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|  | **4th Jan-8th Jan 2020**  **Engage -Memorable experience** | **11th-15th Jan 2020**  **Engage / Develop**  **Recipes** | **18th-22nd Jan 2020**  **Develop**  **Poetry** | **25th-29th Jan 2020**  **Develop**  **Narrative** | **1st -5th Feb 2020**  **Innovate and Express**  **Leaflets** | **8th-12th feb**  **Innovate** |  |  |
| Phonics | **RWI**  **Spellings**  **SPAG** | **RWI**  **Spellings**  **SPAG** | **RWI**  **Spellings**  **SPAG** | **RWI**  **Spellings**  **SPAG** | **RWI**  **Spellings**  **SPAG** | **RWI**  **Spellings**  **SPAG** |  |  |
| Maths | **Year 1:**  **Place value within 20. Consolidation week.**  Pupils should be taught to:   count to and across 100, forwards and backwards, beginning with 0 or 1, or from any  given number   count, read and write numbers to 100 in numerals; count in multiples of twos, fives  and tens   given a number, identify one more and one less   identify andrepresent numbers using objects and pictorial representations including  the number line,and use the language of: equal to, morethan,less than (fewer),  most, least   read and write numbers from 1 to 20 in numerals and words.      **Year 2 :**    Multiplication and division.  Pupils should be taught to:  • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers  • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs  • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot  • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. | **Year 1:**  **Addition and subtraction within 20.**  . Pupils should be taught to:   read, write and interpret mathematical statements involving addition (+), subtraction  (–) and equals (=) signs   represent and use number bonds and related subtraction facts within 20   add and subtract one-digit and two-digit numbers to 20, including zero   solve one-step problems that involve addition and subtraction, using concrete objects  and pictorial representations, and missing number problems such as 7 = – 9.  **Year 2:**  **Multiplication and division.**  Pupils should be taught to:  • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers  • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs  • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot  • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. | **Year 1:**  **Addition and subtraction within 20.**  Pupils should be taught to:  ♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs  ♣ represent and use number bonds and related subtraction facts within 20  ♣ add and subtract one-digit and two-digit numbers to 20, including zero  ♣ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.  **Year 2:**  **Multiplication and division.**  Pupils should be taught to:  • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers  • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs  • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot  • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts**,** including problems in contexts. | **Year 1:**  **Addition and subtraction within 20.**  Pupils should be taught to: ♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs ♣ represent and use number bonds and related subtraction facts within 20 ♣ add and subtract one-digit and two-digit numbers to 20, including zero ♣ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.  **Year 2**  **Multiplication and division**  Pupils should be taught to:  • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers  • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs  • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot  • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems incontexts. | **Year 1**  **Place value within 50.**  Pupils should be taught to:   count to and across 100, forwards and backwards, beginning with 0 or 1, or from any  given number   count, read and write numbers to 100 in numerals; count in multiples of twos, fives  and tens   given a number, identify one more and one less   identify and represent numbers using objects and pictorial representations including  the number line, and use the language of: equal to, more than, less than (fewer),  most, least   read and write numbers from 1 to 20 in numerals and words.  **Year 2**  **Statistics.**  Pupils should be taught to:  •interpret and construct simple pictograms, tally charts, block diagrams and simple tables  •ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity  •ask and answer questions about totalling and comparing categorical data. | Year 1  **Place value within 50.**  Pupils should be taught to:   count to and across 100, forwards and backwards, beginning with 0 or 1, or from any  given number   count, read and write numbers to 100 in numerals; count in multiples of twos, fives  and tens   given a number, identify one more and one less   identify and represent numbers using objects and pictorial representations including  the number line, and use the language of: equal to, more than, less than **(**fewer),  most, least   read and write numbers from 1 to 20 in numerals and words.  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| English | **Hold a ‘Messy mixtures morning’! Allow the children to experience a variety of weird and wonderful mixtures that they can feel with their hands and feet. Create messy mixtures from cornflour and water, paint, jelly, shaving foam, body lotion, soap flakes and clay. Allow the children to ladle, pour, touch and explore with their senses (but no tasting).**  **You will need to set up an outdoor space to use as a laboratory for the children to complete a carousel of messy activities. Establish ground rules for working in the ‘lab’, including one about leaving an activity ready for the next group. Ask the children to come to school in old clothes and be prepared to get messy! !Recall what they did during their ‘Messy mixtures morning’ by watching a presentation of photos from the day. Describe what they can see in the different images. Remember what materials they used and make a list of words that describe their properties.**  **Spoken language**  **Ask questions to clarify understanding and learn new vocabulary. Use relevant strategies to build their vocabulary.**  **Note**  **Create a photo presentation with a fun musical soundtrack to help the children recall their messy morning. Encourage them to use the word list to make signs and labels, which you can laminate and use in the classroom for free play activities. Discuss safety issues around tasting and touching unknown substances.**  **Writing**  **Make some apt word choices and add detail to interest the reader (e.g. using adjectives and simple expanded noun phrases). Write down ideas and/or key words, including new vocabulary.**  **Write a list of strange ingredients for a magical concoction and decide who they would give it to and what the effects would be.**    **Note**  **Children could copy ingredients from their list on to labels then stick them on the back of plastic bottles. Ask them to fill their bottles with magically coloured or glittery liquids.** | **Spoken language** Explain a task or experience, structuring talk so that the main points are clear.Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  Work in groups to follow different recipes from the book. Listen carefully to instructions and take turns with others. Take digital photos at different stages of cooking and baking to discuss afterwards. Taste their food and assess their success at following the instructions.    Note  Children can order their digital images chronologically and include words and phrases such as ‘first we, next we, then we, after that, finally’.  **Writing** Make vocabulary and style choices appropriate to the purpose of the writing ensuring the main features are included.  Write for different purposes.  Write a description of how their food tastes, imagining that it will be added to the original book. Include funny and descriptive words and phrases that will amuse and appeal to the reader.    Note  The instructions in the book are very straightforward and include little of the magic of Dahl’s writing. There are no indications in the book about how the recipes should taste, but if the children are familiar with his other work, you could ask them to think about how Dahl would want his recipes described.  Write down ideas and/or key words, including new vocabulary.  Writing  Make adventurous word choices and use detail to engage the reader.  Choose a dish they  have made in the Enrichment activities on page 7 and write a recipe card telling others how to make it. Include all the features needed for a recipe, including a final description of how the food should taste.    **Note** You may want to model an example before the children begin to write independently, and perhaps provide a writing frame for those who need it. Ask them to describe how their recipes taste to help them consider which words to use. Examples might include spicy, creamy, zesty, hot, sweet, syrupy, sour and fiery. For a bigger challenge, children could write in the style of Roald Dahl, using invented words like whoppsy, wiffling, chumping, drizzbabbling, tastelicious, spicilingo and any other of their own fablingous creations!  Writing  Re-read to check for sense, correct use of verbs and errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).  Use presentation software such as Publisher or PowerPoint to present their recipe as a page for a class cookbook. Proof-read their work to check for any errors in spelling or punctuation. List ingredients then upload and insert an image of their dish. Use the spell checker to search for errors before saving a final copy.    **Note** You could bind the children’s recipe cards together making a book to display in the classroom. | **Spoken language** Listen and respond to the views and responses of peers. Listen and respond appropriately to adults and their peers. Search in the classroom and outdoors for mystery boxes, bags and bottles labelled with riddles. Solve the riddles as a class, taking turns to guess what might be inside each container. Open the containers to reveal their contents and explain how the riddles helped them guess what was inside. Work as a class to create instructions for writing a good riddle.    **Note** Make sure the items in the containers include things the children have previously looked at, so they are able to understand the clues. Items might include substances such as wax, water, sand, oil, dough and clay.  **Writing** Plan the content and structure of each sentence orally before writing (including simple conjunctions and adjectives).  Encapsulate what they want to say, sentence by sentence. Choose a food or material and write a riddle about it using its characteristics as clues. Refer back to their instructions on how to write a good riddle and include words learnt in previous activities. Write the riddles on envelopes and put the answers on a piece of paper inside. Share their riddle with others and take turns to guess which food or material is being described.    **Note** Perhaps children could send their riddles to another class to solve? With your help, children could make a PowerPoint presentation where clicking a riddle reveals an image of the substance being described.  Write poetry.  **Writing** Make adventurous word choices and use detail to engage the reader.  Explore a range of acrostic poems and identify genre features (presentation available on **The Hub**). Use the word bank from previous activities to write an acrostic poem that features the name of a material or substance. Write the name vertically down the side of the page and include adjectives that begin with the appropriate letters.    **Note** Encourage children to come up with unusual adjectives, such as gloopy, silky, flaky and elastic. Double acrostic poems have lines that start and end with the same letters. Now, there’s a challenge!  **Handwriting** Use diagonal and horizontal strokes to join letters appropriately.  Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  Make a presentation copy of their poem in best handwriting then illustrate it with a picture or photo of the material or substance. Celebrate their poetry with the rest of the class.    **Note** Ask children to write acrostic poems about other materials, objects or even their best friend! Allow children time to practise reading their poem aloud and expressively before they perform for an audience. | **Spoken language** Ask/answer questions to prompt apt word choices to create interest. Use relevant strategies to build their vocabulary. Watch simple stop motion animations of dough balls or characters being manipulated and morphed, and talk about what happens. Describe how the material helps the animator to create effects or tell a story. Brainstorm and list words that describe the properties of dough.    **Note** There are many simple dough animations online, such as *The Amazing Adventures of Morph*, *Wallace and Gromit* and *Creature Comforts* by Aardman.  **Writing** Make some apt word choices and add detail to interest the reader (e.g. using adjectives and simple expanded noun phrases). Plan or say out loud what they are going to write about.  Handle a ball of dough, manipulating it in different ways to make various shapes. Create six different shapes and give each shape a name. Record the name of each shape in a list. Use a dictionary or a thesaurus to help find words.    **Note** Encourage the children to be creative with the names they give different shapes, which could include stretchy, squished, pancake, splat, spike and squiggle!  **Writing** Draw pictures and note down ideas, key words and new vocabulary in a simple planning format.  Write down ideas and/or key words, including new vocabulary.  Using a six window animation storyboard, plan a short animation about the changing shape of the dough ball. Draw a shape in each box in line with their list and write a sentence to describe how the ball changes using time adverbials.    **Note** Provide blank storyboards for the children to complete.  **Writing** Read aloud their own writing clearly, audibly and with appropriate intonation. Read aloud what they have written with appropriate intonation to make the meaning clear.  Plan and write a simple narration or dialogue to add to their animation and insert into their storyboard. Practise voicing their narration and dialogue.    **Note** Children might also like to source sound effects or sound clips to add to their animations.  **Spoken language** Speak clearly with appropriate intonation, varying talk to capture and hold the listeners’ attention.  Speak audibly and fluently with an increasing command of Standard English.  Practise and record their dialogue and narration in a clear and confident voice. Add their narration and dialogue to their animation using video editing software. Listen to their recordings and evaluate their success.    Note  Present a screening of the children’s animations and invite parents, carers or another class to come and watch. | **Writing** With support, recognise the main features of a given model (e.g. recount) and create simple checklists for their own writing, including sentence level features (e.g. commas in lists).  Write down ideas and/or key words, including new vocabulary.  Think carefully about information they might like to include in a leaflet about their own exhibition. Make a list of important details they would like to include and share their ideas with the class.    **Note** Important information might include opening times, directions, what’s on, costs, exhibits and reviews. They could include comments and feedback from parents and carers or invent comments and reviews of their own.  **Writing** Make vocabulary and style choices appropriate to the purpose of the writing, ensuring the main features are included.  Write for different purposes.  Begin to compose sentences and short paragraphs that present key information about their exhibition. Write clear, concise sentences so that the information is easy for the reader to understand and think how they might persuade the reader to come and visit their exhibition.    **Note** Introduce a range of superlative adjectives and adverbs that the children can include in their leaflets. Adding the suffix ‘-er’ or ‘-est’ to a verb or adjective is a good way to start.  **Writing** Re-read to check for sense, correct use of verbs and errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).  Proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly). Finish drafting their leaflet and check that their sentences make sense. Make sure all comparative suffixes      (‘-er’ and ‘-est’) are correct. Produce either a handwritten or an electronic draft of their final leaflet.    **Note** Work closely with children to help them plan and organise their paragraphs, sentences, images and maps. For example, if using ICT, children can cut and paste their photos in a digital format. If using paper, they will need to print out and stick their images on to a paper copy.  **Writing** Evaluate their own writing with the teacher and their peers, identifying the main strengths and an area for improvement. Evaluate their writing with the teacher and other pupils. Add any finishing touches to their leaflet, such as captions and labels to accompany photographs, maps and other images. Evaluate as a group how successful their leaflet will be in attracting visitors to their exhibition space.    **Note** The children could assess the success of their leaflets by showing them to other children, parents or carers. | Spoken language  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Participate in discussions, presentations, performances, role play, improvisations and debates.  Writing  Write for different purposes.  Have you ever been to an art gallery? What did you see there and how was it organised? Look at images or brochures from art galleries for ideas on how to organise your own space.  What could you do with the materials provided? Do they have any special qualities that could be used to create something extraordinary?  Make a group sketch to plan your ideas. List the materials you will need and highlight any you can bring from home.  Search online for examples of artwork by other artists. This should give you some exciting ideas. Is there an artist you particularly like or feel inspired by?  Now it’s time to begin your masterpiece! Make sure you have everything you need and everybody in your group knows what they are doing. This is called ‘collaborative work’ – it’s not as easy as it looks!  Remember to take digital photos as you work. You should try to capture any scientific processes that happen.  Take time to stand back from your work and look at it. You might need to see how it looks from different angles. Are you happy with it?  When you have finished your artwork, give it a title and list all the artists who helped create it. Display some of your working photos to show how each piece was made.  Display each piece of art. Think carefully about how to organise your exhibition space and how you will make it safe. Invite your parents and carers to see how you have transformed the space.  Wow… your space looks amazing! Think about what you will say as you show visitors around. Remember to use a good range of adjectives and verbs to describe your work.    CONGRATULATIONS! You have completed your Innovation Challenge. |  |  |
| Guided Reading | **Reading**  **Make simple/plausible attempts to explain meanings in the text, based on characters’ speech or actions.**  **Make inferences on the basis of what is being said**  **and done.**  Read the first two chapters of George’s Marvellous Medicine by Roald Dahl and make inferences about each character. Predict what will happen in the rest of the story. Draw large outlines of the characters of George and Grandma, labelling each picture with the character’s age, gender, physical appearance, personality, thoughts and feelings.  Continue reading George’s Marvellous Medicine throughout the project. The children could write facts around the outside of their figures and thoughts and feelings on the inside of their figures..  Reading  Note effective language choices and show skill in discussing their favourite words and phrases. | . **Reading**  **Be introduced to non-fiction books that are structured in different ways.**  Identify and name various organisational features of non-fiction texts (e.g. captions, illustrations, headings, contents page and index).  Read from Roald Dahl’s Revolting Recipes. Look at the names of different dishes and imagine what ingredients they contain. Give an opinion on how the dishes might taste. Look carefully at example recipes and describe how they are written and organised, identifying any ‘bossy’ verbs (imperatives).    Note  Revolting Recipes was published by Roald Dahl’s wife four years after his death. It is a collection and interpretation of the ghastly dishes that appear in his books. Children could take a copy of their favourite recipe home to make with their family! | Reading Use age-appropriate dictionaries or thesauri to find the meaning of new words, with adult/peer support**. Discuss and clarify** the meanings of words, linking new meanings to known vocabulary.  Think about the range of foods and materials explored so far and write a simple sentence or short paragraph about a selection. Use a dictionary to check the spelling and meaning of any difficult or unfamiliar words.    Note Recap scientific vocabulary that the children could use to describe the properties of each substance and its changes of state. Vocabulary mightinclude words such as hard, soft, squashy, flexible, stretchy, liquid, solid, runny, frozen and melted. You could introduce new scientific words, such as transparent, opaque, absorbent and waterproof. |  | Reading Answer several simple questions on what they have read, giving literal answers from the text and writing them down.  Answer and ask questions.  Collect and read leaflets from galleries and museums. Talk about the type of details they include and how their layout helps the reader to find essential information. Ask and answer questions generated in discussions.    **Note** Discuss how the writer of each leaflet appeals to the audience and persuades them to visit the venue. Ask the children to consider whether in their opinion important information was missing from the leaflet. Set the children a range of questions to answer based on the information given. Some galleries and museums have leaflets that you can download from their websites and print out, including the National Gallery and Tate Modern. |  |  |  |
| Science | Science  Gather data, record and talk about their findings, in a range of ways, using simple scientific vocabulary.  Investigate a range of everyday materials, such as salt, wax, flour, cornflour, clay, sugar, cooking oil, glitter and shaving foam to find out how each one changes when mixed with water. Make predictions before mixing and create a simple table or chart to record their results.    Note  Give children the opportunity to handle and describe the ingredients and predict how they might change when water is added. You might like to display key scientific vocabulary to help them predict, including words such as mix, dissolve, stir, pour, squash, squeeze, sink and float. Science  Do things in the correct order when performing a simple test and begin to recognise when something is unfair.Perform simple tests.  Test different soap products, such as washing-up liquid, soap flakes, bubble bath, hand wash, a bar of soap, and non-biological washing powder, to find out which creates the best bubbles! Make predictions before testing, then use whisks, straws, potato mashers and sponges to create bubbles. Find out which creates the longest lasting, biggest, smallest and foamiest bubbles.    Note  Children could record their predictions in a pre-prepared table or chart. Ask them to compare their results to see how accurate their predictions were. Children could use a torch in a dark room to look at their bubbles. What colours do they see? Do the bubbles form patterns and do the colours swirl or change? Before starting, find out if any children have allergies to soap and provide protective gloves for them to wear while taking part in the activity. | **Explore and evaluate a range of existing products.**  **D&T** Work safely and hygienically in construction and cooking activities. Taste a range of food and drink from around the world and describe the flavours. Express an opinion on the different foods, recording key words to describe each one. Take photos of the food and from the taste test activity, then create a display with speech bubbles to show their thoughts and comments. Discuss ways of ensuring the taste test is hygienic, such as washing hands, cleaning utensils, washing dishes, cleaning surfaces and disposing of leftover food properly.    Note Include a balance of packaged and non-packaged food. Fruit and vegetables are considered unpackaged, while beans, coffee, milk and tinned foods are packaged.  Recognise the need for a variety of foods in a diet.  Look at a range of pictures showing healthy and non-healthy meals from around the world. Sort the images into two groups: ‘healthy meals’ and ‘unhealthy meals’. Choose a number of healthy dishes and make them in a group with an adult. Work collaboratively to read, measure and present the dishes to others. Explain which is their favourite.    Note Show the children a food pyramid and point out the different food types needed for a healthy diet. Encourage children to identify different food groups. Take photos of the children’s dishes **and display them next to their recipes and taste reviews.** | Observe closely, using simple equipment.  Science Observe something closely and describe changes over time. Carry out an investigation to observe the melting process. Select a range of foods, including butter, chocolate, marshmallows, ice cream, cheese and sugar. Use their knowledge to predict which foods will melt and in what order. Measure or weigh the same quantity of each food item then put them in bowls in a sunny location, or in a cupcake tray in a warm oven (100 °C). Observe the food at regular, short intervals, recording which have changed or melted. Remove the foods to let them cool and continue recording observations. Order the foods in terms of which melted fastest and slowest.    Note Encourage children to make detailed observations. You could place the food items in a hot oven **to show what happens at high temperatures. Make sure the children do not touch hot objects and risk being burnt. Use a static camera to record and create a time-lapse video of the melting process.**  Follow a recipe that involves melting ingredients to combine them, such as flapjacks or marshmallow crispy cake. Predict which ingredients will melt and how the mixture will change when heated and then cooled.    Note  Children could work in groups to create their own version of the recipe by adding dried fruit, nuts, seeds or chocolate. Hold a blind tasting session to find out which version of the recipe is the most popular. Children will enjoy inventing new names for their creations!  Science Use simple scientific language to explain what they have found out.  Use their observations and ideas to suggest answers to questions.  Make ice cream in a bag! Pour a cup of whole milk into a medium-sized, zip-sealed bag and add a tablespoon of sugar. Seal and gently swirl the mixture. Half fill another large zip-seal bag with icecubes and add six tablespoons of salt. Seal and shake the mixture. Open the large bag and put the sealed bag of sweetened milk inside so it is surrounded by the salty ice cubes. Seal the large bag and work in teams to gently shake the bags for five minutes. Remove and open the medium bag and enjoy the frozen dessert! Discuss the changes and evaluate the success of their ice cream.    Note The salt lowers the freezing and melting temperature of ice and actually makes it colder! Children could use a thermometer to compare the temperature of a bag of ice cubes with and without added salt. Add milkshake flavouring to the milk or use single cream to make it richer. Use good quality, zip-sealed bags to make sure the salty ice is kept separate from the milk. Double bag the mixtures for extra protection.  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Science** Describe how the shape of some materials can be changed by twisting, bending, squashing or stretching.  Make bread or pizza dough (instructions available on **The Hub**) and investigate its properties by rolling, twisting, flattening, cutting and imprinting items into its surface. Add lavender, lemon rind, cinnamon or herbs to alter its scent. Explore what happens when more flour or water is added – how and why does the consistency change?    **Note** Encourage the children to use scientific vocabulary such as squash, bend, twist and stretch, when exploring the dough. Take photographs and note their comments. | Science Observe something closely and describe changes over time. Observe closely, using simple equipment.  Explore liquids that don’t mix. Place coloured ice cubes in a deep-sided tray that contains a layer of baby oil 2 cm deep. Observe what happens as the ice cubes melt. Visit the tray at regular intervals until the ice cubes have fully melted and see how the two materials behave. Use a spoon to move the liquids around and a hand whisk to mix them quickly. Describe what they see and what happens to the mixed oil globules.    Note Oil and water are immiscible, which means they do not mix. Oil and water will only mix when an emulsifier is added to create an emulsion. Milk and mayonnaise are common emulsions. Children could try **adding an** emulsifier to their mixtures to see what happens. Egg yolk is a great natural emulsifier. | **Science** Use simple scientific language to explain what they have found out. Use their observations and ideas to suggest answers to questions.  Reflect on the science investigations they have carried out during the project and choose a favourite. Become a science teacher for a day by inviting parents, carers, siblings and other family members into school. Demonstrate and explain scientific processes at work!    Note  Children might also like to write their own instructions for investigations, so that visitors can take part and try out experiments and procedures too. |  |  |  |
| Arts and Design | **Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.**  **Art & design**  **Create single and multicoloured prints using a range of printing techniques.** **Use marbling inks to create multicoloured prints, observing what happens when colours mix on the water’s surface. Use sticks to mix and swirl the inks before laying a sheet of paper over the top and taking a print of the patterned surface. Make bubble prints by adding coloured powder paint to bubble mixtures and catching the bubbles on a large sheet of paper. Try to catch their bubbles on paper sprinkled with different coloured dry powder paint and compare the effect of both methods.**    **Note**  **Alternatively, the children could make marbled milk paper. Pour a thin layer of milk into a tray and add drops of different food colouring. Add washing-up liquid to the mixture and use a cocktail stick to swirl the colours. Put a piece of paper that is the same size as the tray on top of the mixture, then lift it out and leave it to dry.** | **Art & design** Develop ideas from a variety of starting points including the natural world, man-made objects, fantasy and stories.  Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  Look in detail at the food landscapes created by artist Carl Warner and describe the way he uses different food types, including fresh fruit, vegetables and meat. Choose one image to study as a group and write a list of ingredients in that landscape. Create their own food landscape by cutting out images of food items or using photos of their own food.    **Note** Carl Warner was inspired by artists including Salvador Dali. His work has been used in adverts for food products. | Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  **Art & design** Create patterns using natural materials (e.g. pebbles, sticks, shells, leaves and petals). Create large, collaborative ice cube paintings from frozen blocks of watered-down paints (instructions available on **The Hub**). Slide the blocks around the paper to create patterns and allow them to melt into their own fluid shapes. Break up and mix coloured cubes or sprinkle salt on them to see what happens!    **Note** Make the ice cubes by watering paint down and pouring it into an ice cube bag before freezing. Roll out long sheets of lining paper or old wallpaper for the children to create their collaborative art. Make sure the children work outside as it will get very messy! | **Art & design** Choose appropriate materials and techniques for a given project. Use a range of materials creatively to design and make products.  Experiment with a variety of art and craft materials, investigating their properties to create mixed media pictures and collages. Try out chalks, various papers, net, pastels, charcoal, paint, inks and paste on the same surface using layering techniques.    **Note** Artworks by collage artists, such as Kurt Schwitters or other contemporary mixed media and collage artists, will inspire the children and give them ideas.  **Art & design** Create patterns using natural materials (e.g. pebbles, sticks, shells, leaves and petals). Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Explore the properties and consistencies of clay. Slowly add water to a piece of clay and mix it until it becomes clay slip. Draw patterns using the clay slip and watch what happens as they dry.    **Note** Clay slip is a watery form of clay. Children could draw clay slip patterns on a cling film surface that can be peeled away when dry. Alternatively, children can draw on an unfired ceramic tile using bottled clay slip. The slip pattern should stand proud of a flat tile surface and can be painted when dry. A local pottery artisan might be willing to come into school to demonstrate how to use clay and clay slip to make beautiful ceramics. | **D**&T  Produce detailed, labelled drawings or models of a product based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.  Design and help set up an outdoor kitchen for messy, muddy fun! Decide on the best location for the kitchen and list equipment they will need, such as **pots, pans and** utensils. Work in a small group to create a labelled plan for their kitchen using large pieces of paper or simple drawing software, such as Paint. Think about the essential elements in a kitchen – sufficient work surfaces are a good start!    Note  You could provide a range of activity cards to give focus to the children’s play. These could be based on capacity, changing states or creative writing**.**  **D&T Work safely and hygienically in construction and cooking activities. Select from and use a range of tools and equipment to perform practical tasks.**  **Follow instructions to make an enormous bowl of messy jelly (available on The Hub)! Use a range of different-coloured jelly cubes and utensils including spoons, wooden stirrers, measuring jugs and scissors to cut, tear and mix the jelly. Test for taste and invite others to enjoy a bowl of rainbow jelly. Apply good hygiene principles at all times.**    **Note Recap on rules of good food hygiene before starting work. The children could observe the changes that occur as the jelly dissolves and sets, and look at what happens when different colours are mixed.** | **Art & design**  **Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.**  **Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.**  **Use a range of materials creatively to design and make products.**  **Use drawing, painting and sculpture to develop and share their ideas, experiences and** |  |  |
| R.E. | Gospel – What is the good news Jesus brings? | Gospel – What is the good news Jesus brings? | Gospel – What is the good news Jesus brings? | Gospel – What is the good news Jesus brings? | Gospel -What is the good news  Jesus brings? | Gospel- What is the good news Jesus brings? |  |  |
| History/ Geography |  | D&T Explain where the food they eat comes from (e.g. by referring to countries, counties, animals and plants). Understand where food comes from.  Sort a range of foods in different ways to show where they have come from. Explain how and why foods have been sorted in a specific way.    **Note** Foods could be sorted according to whether they come from a plant or animal, the UK or abroad, or from a number of different countries. It is amazing how many misconceptions children can have about the origins of food! |  |  |  |  |  |  |
| PSHE |  |  |  |  |  |  |  |  |
| French |  |  |  |  |  |  |  |  |
| P.E. | NUFC | NUFC | NUFC | NUFC | NUFC | **NUFC** |  |  |
| ICT | . |  |  | **Computing** Organise, store, manipulate and retrieve data in a range of digital formats.Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Create a dough ball animation using their storyboards as a guide. Import their animation into video editing software, such as Movie Maker, and use the narration tools to add sound effects, dialogue or narration for effect.    **Note** You could begin by showing the children a clip of the animation, *Mio Mao*. Stop motion animations are made using a series of photographs that the animation software then puts together to create a film. Typically, 10 –12 photographs translates to one second of footage. Animation software is readily available, including free versions. Export each animation as a movie file (wmv or mov) before importing into Movie Maker or similar. | Computing Organise, store, manipulate and retrieve data in a range of digital formats.  Co 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Revisit digital images taken throughout the project, remembering what they did and learnt at each point. Arrange the images using presentation software, such as PowerPoint, and write a descriptive sentence or short paragraph about each one.    Note  Collate all the children’s slides into a single presentation then add a musical soundtrack. Play the presentation back to the children. They will love seeing the finished version! | Computing  Co 4 Use technology purposefully to create, organise, store, manipulateand retrieve |  |  |
| Other activities  STEM | Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.  Fill a variety of plastic bottles with coloured water to investigate capacity. Guess which containers will hold the most water then label and order them. Measure 100 ml of water into containers of different shapes and sizes and compare how the water looks in each container. Use a litre measure to find out and label which containers hold more or less than a litre. Use the correct mathematical vocabulary, including words such as more, less, full, empty, litre and millilitre.    Note  Extend the activity by asking the children to measure the capacity of different containers in millilitres. They should write labels for each one, showing how many millilitres or litres the containers hold. Children will enjoy playing with water and exploring a range of measuring equipment, such as scoops, plastic bottles, funnels, spoons, bags and measuring jugs. | **Mathematics** Choose and use appropriate standard units to estimate and measure temperature (°C) and capacity/volume (litres/ml) to the nearest appropriate unit, using thermometers and measuring vessels.Choose and use appropriate standard units to estimate and measure mass (grams/kilograms) to the nearest appropriate unit using scales.  Explore various ways of measuring liquid and solid foods. Consider why accuracy is important in a recipe and what might happen if ingredients are measured inaccurately. Practise weighing and measuring ingredients in units such as cupfuls, spoonfuls, millilitres (ml) and grams (g). Estimate weights and volumes before finding out the correct measurements with scales, measuring cylinders and graduated jugs. Record their estimates and the actual weight of the food in a table to compare and assess how accurate they were.    **Note** Use word cards to reinforce words such as kilogram, gram, litre and millilitre. Provide children with sealed bags of different ingredients. If time allows, the class could follow a simple recipe and add the wrong quantity of one ingredient to see what happens. |  |  |  |  |  |  |

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