
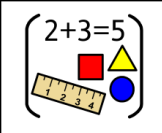





**Halesbury School  
Medium Term Planning**


Class:		Beech			Topic:	Splash	
Area of Learning	Week 1 Date: 13/04/26	Week 2 Date: 20/04/26	Week 3 Date: 27/04/26	Week 4 Date: 04/05/26	Week 5 Date: 11/05/26	Week 6 Date: 18/05/26	
<b>Education + Employment</b>	<b>Phonics</b>	<b>Mondays</b> – Review of initial letter sounds. The sound will be the Handwriting and Makaton focus for the week.					
		Jordan/Hawber/Lexia and comprehension work Harry/Lexi/Charlotte – Phase 5 review/Lexia Khloe/Mark/Lucas/Richard/ – Phase 3 Rec/Spring 1(Halfway through) James/Simra/Shazeb– Phase 3 Rec/Spring 1 (From the beginning) Phase 2 Vinnie – Rec/Autumn 1					
	<b>All – Tricky word games and activities related to the Phase the children are working on.</b>						
	<b>Communication and Language</b> 	<p><b>Topic – Fiction</b> <b>Text: The Secret of Black Rock</b> <b>Immerse</b> The story is about a girl who wants to go fishing and will do anything to go out on her mum’s fishing boat. Do not read the story yet.</p> <p><b>Hook</b> →Set up a magnetic fishing game on each table and let the children spend time playing the game. Add characters from the story into the game e.g. the little girl in her boat (picture with paper clip on) and her mum on her fishing boat. Once the children have finished the game spend time talking about what they have caught. Can the children make any predictions about what they think their next quality text is going to be about?</p> <p>Before reading the story give the children a large piece of sugar paper with the front and</p>	<p><b>Topic – Fiction</b> <b>Text: The Secret of Black Rock</b> <b>Immerse</b> Read the blurb. Discuss what a <i>legend</i> is – ch to write down other legends – Loch Ness Monster etc.</p> <p>Show the children a picture of the rock but only the bit that is above the water. Read page four with the children. With children’s help label the mountain with adjectives.</p> <p>Work on similes – page 4 – <i>Big as a mountain, sharp as a swordfish.</i></p> <p>Next the children have to choose a picture from the story and write a simile to go with it. They repeat this with two or three pictures</p> <p>Draw around one of the children on a piece of backing paper.</p>	<p><b>Topic – Fiction</b> <b>Text: The Secret of Black Rock</b> <b>Rehearse</b> Setting Description WAGOLL to be shared – written by the teacher – to include the specific objectives needed for the unit.</p> <p>Look at the moment when Erin goes underwater and sees all of the fish – ch to describe the fish underwater using expanded noun phrases.</p> <p>Model writing examples on the board.</p> <p>Once the children have written about the fish ask them to look in the story book and write more expanded noun phrases about the books.</p> <p><i>I can find examples of expanded noun phrases.</i></p>	<p><b>Topic – Fiction</b> <b>Text: The Secret of Black Rock</b> <b>Rehearse</b> Share WAGOLL</p> <p>Remind the children of the end challenge.</p> <p>What is a suffix?</p> <p>In small groups challenge the children to find as many suffixes as they can in the story and to write them on a whiteboard.</p> <p>Bring the children back together and record the suffixes on a large piece of paper that can go on the display board.</p> <p>Slide 8 – Model writing sentences about the characters using the suffixes they have collected. Highlight any suffixes you have used.</p>	<p><b>Topic – Fiction</b> <b>Text: The Secret of Black Rock</b> <b>Rehearse</b> Share WAGOLL</p> <p>Remind the children of the end challenge.</p> <p>What is a compound word?</p> <p>In small groups challenge the children to find as many compound words as they can in the story and to write them on a post-it note.</p> <p>Bring the children back together and record the compound words on a large piece of paper that can go on the display board.</p> <p>Writing sentences using the compound words they have found</p> <p><i>I can find compound words in a piece of text.</i></p>	<p><b>Topic – Fiction</b> <b>Text: The Secret of Black Rock</b> <b>Create</b></p> <p>Let the children practise verbally describing the story setting to each other.</p> <p>Create a class word bank of the words they think they are going to need to help them write their own story setting.</p> <p>The children use their word banks to write their setting descriptions.</p> <p><i>I can describe my story setting verbally to my partner. I can orally rehearse what I want to eventually write down. I can create a word bank that I can use when I am writing my story setting. I can write a story setting using the skills I have learnt this term in class,</i></p>



		<p>back cover stuck in the middle and give the children the chance to make predictions about what they think the story is going to be about and to generally discuss what they can see and what the blub says.</p> <p><b>Retrieve/interpret/Choose</b></p> <p>Read the story until the girls falls in and stop and do not share the rest of the story with them today. Discuss and write about the feelings of each character.</p> <p><i>I am becoming increasingly familiar with a wider range of stories.</i>  <i>I can make predictions about what a book is going to be about.</i>  <i>I can look for clues about how someone might be feeling or about something that is happening.</i>  <i>I can take part in conversations, staying on topic and responding to my friend's comments.</i>  <i>I can share my views and opinions and respect the views and opinions of others.</i></p>	<p>Role on the wall for the main character – Erin – up-level adjectives to describe etc.</p> <p>Take a photo to go in the children's books.</p> <p>The children need to write an expanded noun phrase to describe Erin (using adjectives used in the intro).</p> <p>Next, they write 5 facts that they know about Erin.</p> <p>Finally, they write 3 questions that they would like to ask Erin.</p> <p><i>I can think of adjectives to describe objects I can see in the story.</i>  <i>I am beginning to understand what a simile is.</i>  <i>I can compare two different objects using the words like or as.</i>  <i>I can think of adjectives to describe Erin.</i>  <i>I can share facts that I know about Erin with others.</i>  <i>I can think of relevant questions that I would like to ask Erin.</i></p>	<p><i>I can think of interesting adjectives to use in my expanded noun phrases.</i>  <i>I can use commas correctly in my sentences.</i>  <i>I can write Expanded noun phrases to describe and specify.</i></p>	<p>Writing sentences about the characters using the suffixes collected.</p> <p><i>I can find suffixes in the story.</i>  <i>I can use the suffixes correctly in sentences.</i>  <i>I can use the correct punctuation in my sentences.</i>  <i>I can read my sentences back to check that they make sense.</i></p>	<p><i>I can make compound words by putting two or more words together to make a new word with its own meaning.</i>  <i>I can read the compound words that I have created.</i>  <i>I can write sentences using compound words correctly.</i></p>	
		<p>Read a selection of other stories about the sea.  In reading session – Comprehension  Jordan/Lexi/Charlotte/Harry/Hawber  Lexia</p>	<p>Read a selection of other stories about the sea.  In reading session – Comprehension  Jordan/Lexi/Charlotte/Harry/Hawber  Lexia</p>	<p>Read a selection of other stories about the sea.  In reading session – Comprehension  Jordan/Lexi/Charlotte/Harry/Hawber  Lexia</p>	<p>Read a selection of other stories about the sea.  In reading session – Comprehension  Jordan/Lexi/Charlotte/Harry/Hawber  Lexia</p>	<p>Read a selection of other stories about the sea.  In reading session – Comprehension  Jordan/Lexi/Charlotte/Harry/Hawber  Lexia</p>	<p>Read a selection of other stories about the sea.  In reading session – Comprehension  Jordan/Lexi/Charlotte/Harry/Hawber  Lexia</p>

	<p style="text-align: center;"><b>Number and Problem Solving</b></p> 	<p><b>Number and Place Value or Multiplication, Division and Fractions</b></p> <p><b>Jordan</b> – Goes to Pathway 4 for his maths lessons.  <b>Group 1</b> – Order, read and write numbers to 100.  <b>Group 2</b> – Odd and even numbers to 20.  <b>Group 3</b> – Odd and even numbers to 10.  <b>Group 4</b> – Reading and writing numbers to 10.</p>	<p><b>Number and Place Value or Multiplication, Division and Fractions</b></p> <p><b>Jordan</b> – Goes to Pathway 4 for his maths lessons.  <b>Group 1</b> – 10 more/less  <b>Group 2</b> – Counting in twos  <b>Group 3</b> – Reading and writing numbers in words to 20  <b>Group 4</b> – Counting forwards to ten from any number.</p>	<p><b>Time and Money</b></p> <p><b>Jordan</b> – Goes to Pathway 4 for his maths lessons.  <b>Group 1</b> – Quarter to/past  <b>Group 2</b> – Half past  <b>Group 3</b> – O Clock  <b>Group 4</b> – Days of the week</p>	<p><b>Time and Money</b></p> <p><b>Jordan</b> – Goes to Pathway 4 for his maths lessons.  <b>Group 1</b> – Telling the time to the 5 minutes  <b>Group 2</b> – Quarter to/past  <b>Group 3</b> – Half past  <b>Group 4</b> – O Clock</p>	<p><b>Number and Place Value or Multiplication, Division and Fractions</b></p> <p><b>Jordan</b> – Goes to Pathway 4 for his maths lessons.  <b>Group 1</b> – Counting in 5s  <b>Group 2</b> – Counting in 2s  <b>Group 3</b> – Counting back in ones from 10.  <b>Group 4</b> – Number formation</p>	<p><b>Time and Money</b></p> <p><b>Jordan</b> – Goes to Pathway 4 for his maths lessons.  <b>Group 1</b> – Add up amounts to 50p  <b>Group 2</b> – Add up amounts to 20p  <b>Group 3</b> – Add up amounts to 10p  <b>Group 4</b> – Coin recognition</p>
	<p style="text-align: center;"><b>Science</b></p> 	<p><b>Focus: Water Intent:</b>  Investigate the properties of the different states of water</p> <p><b>Where does our water come from?</b>  Paired talk - Ask the children to share their ideas.</p> <p>Show the children a globe. Which is the water and which is the land? Do you think there is more land or water? Over half of the world is water.</p> <p>Water Cycle → PowerPoint</p> <p>Reinforce with the following video clip and song:</p> <p><a href="#">Geography   KS1   KS2   The water cycle   BBC Teach - YouTube</a></p>	<p><b>Focus: Water Intent:</b>  Investigate the properties of the different states of water</p> <p><b>Can we drink sea water?</b>  Show the children the globe again and remind them that over half of the world is water and that most of the water is sea water which you cannot drink. There is some frozen water and there is a small amount of drinking water.</p> <p>Water treatment plants → Record cycle</p> <p>True and False activity.</p> <p><b>I can name some sources of water.</b>  <b>I understand that only a small amount of the world's water is drinkable.</b></p>	<p><b>Focus: Water Intent:</b>  Investigate the properties of the different states of water</p> <p><b>Apart from drinking it, what else do we use water for?</b>  Paired talk - Ask the children to share their ideas.</p> <p>With the children's help sort the uses of water into vital, necessary, or unnecessary.</p> <p>children organise and place the Uses of Water Cards into three columns based on whether they think they show a vital, necessary or unnecessary use of water, as well as adding at least one example of their own to each column using the Blank Uses of Water Cards. They then share their</p>	<p><b>Focus: Water Intent:</b>  Investigate the properties of the different states of water</p> <p><b>What properties does water have?</b>  Paired talk - Ask the children to share their ideas.</p> <p>It has no colour.  It has no smell.  It has no taste.  It has no fixed shape  It can dissolve substances.  It freezes at '0' degrees Celsius.  It boils and turns into steam at 100 degrees Celsius.  Objects lighter than water float on it.</p> <p><b>What objects will float on water?</b></p>	<p><b>Focus: Water Intent:</b>  Investigate the properties of the different states of water</p> <p><b>Which things dissolves in Water?</b></p> <p>Dissolve → PowerPoint</p> <p>Reinforce with the following video clip and song:</p> <p><a href="#">Science   KS1   Solutions   BBC Teach</a></p> <p><a href="#">Dissolve Song - YouTube</a></p> <p><b>Which of these will dissolve?</b></p> <p>Make a prediction?  Carry out an experiment.  Record your results.</p>	<p><b>Focus: Water Intent:</b>  Investigate the properties of the different states of water</p> <p><b>What happens when you Freeze water? What happens to water when it gets hot?</b></p> <p>At what temperature does water freeze/boil?</p> <p>Experiment – Do fresh and saltwater freeze? Which freezes the fastest?</p> <p>To be introduced to the temperature water needs to be at to freeze/boil  <b>I can carry out an experiment.</b>  <b>I can make a prediction.</b>  <b>I can record what I find out.</b></p>

		<p><a href="#">The Water Cycle Song - YouTube</a></p> <p>Ask the children to make water cycle diagrams and to talk about them with a partner.</p> <p><b>I can name some sources of water.</b> <b>I can create a diagram to help me talk about the water cycle.</b></p>	<p><b>I can explain where drinking water comes from.</b></p>	<p>choices with a partner and discuss any differences of opinions.</p> <p><b>I can list some different uses of water.</b> <b>I understand that some of the ways in which we use water are vital, some are necessary and some are unnecessary.</b> <b>I can talk about my own use of water.</b></p>	<p>Floating and sinking PowerPoint. Which of these objects will float/sink? Why?</p> <p><b>I can help to make a list of the properties of water.</b> <b>I can carry out an experiment.</b> <b>I can make a prediction.</b> <b>I can record what I find out.</b></p>	<p><b>I understand that some things dissolve in water and some do not.</b> <b>I can carry out an experiment.</b> <b>I can make a prediction.</b> <b>I can record what I find out.</b></p>	
	<p><b>PfA and Careers</b></p> 	<p align="center"><b>Crest Award in STEM (Design a Pizza Box)</b></p> <p><b>Intent:</b> Pupils will learn about the information on a pizza box, strength test using different materials and design and make their own pizza box, using their research.</p> <p align="center"><b>Midland Metro - Design and Build a Bug Hotel</b></p> <p><b>Intent:</b> Insects and other minibeasts need safe spaces to shelter, hide from predators and raise their young. Midland Metro have challenged the class to help the minibeasts by building bug hotels for them. <b>AQA122226 Forest skills: Minibeast hunting</b></p>					
Independent Living	<p><b>My Independence</b></p> 	<p align="center"><b>PM – My independence</b> <b>Topic: Travel</b></p>					
	<p><b>Why do people catch buses?</b></p> <p>Make a list with the pupils's help.</p> <p>Focus:</p> <ul style="list-style-type: none"> <li>Discuss reasons for the importance of bus travel.</li> </ul>	<p><b>Catching a bus - observation</b></p> <p>Watch a clip of someone catching a bus</p> <p>Focus:</p> <ul style="list-style-type: none"> <li>Identify key steps to catching a bus.</li> <li>Identify safety rules</li> <li>Role play catching a bus.</li> </ul> <p>Challenge: Identify what happens if...</p>	<p><b>Planning a visit using a bus</b></p> <p>What do we need to do before we go on a bus?</p> <p>Focus:</p> <ul style="list-style-type: none"> <li>Destination</li> <li>What bus are we going to catch?</li> <li>Reading a timetable.</li> <li>What do we need to take with us?</li> </ul>	<p><b>Catching a bus</b></p> <p>Trip to Blackheath</p> <p>Focus:</p> <ul style="list-style-type: none"> <li>Listen to and follow multistep instructions</li> </ul>	<p><b>Feedback and sequencing</b></p> <p>Pupils will look back on their picture journey and sequence pictures and describe what was happening at each step.</p> <p>Focus:</p> <ul style="list-style-type: none"> <li>To sequence pictures and recount what happened</li> </ul>	<p><b>Catching a bus</b></p> <p>The pupils will plan another visit using a bus based on what they have learnt this term.</p>	

						Challenge: What do we need to remember for our next visit using a bus?	
	<p><b>Cooking Mrs Stockden</b></p> 	<p><b>TOPIC: HEALTHY EATING</b></p> <p><b>Introduction to Healthy Eating</b></p> <p>Make healthy eating plate using paper plate and widgit symbols</p> <p>Balanced diet - on another plate sort food into protein, carbs, fruit and veg, dairy, fats and oils. Put headings on plate to describe each category</p> <p><i>Skill:</i> <i>I can identify the main food groups with adult support</i></p>	<p><b>TOPIC: HEALTHY EATING</b></p> <p><b>Make Smoothie</b></p> <p>Choose preferred fruit and chop with adult support.</p> <p>Use smoothie plan to decide on base and flavour</p> <p><i>Skill:</i> <i>I can choose the ingredients I like to make a healthy smoothie</i></p>	<p><b>TOPIC: HEALTHY EATING</b></p> <p><b>Make fruit pancakes</b></p> <p>Make pancake mixture and cook with adult support.</p> <p>Top with fruit (healthy option)</p> <p><i>Skill:</i> <i>I can demonstrate what a frying pan is used for</i></p>	<p><b>TOPIC: HEALTHY EATING</b></p> <p><b>Make healthy lunch - rainbow wraps</b></p> <p>Choose ingredients for wrap and prepare with adult support</p> <p><i>Skill:</i> <i>I can safely use a knife to chop fruit and vegetables with adult support</i></p>	<p><b>TOPIC: HEALTHY EATING</b></p> <p><b>Make pasta salad</b></p> <p>Cook pasta with support as needed. Choose protein and vegetables and prepare then add to pasta. Finish with low fat yoghurt</p> <p><i>Skill:</i> <i>I can drain food using a colander with adult support</i></p>	<p><b>TOPIC: HEALTHY EATING</b></p> <p><b>Make Pizza</b></p> <p>Make flatbread (healthy option for pizza base) and prepare toppings of choice including low fat cheese</p> <p><i>Skill:</i> <i>I can find healthier options for a given recipe ie pizza</i></p>
<p><b>Community + Relationships</b></p>	<p><b>World Around Us</b></p> 	<p><b>Subject:</b> Geography <b>Topic:</b> Seasons</p> <p><b>Intent:</b> Comparing different climates. How do these impact on human population?</p> <p><b>How are the seasons linked with the months of the year?</b></p> <p>Children will find out how a year is split into the four seasons and how each season lasts for three</p>	<p><b>Subject:</b> Geography <b>Topic:</b> Seasons</p> <p><b>Intent:</b> Comparing different climates. How do these impact on human population?</p> <p><b>What is the weather is like in spring? What impact does this have on plants, animals and humans?</b></p> <p>Children will recap when spring is before looking at what the weather is like in</p>	<p><b>Subject:</b> Geography <b>Topic:</b> Seasons</p> <p><b>Intent:</b> Comparing different climates. How do these impact on human population?</p> <p><b>What is the weather is like in summer? What impact does this have on plants, animals and humans?</b></p> <p>Children will recap when summer is before finding out what the weather is</p>	<p><b>Subject:</b> Geography <b>Topic:</b> Seasons</p> <p><b>Intent:</b> Comparing different climates. How do these impact on human population?</p> <p><b>What is the weather is like in Autumn? What impact does this have on plants, animals and humans?</b></p> <p>Children will recap when autumn is before using photos to consider what</p>	<p><b>Subject:</b> Geography <b>Topic:</b> Seasons</p> <p><b>Intent:</b> Comparing different climates. How do these impact on human population?</p> <p><b>What is the weather is like in winter? What impact does this have on plants, animals and humans?</b></p> <p>Children will recap when winter is before finding out about the weather in</p>	<p><b>Subject:</b> Geography <b>Topic:</b> Seasons</p> <p><b>Intent:</b> Comparing different climates. How do these impact on human population?</p> <p><b>What do you remember? To review knowledge and compare the four seasons.</b></p> <p>Children will recall the names and months of each of the seasons and identify the characteristics and</p>

	<p>months. They will learn or recap the months of the year and identify which months belong to which season. They will begin to think about what each season is like.</p> <p><b>I know that weather patterns change throughout the year.</b>  <b>I know that there are four seasons in a year.</b>  <b>I can name the months of each season.</b></p>	<p>spring. They will find out what effects the spring weather has, such as the birth of baby animals due to warmer and longer days, and the growth of new flowers.</p> <p><b>I know when spring is.</b>  <b>I can describe what the weather is like in spring.</b>  <b>I know that spring is a time of new life for plants and animals.</b></p>	<p>like in summer. They will consider activities associated with summer and how different seasons affect what people can do or wear.</p> <p><b>I know when summer is.</b>  <b>I can describe what the weather is like in summer.</b>  <b>I can identify appropriate clothing and activities for the summer.</b></p>	<p>happens in autumn. They will learn about autumn weather and the changes that come about with autumn.</p> <p><b>I know when autumn is.</b>  <b>I can describe what the weather in autumn is like.</b>  <b>I can use appropriate vocabulary to describe autumn.</b></p>	<p>winter. They will think about some of the other changes that happen in winter, such as shorter days, and consider how weather affects human activity.</p> <p><b>I know when winter is.</b>  <b>I can describe what the weather is like in winter.</b>  <b>I understand how weather can affect human activities.</b></p>	<p>features of each one. They will use what they have learnt to express their knowledge in a variety of ways using appropriate facts and vocabulary.</p> <p><b>I can name the four seasons.</b>  <b>I can identify the different characteristics of each season in terms of weather.</b>  <b>I can express my knowledge of seasons in a variety of ways.</b></p>
<p><b>PSHE</b>  <b>Mrs Ralphs</b></p> 	<p><b>Healthy Me</b>  Personal Safety</p> <p><b>Skill:</b>  <i>I can discuss what makes a situation safe/unsafe.</i></p> <p>Group discussion/ Circle time – Pupils to think of things, a person or a place that might not be safe. Using given image how do we know that this person is frightened. Use widget images to show what we may not see in our face or body. Discuss how it may feel inside our body and why our bodies do this using visual images.</p>	<p><b>Healthy Me</b>  Personal Safety</p> <p><b>Skill:</b>  <i>I can understand "yes/no" choices in relation to safe/unsafe scenarios.</i></p> <p>Discuss as a group when we need to call for help. Use images. 999 -Discuss what is an emergency and what needs 999 using widget images. List pupil ideas. Using emergency service images discuss differences and match with how they help. Scenarios -help Jigsaw Jino decide what to do for each scenario.</p>	<p><b>Healthy Me</b>  Personal Safety</p> <p><b>Skill:</b>  <i>I can discuss what makes a situation safe/unsafe.</i></p> <p>Discuss 999 and that it is free to call. Explain that if you're not sure, it's better to call. Listen to an emergency call. Discuss questions they will ask and what answers you need to give. Discuss and name what is not an emergency.</p>	<p><b>Healthy Me</b>  Personal Safety</p> <p><b>Skill:</b>  <i>I can recognise and name trusted adults (e.g., family, teacher, police).</i></p> <p>Discuss that safety isn't just about places and things – sometimes it's also about people and situations, online and offline. Identify adults you could go to for advice or help at home and school.</p> <p>Group to look at visuals of different risks- roads, water, strangers, online, fire. Discuss what safety rules we know about these places. How can we stay safe in each situation?</p>	<p><b>Healthy Me</b>  Personal Safety</p> <p><b>Skill:</b>  <i>I can use crossings correctly, avoid unsafe areas, and act safely near water/rail.</i></p> <p>Group discussion of water around us.</p> <p>Pupils to add where and when they like to play in water. Widget to show group discussion with images.</p> <p>Watch water safety cartoon.</p> <p>Using 3 images discuss safety rules for around water. Make a list of the rules for water.</p>	<p><b>Healthy Me</b>  Personal Safety</p> <p><b>Skill:</b>  <i>I can name simple safety rules for roads, water, and railways.</i></p> <p>Discuss Water Safety Code – Stop and Think, Stay Together, Float if in trouble, Call 999. River Water Safety Story. Read and answer questions. How do the Star rules apply to the story, use images to show this? Discuss Water Safety scenario and decide what to do and how to react in this situation.</p>

<p><b>Creative Art</b> Mrs Chamberlain</p>  <p><b>Beech</b></p>	<p>Today we had a mindfulness lesson and used our creative skills to promote a positive mindset.</p>	<p>In art, pupils will be to learning to develop the ability to represent a three-dimensional world on a two-dimensional surface, by creating a convincing illusion of depth and space.</p>	<p>Pupils will create a three-dimensional piece of artwork on a two-dimensional surface.</p>	<p>Pupils will continue to work on their artwork.</p>	<p>Pupils will continue to work on their artwork.</p>	<p>Pupils will continue to work on their artwork.</p>
<p><b>IT</b></p>	<p><b>Purple Mash - Coding Lesson 1: Instructions</b> To understand that computer programs work by following instructions called code. <b>I can give and follow instructions.</b> <b>I can draw symbols to represent instructions.</b> <b>I can arrange code blocks to create a set of instructions.</b></p>	<p><b>Purple Mash – Coding Lesson 2: Objects and Actions</b> To use object and action code blocks to make a computer program. <b>I can give examples of objects and actions in a computer program.</b> <b>I can create a program in 2Code that uses object and action blocks.</b></p>	<p><b>Purple Mash – Coding Lesson 3: Events</b> To understand what an event is in coding. <b>I know that an event can control an object in coding.</b> <b>I can create a program with an event.</b></p>	<p><b>Purple Mash – Coding Lesson 4: Outputs and Reading Code</b> To understand the purpose of an output and to be able to ‘read’ code to find out what it does. <b>I understand that an output block makes something come out of the computer, like sound.</b> <b>I can use event, object, action and output code blocks.</b> <b>I can ‘read’ code to find out what it does and in what order.</b></p>	<p><b>Purple Mash - Coding Lesson 5: Setting the Scene</b> To change aspects of the design view. <b>I can set up the Design view including adding, deleting and moving objects.</b> <b>I can change the size of objects using the scale property in the attributes table.</b></p>	<p><b>Purple Mash - Coding Lesson 6: Writing Code</b> To write code for a computer program. <b>I can think carefully about the code that I want to use in my program.</b> <b>I can create code for a program.</b></p>
<p><b>PE</b></p> 	<p style="text-align: center;"><b>Dance</b></p> <p><b>Key Movement Knowledge:</b> Developing awareness of body movements, coordination, and spatial awareness.  <b>I can move with more control and balance (e.g. running, rolling, turning).</b>  <b>I can experiment with different speeds, directions, and levels.</b>  <b>I can respond to music by moving to the beat.</b>  <b>I am starting to express ideas/concepts through dance (e.g., representing animals, weather).</b></p>					