

# Grace Darling and The Farne Islands Autumn A

	<u>Week 1</u>	<u>Week 2</u>	<u>Week3</u>	<u>Week4</u>	<u>Week 5</u>	<u>W 6</u>	<u>W7/8</u>
English	Mystery of Grace Darling- asking questions using ? Punctuation- what do we know? How do we use ,! ? CL	Reading: sorting Grace's day into sections. Vocab about Farnes. Describe The Farne using punctuated sentences and adjectives/verbs	Write about the daily life of Grace Darling in coherent, punctuated sentences using vocabulary about the Farnes.	Conjunctions  Drama of rescue, ordering events of the rescue, retelling rescue in sentences.	Capitals for proper nouns. Recount of the rescue in coherent sentences with punctuation. Order accurately.	T4W The magic porridge pot. Read/map/ actions. Explore vocabulary, conjunctions and openers. What is a noun?	T4W adapt and rewrite sentences. Sorry I shrunk the kids story related to habitats if time.
History	<u>Who was Grace Darling?</u> <u>Where did she live and why?</u> GD mystery task. What do we know, want to know? Asking historical questions.	<u>What was life like on The Farne Islands for GD?</u> Home, school, food, jobs, fun. How does it compare to my life? Which would I prefer?	Write about daily life on the Farnes 209 years ago. How can we tell Grace lived in the past? What is the evidence. Making comparisons.	<u>What happened in The Rescue?</u> Find out facts about the historical event. Order events, retell through drama, living graph, pictures. Discuss decisions and consequences	<u>The Rescue: Cause and effect</u> Cause and effect- what was the impact of key points in the event? Retell story in writing. What happened to Grace next?	<u>Why/how do we remember GD?</u> <u>How do we know-evidence</u> What evidence tells us this story? What is Grace Darling's legacy. Link to the RNLI. VISIT RNLI	Research the first female RNLI member and compare her story to Grace's. Link to changing role of women in history.
Science	Classify images into groups of living, dead, never alive. Give reasons for choices.	What is a habitat? What does it provide? Explore the Farne islands as a habitat. Who can/can't live here?	Explore a range of habitats to discuss how each provides for the needs of animals. Estates agents for jungle.	Explore garden as a habitat. What does it provide? What lives there and why are they suited?	What do animals eat? What is a food chain? Explore food chains in a range of habitats.	<u>Working scientifically</u> Which questions can we actually find answers for?	Do garden animals prefer dark or light places? Trip to WWC
PHSE	Harold's first day Relate story to ready respectful safe. Examples Compliments. Talk about the power of what we say in our relationships..	Name/recognise emotions. Sort into physical feelings and emotions. Sort positive /negative. Talk about loneliness.	Name/discuss emotions from images, relate to own lives. Talk about feeling sad or scared.	Talk about weak/ strong emotions. How to cope with overwhelming emotions? What if an adult I know has strong emotions?	What are the qualities of a good friend and friendship? How do good friendships make us feel?	Bullying: What is bullying, emotions for bully/ victim, what to do, who to tell, compare to positive friendships. SCARF Bullying or teasing	Explore what makes someone a bully and can they change? Getting on and falling out. How to overcome conflicts in our friendships?
DT	Week 2 when training day: Investigate winding mechanisms in toys, make with construction kits. Investigate ways of making winding mechanisms and discuss strengths and weaknesses.		Using LKL as stimulus. Design a model light house with a WM to winch up lunch box.	Construct lighthouse from junk materials and make a WM with a straight axle.	W6 7Apply finishing techniques. Evaluate lighthouses.		
ICT	Establish School 360 rules. Use passwords to log onto 360.	Explore the "Paint" pages of J2E to create habitat	Develop paint pages using animate to create moving pictures of habitat	Explore the "Write" pages of J2E to create a passage of writing.	Explore, analyse and create pictograms	Consolidate skills learned this half term	
Real PE	Real PE scheme Lesson 1 Coordination Footwork/Follow the leader	Real PE scheme Lesson 2 Coordination Footwork/Lose your shadow	Real PE scheme Lesson 3 Coordination creating footwork pathways	Real PE scheme Lesson 4 Coordination one leg static balance mirror images	Real PE scheme Lesson 5 Coordination one leg static balance mirror challenges	Real PE scheme Lesson 6 one leg static balance use the force	Recap on skills in unit one- coordination and one foot static balances.
Dance	Dance unit organised by Helen Robson from school sports partnership						
music	L1 Going on Safari Create short sequences of sound	Lesson 2 Rhythmic safari. Copy a short rhythm and recognise simple notation	Lesson 3 Call and response Learn a traditional song from Ghana	Lesson 4 Rhythmic Response To create rhythms based on call and response	L5 The safari event: Add dynamics (volume) to a structure of rhythms	Singing assembly songs	
RE	Who/what is special to me? God is special to many people	Muslims call god Allah. Where would someone find/feel god? Is god real?	What is the Shahadah and why is it important to Muslims?	Explore prayer beads, The 99 names of Allah and what they mean.	Recap on characters Hannah and Imran and what they believe in	Art work based on Islamic patterns and names for Allah	

