


















Lesson/ Week	Main Objectives	Teaching Input	Activities & Independent Work	Resources	HPL
Easter Maths	<p>I can create a picture from different shapes.</p> <p>I can think of different designs before making a final choice</p> <p>I can work with someone else, discussing different ideas to create a new piece art</p>	<ul style="list-style-type: none"> Pupils cut out the egg and all the shapes within it. They then use all of the shapes to create a unique picture. Encourage pupils to be open minded and think of all different ways to create. Q 'How else could you use that shape?' Work with a partner to create a new picture together. Plan your picture before committing to a final idea. 	<ul style="list-style-type: none"> Cut out egg into its individual shapes. Manoeuvre the shapes around to create different pictures. Discuss with a partner how they can improve their pictures. Work together to create a final picture. 	<p>Easter Egg worksheet</p> <p>Scissors</p> <p>Glue</p> <p>Card</p>	 <p>Agile - Open minded</p>  <p>Empathetic - Collaborative</p>
Shakespeare in 45	<p>I can understand the plot of Romeo and Juliet.</p> <p>I can remember key characters and parts of the plot.</p>	<ul style="list-style-type: none"> Teacher lead description of each scene in R&J. The idea is for teacher to give a brief synopsis of each scene at speed. Pupils asked regularly 'what has happened?' and 'what 	<ul style="list-style-type: none"> Pupils selected to act out brief scenes and deliver short extracts of the script. All pupils have opportunity to play a range of characters. 	<p>Romeo and Juliet Script</p> <p>Range of props</p>	 <p>Empathetic - Collaborative</p>  <p>Agile - Open minded</p>

	I can work as a team to act out scenes from the play.	do you think will happen next?			
Potions, Spells, and Sorting	<p>I can sound out a range of different phonic sounds.</p> <p>I can combine different sounds to create a new 'spell'</p> <p>I am able to follow a set of instructions</p> <p>I can work with others to achieve my objective</p>	<ul style="list-style-type: none"> Show phonic worksheet on IWB. Go around the class and ask pupils to sound out the different 'parts'. Q 'Do you know any of the spells from Harry Potter?' Tell pupils that they will be creating spells by choosing 3 different sounds and putting them together to create a spell. 	<ul style="list-style-type: none"> Pupils to create their own spells using a range of different phonic sounds. The worksheet offers a selection of 'first part', 'middle part', and 'last part' sounds that can be combined to create a spell. Encourage pupils to sound out each individual part and decide which parts would go together to make a good spell. Pupils have to think what would be the result of casting their spell. Q 'Does the spell link to the sound of the spell?' Pupils to create a fortune teller following a list of 'how to' instructions. Teacher and T/A to assist those who struggle. 	Phonic Sound Worksheet Phonic Sound PDF to show on IWB	 <p>Creating - I can think flexibly to create ideas</p>  <p>Analysing - I can think logically</p>  <p>Empathetic - Collaborative</p>

		<ul style="list-style-type: none"> Each step to demonstrated by the teacher for pupils to follow. 	<ul style="list-style-type: none"> Any pupil who successfully creates their fortune teller are asked to assist others to make theirs. 		
Easter Treasure Hunt	<p>I can work with my patrol to find the correct answers.</p> <p>I can listen to the ideas of others.</p> <p>I can identify if we have gone wrong and correct our mistake.</p>	<ul style="list-style-type: none"> Explain how the treasure hunt will work. Show pupils examples of the clues and the letters they must pick up at each station. Reinforce the importance of working together, listening to each other and moving around the course as a team. Pupils to be divided into their patrol groups. 	<ul style="list-style-type: none"> Together pupils will solve clues that will direct them to about part of the school. At each point there will be a clue and a letter to pick up and keep. Once all clues have been collected they must work together to rearrange the letters collected to spell out an Easter message. If they cannot so this then an error may have been made and time will be given for them to try to correct this. 	<p>X11 written clues</p> <p>11 X4 letters that spell 'HAPPY EASTER'</p> <p>Folder for pupils to put letters into</p>	 <p>Empathetic - Collaborative</p>  <p>Meta-Thinking</p> <p>Self-regulation</p>
Introduction to Chess	<p>I can remember the names of the pieces.</p> <p>I can remember the rules for each individual piece.</p>	<ul style="list-style-type: none"> All pupils to have a recap of the pieces and rules of chess. Use IWB to show pieces and demonstrate how pieces move. A lot of Q&A around the classroom. 	<ul style="list-style-type: none"> Pupils are given the opportunity to play against each other. Those pupils who are unsure of rules or are new to the game will work with the teacher who will lead them through a game. 	<p>Chess boards</p> <p>Chess pieces</p> <p>Use of IWB</p>	 <p>Analysing -</p> <p>I can think logically</p> 

	<p>I can set up a chess board</p> <p>I can plan moves ahead and develop a strategy</p>	<ul style="list-style-type: none"> • Divide pupils into those who can play, and those who can't. Allow those who can play to play together. • Those who can't are to play one game of chess in two teams, with teacher overseeing and directing the two 'teams' through the game. Each team can discuss and plan their next move. 	<ul style="list-style-type: none"> • Those who quickly grasp the rules can go off and pay their own game together. 		<p>Empathetic - Collaborative</p>  <p>Agile - Open minded</p>
<p>Immersive Art</p>	<p>I can plan a piece of artwork</p> <p>I can work within a group including all members to create a piece of art.</p> <p>I can edit and improve my work</p> <p>I can evaluate my work</p>	<ul style="list-style-type: none"> • Show pupils examples of artwork on the IWB and discuss what they liked about each picture. The idea is to create a piece of work that they themselves could be part of. • Show different techniques through videos and picture on the IWB • Split pupils into groups and begin to design their picture. • Q 'How can you improve you design?' 	<ul style="list-style-type: none"> • Pupils go outside to the hardcourt area to create their picture. Once completed, take photos of each picture. Pupils can present their picture and talk through their ideas for their creation 	<p>Examples of immersive artwork</p> <p>Paper to plan</p> <p>Pencils</p> <p>Chalk to draw of tarmac</p> <p>Camera</p>	 <p>Empathetic - Collaborative</p>  <p>Linking - Big picture thinking</p>  <p>Meta-Thinking Self-regulation</p>

<p>Code-breaking</p>	<p>I can solve the maths question to give an answer.</p> <p>I can identify a pattern from my answers</p> <p>I can identify links between different patterns</p> <p>I can use a key to help identify a pattern</p> <p>I can work as part of a team to break a code</p>	<p>On IWB show pupils examples of simple code breaking using the answers for addition or subtraction problems.</p> <p>As pupils to solve some of the examples and identify a pattern in the code.</p>	<p>Pupils to complete code breaking worksheet. HA to have a mixture of four maths operations whilst LA just have addition and subtraction.</p> <p>Pupils must show their working for each question.</p> <p>Encourage all pupils to go back and check their work for errors. Hopefully pupils can identify their own errors when the code does not make sense.</p>	<p>Code breaking examples PDF</p> <p>Differentiated worksheets.</p>	 <p>Analysing - I can think logically</p>  <p>Meta-Thinking Self-regulation</p>
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