**Weekly Science and Foundation Subjects Planning Bees Class w/b: 16.11.2020**

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|  | **Learning objective** | **Main teaching** | **Activity** | **Resources** | **Vocabulary** |
| **Science** | LO: to investigate high and low pitch. | Watch video: <https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/z3j3jty>  High and low are the words that we use to describe the pitch of a sound.  Try making high and low pitched sounds on an instrument, e.g. guitar, xylophone, and think carefully - what is it that makes the sounds high and low? | Complete the ‘changing pitch’ worksheet. | Instrument, changing pitch worksheet. | Pitch, high, low, different size, higher sound, lower sound. |
| **History / Geography** | LO: to explore the location and map features of Wandlebury Iron Age Hill fort | Follow smart notebook. Locate Wandlebury on google maps, Earth, OS map. Discuss what features of the land there? Explore webpage from Cambridge Past and present:  <https://www.cambridgeppf.org/wandlebury-history> | | PowerPoint  Internet | Wandlebury, features, land, hills, Iron Age hillfort, |
| **Art / Design Technology** (alternate weeks) | LO: to design a t-shirt | Follow PowerPoint ‘Natural Dyes’ Look at the colour of the fabric the dyestuffs produced. | Design a t-shirt using the colours from the dyestuffs to label and the cave painting images as inspiration. | t shirt design sheet | dyestuffs |
| **PE** | LO: to give and receive verbal instructions to guide others. | Pair up with another person so one of you is sighted and the other is blindfolded. Take turns to lead each other by hand around a defined area (in the garden is preferable for space) continuing to talk to each other throughout then swap roles. | Develop this with leading by hand only with the sighted person being able to talk but the blindfolded person is mute. Then leading in silence only but with touch of the hand. The lead person cannot touch the blindfolded person but controls their movements by their voice from a close proximity. | Defined area using cones (or similar) to map out a safe area. | Instructions, guidance, clear, verbal. |
| **RE** | LO: to create our own ‘grace’. | Introduce THE GRACE: 2 CORINTHIANS 13:14:  The grace of the Lord Jesus Christ, and the love of God, and the communion of the Holy Ghost, be with you all. Amen.  This is a different kind of prayer; it is not addressed to God but offers a ‘blessing’ to people. It is usually called ‘The Grace’, and often recited in Protestant churches | Write your own grace - saying something encouraging to your family at the end of each day. | Paper, pencil | Grace, thankful, blessing. |
| **Music** | TBC |  |  |  |  |
| **French** | LO: to know key phonic sounds – eu, au, oi, ou, on, in, a. | Recite words which contain this week’s French sounds:  le jeu-video, les ciseaux, le poisson, la poule, le pont, le lapin.  Preparation: cut out the phonic sounds and the French words ready for the activity. | Spread out the French words and phonic sounds – face down. Can you match the phonic sound to the French word?  The winner is the most matches! | French words / phonic sounds game | eu, au, oi, ou, on, in, a. |