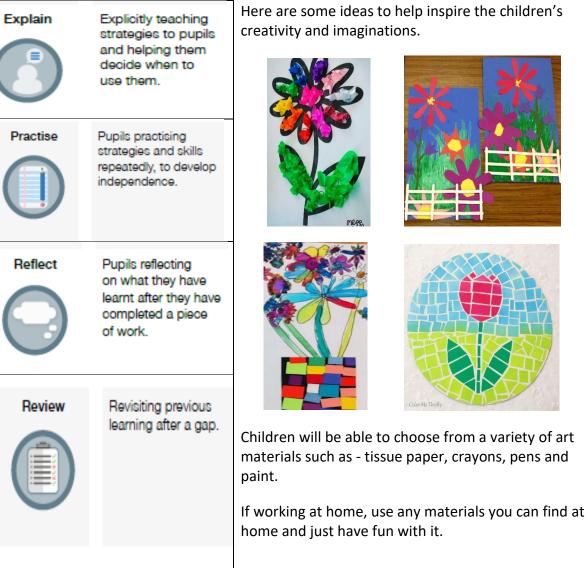
This is the plan for a learning sequence, within each box is the information and resources you need for the sequence and are spilt into sessions.

<u>Metacognitive strategies</u> The learning sequence in the next two columns is split into a number of sessions. Each session will have a main		Topic Tasks (offline and online) Art PSHE	<u>Topic including PE -</u> Task (offline and online) Science PE	
metacognitive foo include other eler metacognitive str below.	ments as well. The	 Art – Main learning objective: To use mixed media to create a piece of artwork. Desired outcome: To use imagination to create a recognisable flower picture. 	Science - Main learning objective: To understand what a carnivore, herbivore and omnivore is. Desired outcome: To be able to classify a selection of animals under the correct heading of carnivore, herbivore and omnivore.	
		Assessment activities to by submitted by N/A	Assessment activities to by submitted by N/A	
Approach	What is it?	Art -	Science –	
Activate	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	Creative session Children to create their own flower picture using mixed media. Children can use a collage technique to create their own piece of artwork using knowledge of last week's art lessons.	Look at the PowerPoint - Identifying herbivores, carnivores and omnivores. Use the headings and sorting cards to classify the different animals. Are they a carnivore, herbivore or an omnivore? Take a photo of the cards once they have been sorted.	

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Down the left hand side of the page are the metacognitive strategies we have been teaching the children that are particularly important to home learning.



Here are some ideas to help inspire the children's creativity and imaginations.



EXT - can you add your own animals? Explain to an adult how you know.

PE -

At school, continue with Val Sabin Lesson 4 – ball skills.

If at home a Joe Wicks fitness workout or Cosmic Yoga.

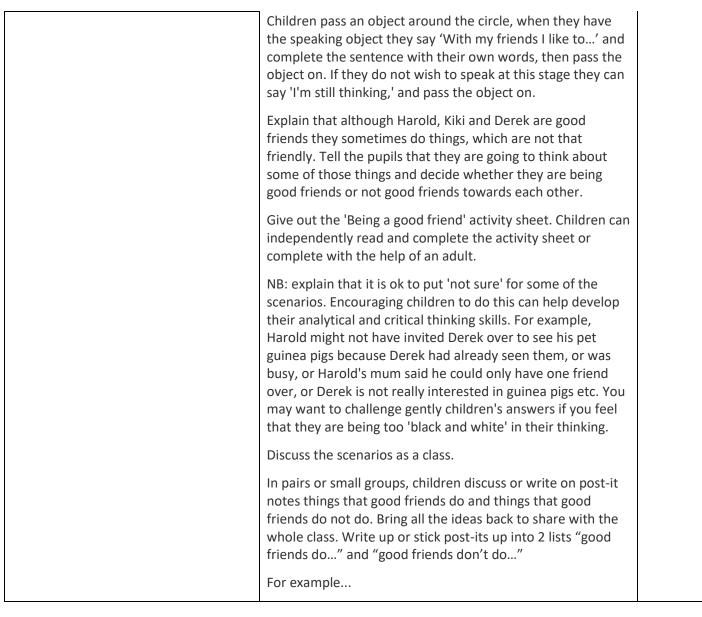
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PSHE -
Continued from last week (if completed on home learning already, use this time to reflect on what you did last week)
Main learning objective: How to be a good friend.
Assessment activities to by submitted by: N/A
Link below - open to listen to the song.
https://www.coramlifeeducation.org.uk/scarf/lesson- plans/being-a-good-friend-1
Subjects and Issues
Friendship Positive Relationships Education (formerly SRE or RSE) Relationships
Introduction
Introduce the character Harold - the happy, healthy and very friendly giraffe. He has two special friends, Kiki the Kangaroo and Derek the Penguin.
Ask the children to listen to the words of the song and see if they can pick out all the things that Harold likes <i>about</i> his friends and likes to <i>do</i> with his friends.
Verse 1:
Who cheers me up when I'm feeling down

This is the plan for a learning sequence, within each box is the information and resources you need for the sequence and are spilt into sessions.

Who notices when my face wears a frown
When I'm all alone, who plays with me
It's my friends who help me stay carefree
Chorus:
Friends are fun and friends are fine
We play together most of the time
A friend's a special thing to be
And mine are so important to me
Verse 2:
If I've got a secret who can I tell
Who'll laugh with me and cry as well
Who makes up with me when we've had a fight
It's my friends who help me feel all right
(Chorus)
Ask the children to list all the different friendship qualities they heard being mentioned in the song. You may like to print the words out (see resources section) so that children can learn the words and sing along.
Being a good friend
Set up your circle time in your usual way, reminding children of your normal circle time rules. The children in their usual circle time rules.

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Good friends mostly do:	
 Share their things Look after each other Are kind Notice is someone is being left out or feeling lonely Help each other with their work Other ideas 	
Good friends mostly don't:	
 Act selfishly towards friends Ignore each other Don't take notice of someone who's being left out or feeling lonely Leave people out Stop listening to each other Start telling lies Other ideas 	
<u>Plenary</u>	
Play the circle game 'The sun shines on those who' focusing on friendly behaviours, for example, those who have been kind today, have helped someone today, smiled, shared, used a kind voice etc. If you don't know this circle game, here's how it works:	
'The sun shines on everyone who'	
Sit the children on chairs in a circle but have one less chair than there are children. One child stands in the centre and says 'The sun shines on everyone who' then says	

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something which is true about themselves and which is one of the friendly behaviours the class have been thinking about – in this case, related to being a good friend, e.g. helping someone with their work.
If there are other children who have also shown that friendly behaviour they have to stand up and quickly but carefully find a vacant seat (NB: they cannot sit on their own chair or the chair immediately to the left or right of them). The child who is left without a seat now becomes the person in the centre who has to think of a new statement. This should be a fun activity but also generate many statements about friendship and friendly behaviours. Can anyone think of something that nobody else has done today?
During the next few days after playtimes, ask children to say who has been a good friend and what they did from the 'good friends' list.
SCARF Friendship certificates could be given out to celebrate and reinforce examples of friendly behaviours. (Download these certificates from the Resources needed area).
You can finish the lesson by singing Harold's 'Friends are Special' song again.