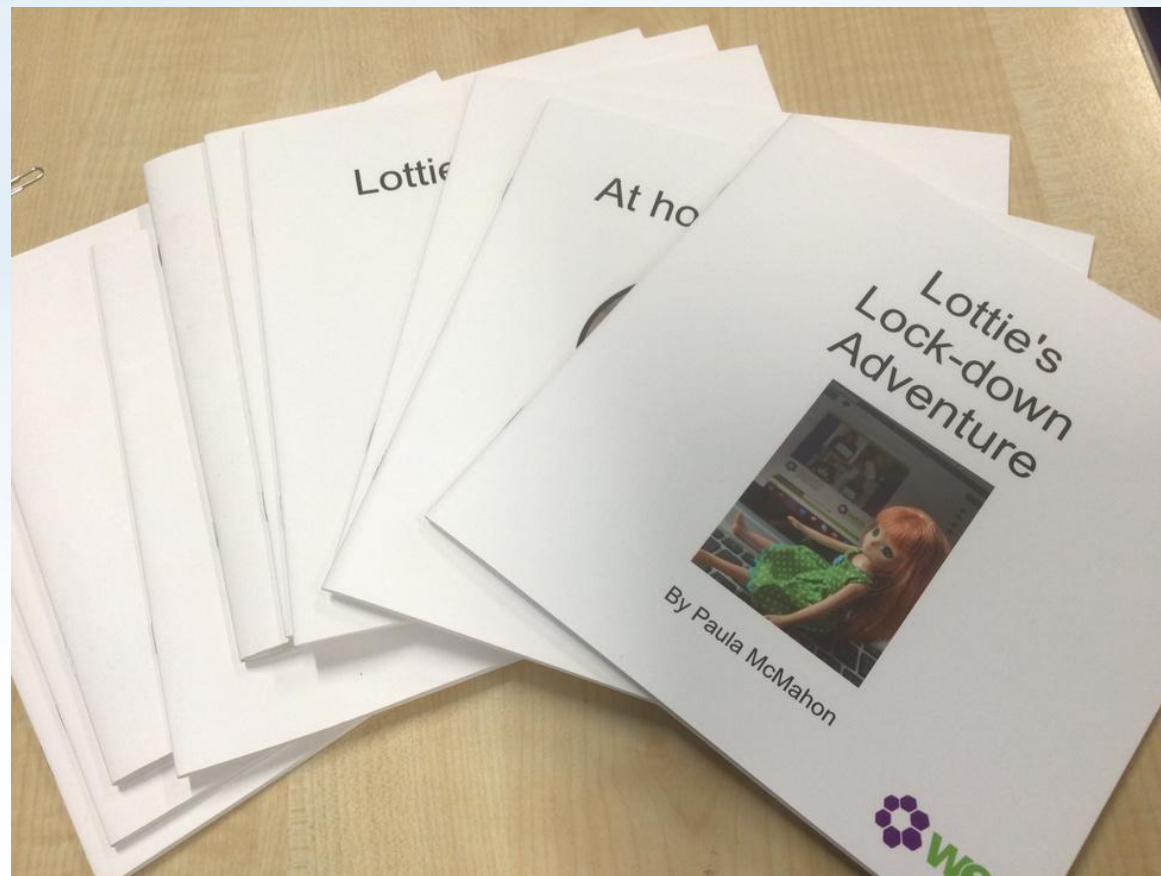


Civil Engineering

We enjoyed a morning with Paula from Sir Robert McAlpine. She is a civil engineer and has worked on designing and building large buildings. The children enjoyed asking lots of questions about her role.



12.5.26



We talked about the skills and qualities you need to become an engineer. She read her books about Lottie in different areas,

PE: Ball Skills (Hands)

12.5.26



We practiced throwing the ball accurately using bounce pass, chest pass and under arm throws. We changed the ball to a beanbag for more challenge when catching the ball.



Once we practiced this, we moved onto accurately rolling the ball into a target. We talked about the force behind the roll and whether it was up/down hill.



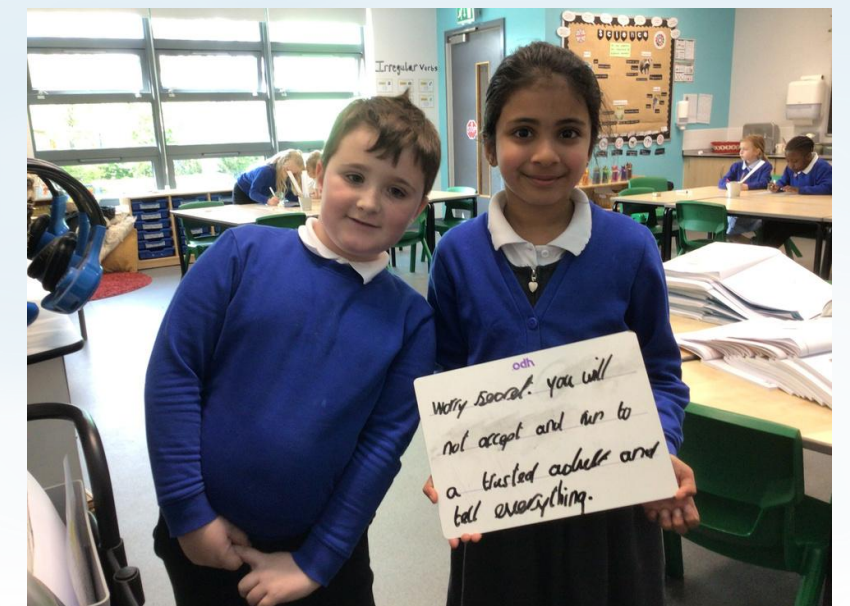
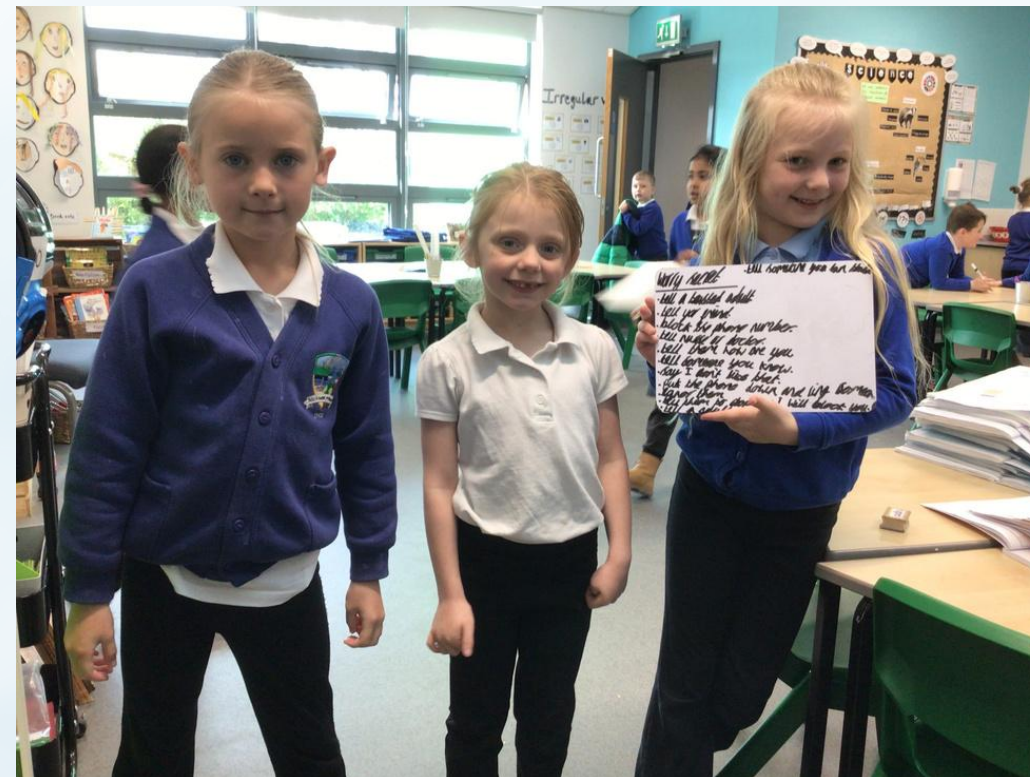
Jigsaw - Secrets^{13.5.26}

We discussed the difference between a worry secret and a safe secret. The children learnt that a worry secret was something that made them uncomfortable, unsure and worried and a safe secret is something that makes them happy like a surprise birthday party or present.



We played a game of whispers – attempting to send a message around the group through whispers. We discussed how a message can be changed and misheard by peers and that messages we are told are not always true.

We also decided if Jigsaw Jo's scenarios were worry secrets or safe secrets and how we would deal with them.



Personal Development – 14.5.26



Teamwork



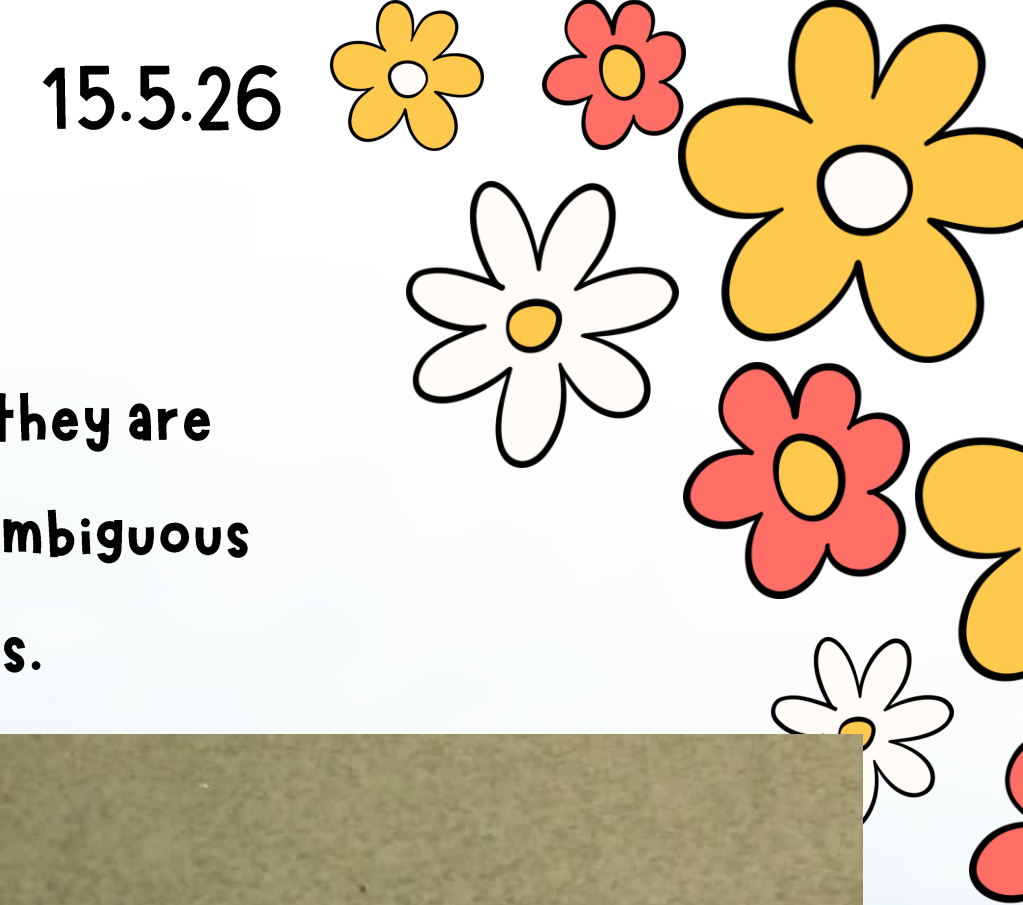
We discussed the different roles people can have in a team. Each child was given a role in their groups: leader, helper, encourager, checker.



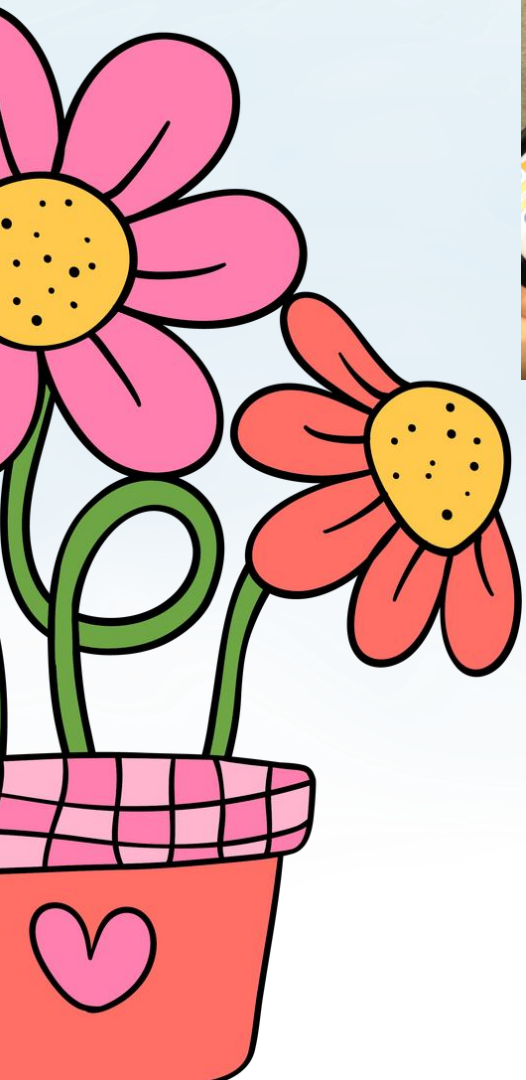
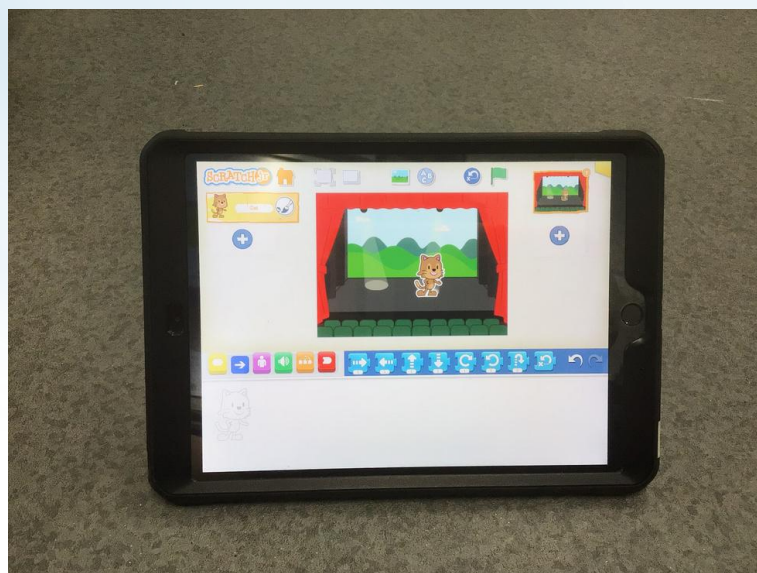
The leader described the picture they wanted to be drawn, the helper drew the picture after listening to each instruction and the checker finished off the picture with colour and made sure it was correct.

We then discussed as a class what we could have done better in our groups.

Computing

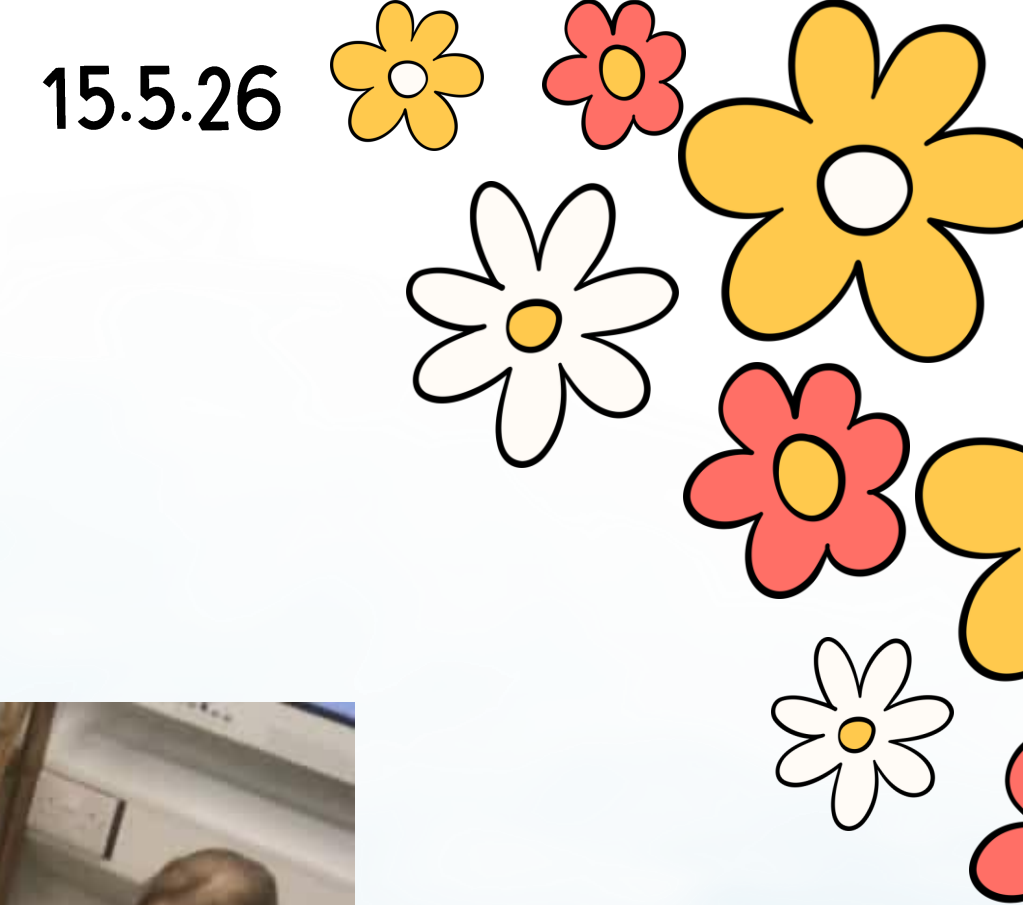
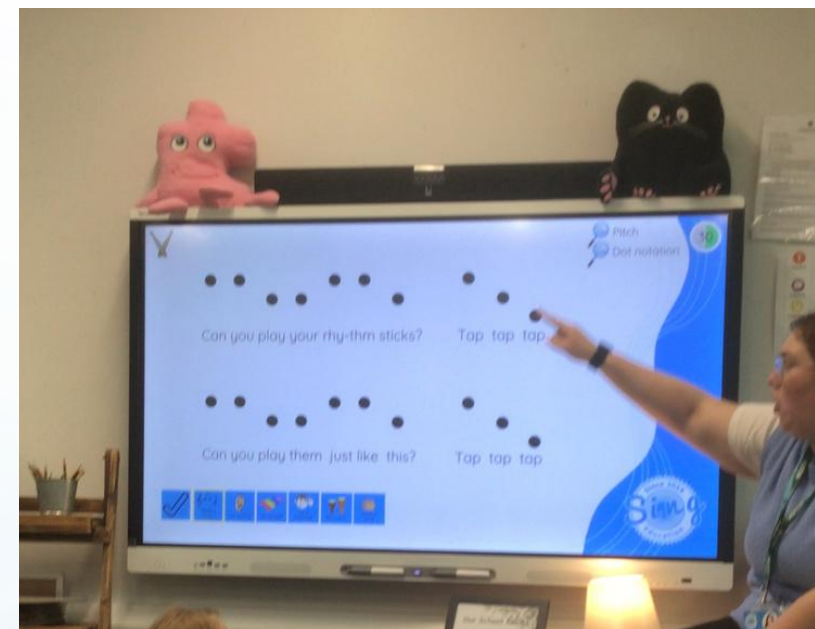


We started our learning on Scratch today. We started by understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. We added sprites to our backgrounds and asked them to move in different ways.



Music

We practised reading music with our song names. We then used these song names to play a piece of music using the glockenspiel.



PE - MFC

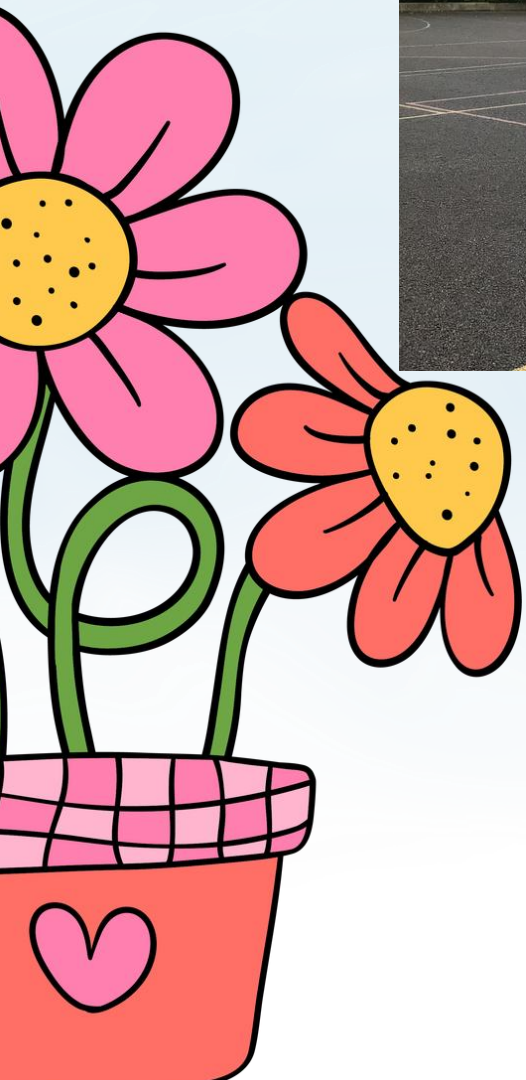
19/05/26



The children were split into 3 groups carouselling around the prepared games. Game 1s aim was to hit the cones wth the ball by using a chest pass, earning a cone once it was hit. Game 2s aim was to roll the tennis ball into the hoop to earn points and Game 3s aim was to underarm throw to get the beanbag into a hoop.



The children changed groups after 15 minutes. Each group tried to collect the most points.



Jigsaw - Relationships



In Jigsaw, the children attempted the elevator game. In pairs they worked stood back to back and linked arms. As a team, they had to sit down gently without letting go of their partner and stand back up. After we discussed how they felt during this game, did they trust their partner and did they work as a team?



We then discussed as a group how important trust is, how we would gain it and how it could be broken.

We used a balloon to show how trust goes in (air) overtime and builds up. We then discussed what could damage the balloon (telling lies, talking behind peoples backs and being unkind). We understood that when this happens peoples balloons (trust) break and the balloon would struggle getting big again.



The children also had a picture of a trusted adult and sorted them into outside of school, inside of school and placed them either outside the circle or inside the circle depending on how much they would trust and talk to them.



Jigsaw - Relationships



The children sat in a circle to play the faces game. This consisted of passing on a silly face, a smiley face and a sad face. Once the face was passed round the circle, we talked about how easy it was to copy someone else's facial expressions and which one was the nice face to copy and which one wasn't.



We then focused on compliments. How nice it is to receive a compliment and to give a compliment. The children chose a partner to practice giving and receiving compliments, writing them on a whiteboard. The children were instructed to think of a random person in the class. We then shared them in our circle.



Personal Development –

21.05.26



Teamwork

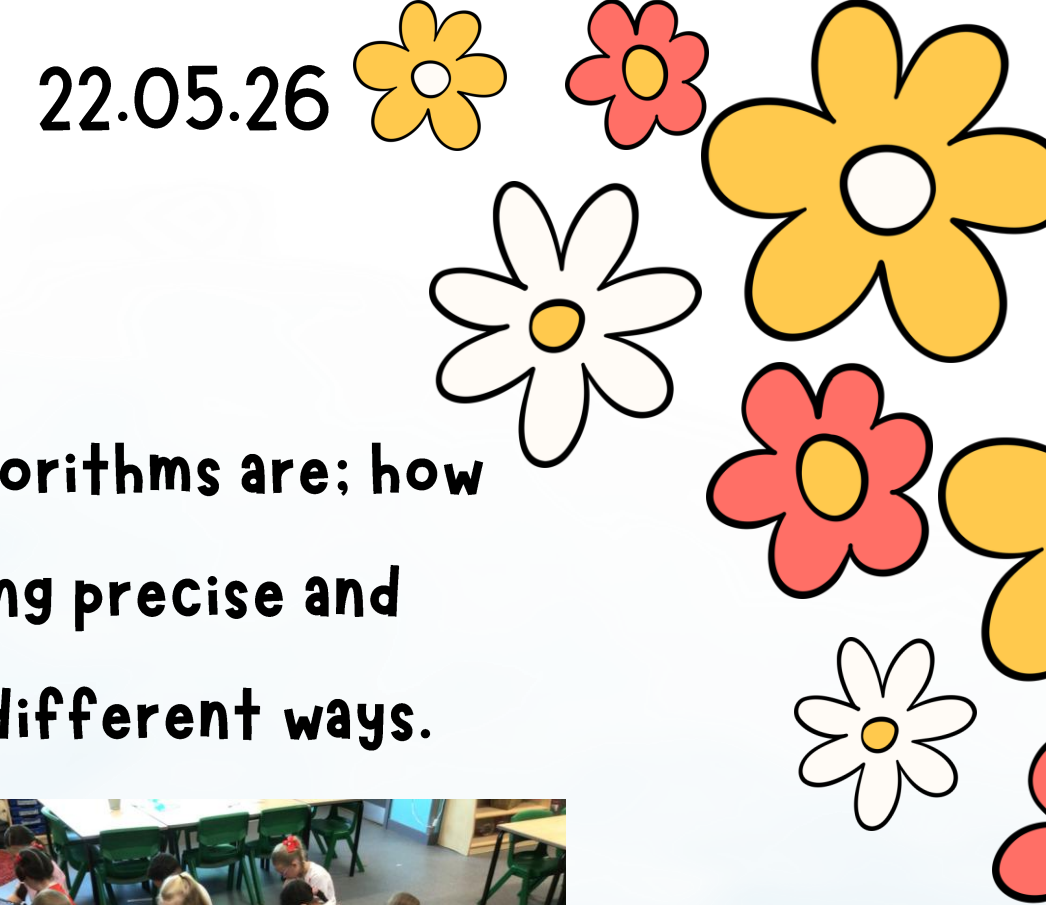


As a group, we discussed what makes a good friend by reflecting on our teamworking skills the previous weeks.

The childrens job was to draw and create a patch that shows this.

We then attached them all together to make a paper quilt.



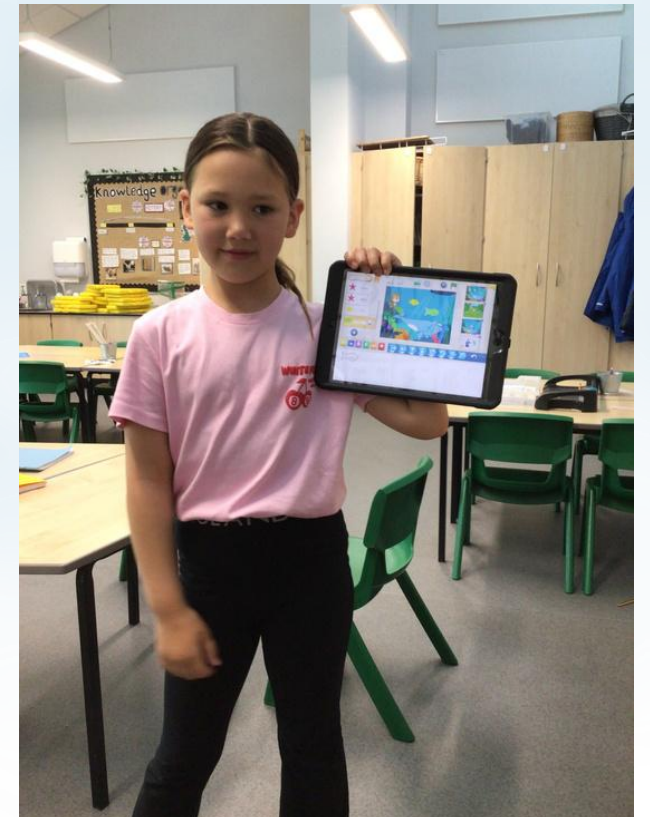


Computing - scratch

We carried on with our learning on Scratch today. We started by reminding ourselves what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. We added sprites to our backgrounds and asked them to move in different ways.



The children added an extra sprite, a background and directed each sprite differently.



Music - Tempo

22.05.26

Today, the children practiced changing tempos – speeding up, slowing down or changing the tone of the song. We practised this through various songs. We then used a rope to create movement and tempo whilst a song carried up. The main focus this lesson was to follow the leader, following their tempo.

