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| Day and Subject | 8 Sept | 15 Sept | 22 Sept | 29 Sept | 6 Oct | 13 Oct | 20 Oct |
| **Monday**  MHM/ PHSCE | MHM survey  Emotional resilience | MHM Meet your brain 1  Lifestyles | MHM Meet your brain 2  Lifestyles | MHM Meet your brain 3  Lifestyles | MHM Meet your brain 4  Drugs, cigarettes and alcohol | MHM Meet your brain 5  Drugs, cigarettes and alcohol | MHM Meet your brain survey  Recap healthy lifestyles |
| Enterprise | Decide on project and roles | Project | Project | Project | Project | Project | Project |
| Maths | Number and Place Value | Number and Place Value | Number and Place Value | Number and Place Value | Number and Place Value | Number and Place Value | Number and Place Value |
| **Tuesday**  Maths | Number and Place Value | Number and Place Value | Number and Place Value | Number and Place Value | Number and Place Value | Number and Place Value | Number and  Place Value |
| English  Reading | Reading  Nelson Mandela | Reading  Nelson Mandela | Reading  Nelson Mandela | Reading  Nelson Mandela | Reading  Nelson Mandela | Reading  Nelson Mandela | Reading  Halloween Poetry |
| Creativity | Handprints | Milestone artwork | Selfies | Selfies | Photo frames | Photo frames | Dona Noblis music |
| **Wed**  Swim/ So-safe | Changing bodies | Changing bodies | Menstruation and wet dreams | Menstruation and wet dreams | Coping with feelings | Consent | Romantic feelings |
| Swimming/ Active maths | Swimming | Swimming | Swimming | Swimming | Swimming | Swimming | Swimming |
| English  ASDAN | Send emails | Communicate using iPads | Send pictures | Communication preferences | Send a message to someone familiar | Send a message to someone unfamiliar | Discuss communications |
| **Thurs**  Maths | Number and place value | Number and place value | Number and place value | Number and place value | Number and place value | Number and place value | Number and place value |
| English  Speaking | About me | About me | Blank levels | Blank levels | Blank levels | Blank levels | Blank levels |
| Cooking | Hummus | Cupcakes | Cheese and pineapple sticks | Pizza faces | Rice crispie cakes | Cheese twists | Halloween biscuits |
| **Fri**  **LR**  **Community** | Rosh Hashanah   * I understand some key beliefs, teachings and practices of one or more religions * I show respect for people of different faiths and worldviews * I have explored key themes in religion such as morality, justice and the meaning of life * I have explored religious beliefs and practices * I have developed and expressed personal views on religious and ethical issues * I can understand and explore ethical and moral questions through a religious lens * I have engaged in respectful discussions about religion and ethics   Discuss the religious festival and how it links to thinking about what you achieved last year and your hopes for the year ahead.  Every pupil to reflect on their last year and list their hopes for the year ahead. | Rosh Hashanah   * I understand some key beliefs, teachings and practices of one or more religions * I show respect for people of different faiths and worldviews * I have explored key themes in religion such as morality, justice and the meaning of life * I have explored religious beliefs and practices * I have developed and expressed personal views on religious and ethical issues * I can understand and explore ethical and moral questions through a religious lens * I have engaged in respectful discussions about religion and ethics   SSL  Complete What can we remember about Rosh Hashanah?  Complete Quiz to gain knowledge at start of this unit of work  Read through Powerpoint about Rosh Hashanah  [Rosh Hashanah PowerPoint | Judaism Teaching Resource](https://www.twinkl.co.uk/resource/t2-re-311-rosh-hashanah-powerpoint)  crossword – all about Rosh Hashanah  NSSL- explore OOR and play choose it maker game- show pupil picture of a Rosh Hashanah related object and they need to find the symbol on the board that matches the object. | Rosh Hashanah   * I understand some key beliefs, teachings and practices of one or more religions * I show respect for people of different faiths and worldviews * I have explored key themes in religion such as morality, justice and the meaning of life * I have explored religious beliefs and practices * I have developed and expressed personal views on religious and ethical issues * I can understand and explore ethical and moral questions through a religious lens * I have engaged in respectful discussions about religion and ethics   SSL  What can we remember about Rosh Hashanah?  Ask some of the Quiz Questions  Read through Powerpoint about Rosh Hashanah  [Rosh Hashanah PowerPoint | Judaism Teaching Resource](https://www.twinkl.co.uk/resource/t2-re-311-rosh-hashanah-powerpoint)  Play Rosh Hashanah Bingo.  NSSL- explore OOR and play choose it maker game- show pupil picture of a Rosh Hashanah related object and they need to find the symbol on the board that matches the object. | Rosh Hashanah   * I understand some key beliefs, teachings and practices of one or more religions * I show respect for people of different faiths and worldviews * I have explored key themes in religion such as morality, justice and the meaning of life * I have explored religious beliefs and practices * I have developed and expressed personal views on religious and ethical issues * I can understand and explore ethical and moral questions through a religious lens * I have engaged in respectful discussions about religion and ethics   SSL  What can we remember about Rosh Hashanah?  Revise quiz questions  Read through Powerpoint about Rosh Hashanah  [Rosh Hashanah PowerPoint | Judaism Teaching Resource](https://www.twinkl.co.uk/resource/t2-re-311-rosh-hashanah-powerpoint)    Play Rosh Hashanah Bingo but students are to start asking the questions to each other and being the bingo caller.  NSSL- To make honey biscuits.  All class to share honey biscuits for snack. | Rosh Hashanah   * I understand some key beliefs, teachings and practices of one or more religions * I show respect for people of different faiths and worldviews * I have explored key themes in religion such as morality, justice and the meaning of life * I have explored religious beliefs and practices * I have developed and expressed personal views on religious and ethical issues * I can understand and explore ethical and moral questions through a religious lens * I have engaged in respectful discussions about religion and ethics   SSL  Revise Quiz Questions  Read through Powerpoint about Rosh Hashanah  [Rosh Hashanah PowerPoint | Judaism Teaching Resource](https://www.twinkl.co.uk/resource/t2-re-311-rosh-hashanah-powerpoint)  Explore the fruits and the meaning of each one.  All students to make honey and apple snack. | Rosh Hashanah   * I understand some key beliefs, teachings and practices of one or more religions * I show respect for people of different faiths and worldviews * I have explored key themes in religion such as morality, justice and the meaning of life * I have explored religious beliefs and practices * I have developed and expressed personal views on religious and ethical issues * I can understand and explore ethical and moral questions through a religious lens * I have engaged in respectful discussions about religion and ethics   SSL  Read through Powerpoint about Rosh Hashanah  [Rosh Hashanah PowerPoint | Judaism Teaching Resource](https://www.twinkl.co.uk/resource/t2-re-311-rosh-hashanah-powerpoint)  Complete five facts sheet– all about Rosh Hashanah  NSSL- Make a shofar horn. | End of half term- repeat quiz from start of term- have we improved our scores?  Possible visit to a synagogue- awaiting response from local synagogues |
| **PE/ Tacpac** | TAG RUGBY  LO: To be able to perform fundamental rugby handling skills including passing and catching.  Warm up: Encourage students (single/ pairs) to lead a warm up. Include a pulse raiser and stretch. Students to move round the hall, negotiating space and side stepping in and out of peers pretending to dodge them.Traffic Lights: Red = Stop, Yellow = Jog, Green = Sprint. Progress onto students carrying balls and moving round the hall.  Skills development: Give the children the opportunity to familiarise themselves with a rugby ball. Bounce it, roll it, throw and catch it, pass it around your waist and spend time handling the odd-shaped ball. In groups, how many times can they pass the ball to each other in 30 seconds? Try different ways.. rolling it, passing it, bouncing? What’s the most efficient way? Repeat activity.  Small Sided Game: Split into groups of 4/5. Highlight the try lines (each end of hall/ outside) are where students can score a 'try'. TPs' ball must be placed over the line. Students to wear tag belts/ bibs in shorts. Students can pass forward or backward. Defenders can intercept or pull a bib out to stop play.  NSSL- TACPAC- see separate recording sheets | TAG RUGBY  LO: To be able to perform fundamental rugby handling skills including passing and catching.  Warm up: Encourage students (single/ pairs) to lead a warm up. Include a pulse raiser and stretch. Students to move round the hall, negotiating space and side stepping in and out of peers pretending to dodge them.Traffic Lights: Red = Stop, Yellow = Jog, Green = Sprint. Progress onto students carrying balls and moving round the hall.  Skills development: Give the children the opportunity to familiarise themselves with a rugby ball. Bounce it, roll it, throw and catch it, pass it around your waist and spend time handling the odd-shaped ball. In groups, how many times can they pass the ball to each other in 30 seconds? 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In pairs, label each student a tagger or attacker. Attacker will maneouvre round the hall. Tagger has to pull of their oppenents 'tag'. 30 seconds then change roles. Progress onto bulldog. 2 taggers in the middle. Attckers have to get from one side to another without being tagged. Tagged students then stay in the middle.  Small Sided Game: Split into groups of 4/5. Highlight the try lines (each end of hall/ outside) are where students can score a 'try'. TPs' ball must be placed over the line. Students to wear tag belts/ bibs in shorts. Students can now only pass backward. Defenders can intercept or pull a bib out to stop play. Attackers have x5 attempts to score a try before being turned over to the other team.  Incorporate tactics and strategies eg ask teams to think of ways to be succesful. Can they communciate and apply this correctly.  NSSL- TACPAC- see separate recording sheets | LO: To develop understanding and knowledge of how to tackle correctly.  Warm up: Encourage students (single/ pairs) to lead a warm up. Include a pulse raiser and stretch. Introduce Rondo also known as ‘piggy in the middle’ in groups of 4/5. Learners to pass and move in designated space, x1 ‘pig’ in the middle trying to steal ball. Change learners in middle. Defender to intercept ball or pull tag/bib.  Skills development: Introduce/ recap Tag Belts. Students to wear velcro belt with tag belts attached to waist. In pairs, label each student a tagger or attacker. Attacker will maneouvre round the hall. Tagger has to pull of their oppenents 'tag'. 30 seconds then change roles. Progress onto bulldog. 2 taggers in the middle. Attckers have to get from one side to another without being tagged. Tagged students then stay in the middle.  Small Sided Game: Split into groups of 4/5. Highlight the try lines (each end of hall/ outside) are where students can score a 'try'. TPs' ball must be placed over the line. Students to wear tag belts/ bibs in shorts. 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Emphasise passing from the waist, accuracy & control. Introduce cones to simulate opponents. Learners repeat activity but zig zag around ‘opponents’. Relay race between groups.  Small Sided Game: Split into groups of 4/5. Highlight the try lines (each end of hall/ outside) are where students can score a 'try'. TPs' ball must be placed over the line. Students to wear tag belts/ bibs in shorts. Students can now only pass backward. Defenders can intercept or pull a bib out to stop play. Attackers have x5 attempts to score a try before being turned over to the other team.  Add in challenges eg have to make 5 passes before scoring a try. Each player must touch the ball before a try.  NSSL- TACPAC- see separate recording sheets | LO: To use basic movement and evasive running skills.  Warm up: Encourage students (single/ pairs) to lead a warm up. Include a pulse raiser and stretch. Sharks and fishes. Learners to wear tags (bibs in shorts). 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Add in challenges eg have to make 5 passes before scoring a try. Each player must touch the ball before a try.  NSSL- TACPAC- see separate recording sheets | LO: To apply skills in game play to demonstrate understanding and level of performance  Warm up: Student led warm up. Give prompts based on what warm up activities have been completed previously.Give students opporutnites prior to lesson to think of activites. Use ICT to support students with this.  Skills development: Split class into 4 lines. Learners to walk/run as a 4, passing the ball from 1 end to another. Repeat activity focussing on passing backwards. Introduce defenders. Defenders ‘win’ by intercepting ball or pull tag/bib from player. Split class into groups. 2v1 in a small area Ways to outwit an opponent: draw defender in and pass or fake pass. Defender to intercept ball or pull tag/bib.  Small Sided Game: Split groups into teams have to score by placing the ball down in the opposition area (try line). Reinforce passing backwards. Defenders can either intercept ball by catching it mid pass or by pulling a tag of their opponent. When x5 tags have been removed from the attacking team, the ball is turned over. \*\*Additional lesson: Tag Rugby Festival. Prior to lesson split into teams with each team playing each other. 4 minute games. win = 3 points, draw = 2 points, loss = 1 point.  NSSL- TACPAC- see separate recording sheets |
| Assembly/Reward | Assembly/Reward | Assembly/Reward | Assembly/Reward | Assembly/Reward | Assembly/Reward | Assembly/Reward | Assembly/  Reward |