



THE ARC – SPRING 1

Expectations

Daily Activities

Monday – Science/R.E./PE

Tuesday – Forest Schools

Wednesday – Cooking/Handwriting

Thursday – Art/DT/Music

Friday – JIGSAW/PE

Compliments

Reflection

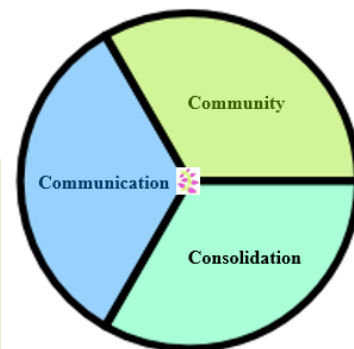
ELSA
Life Skills

HEATHERLANDS
PRIMARY SCHOOL

PASTORAL TEAM

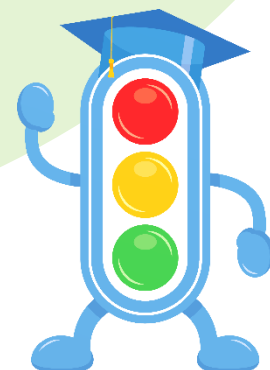
THE ARC

Introduction



Expectations:

- follow the 'Heatherlands Way' – Respect, Resilience, Motivation, Aspiration and Independence
- take turns and share ideas
- listen to each other
- remember to use your manners
- keep the learning environment tidy – don't forget to put equipment away
- always try your best
- challenge yourself to earn house points every day – Trackit light green behaviours



DAILY ACTIVITIES

MINDFULNESS:

Time for you to feel calm and settled so your mind is ready to learn and focus.



TRICK BOX



You will learn how to help you navigate through life and overcome challenges.



Physical Activities

It will help you become fitter, healthier and able to focus more in lessons.



READING FOR PLEASURE

Reading will help you to develop your mind, imagination and language skills. It will also give you great ideas for writing.



Reflection

You will have the chance to think about what has worked well, what you have enjoyed and what you could do differently in order to develop as a learner.



SCIENCE

MONDAY

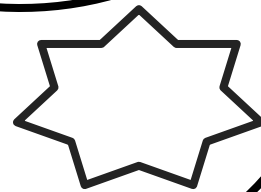
IN THESE SESSIONS:

- 1.) Investigate Different Materials
- 2.) Plasticine Investigation
- 3.) Plasticine Investigation Results and Quiz.
- 4.) Material to rebuild London
- 5.) R.E – I can say why Muhammed was chosen to a prophet and why the parts of his life were important.
- 6.) R.E – I can show how some of the sayings of Muhammed might help Muslims behave today.



Week 1 – Materials Investigation

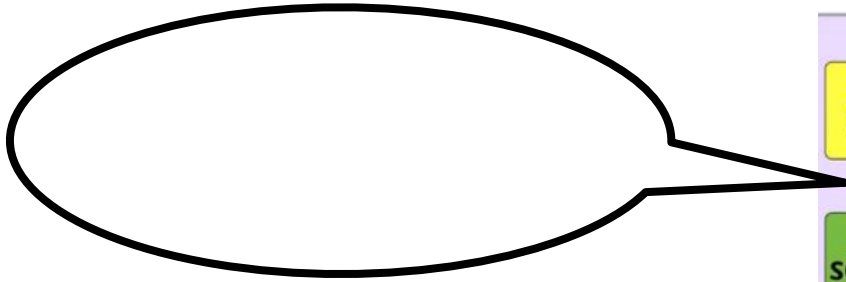
Object	Squashing X ✓	Bending X ✓	Twisting X ✓	Stretching X ✓	Shape can be changed X ✓
Elastic band					
Ruler					
Blu-tac					
Coin					
Foil					
Cling film					
Scissors					
Paper clip					
Pencil sharpener					



**Squash, Bend,
Twist or Stretch**

(find out how the shapes of solid objects made from some materials
can be changed by squashing, bending, twisting or stretching)

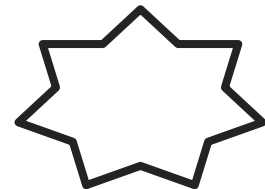
Week 2 – Plasticine Investigation



We are going to keep the plasticine in...

The size of plasticine will be **the same**, we are only changing the **location**.

I predict that



Week 3 – Plasticine Investigation Results



Location	Results

YEAR 2: Unit 4 – Uses of everyday materials

Heatherlands Primary School

PFO task:
Changing materials shapes

The children explored a range of objects. Which ones do you think they could bend, twist and stretch?
Circle your answer to the question.
Explain your thinking.
Describe the 'rule' or reasoning you used to make your prediction.

I can bend, twist and stretch 5 of the objects.

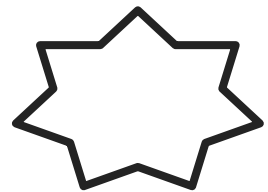
We can bend, twist and stretch all of the objects.

I can bend, twist and stretch 2 of the objects.

A B C

- drinks can
- pipe cleaner
- sock
- drinking straw
- playdough
- bath towel
- sponge
- elastic band

National support school designated by National College for Teaching & Leadership



Week 4 – Best Materials

YEAR 2: Unit 4 – Uses of everyday materials



The children decided to build their rabbits a hutch outside.
They thought hard about which material would be the most suitable. What do you think they used and why?

PEO task:
Suitability of materials

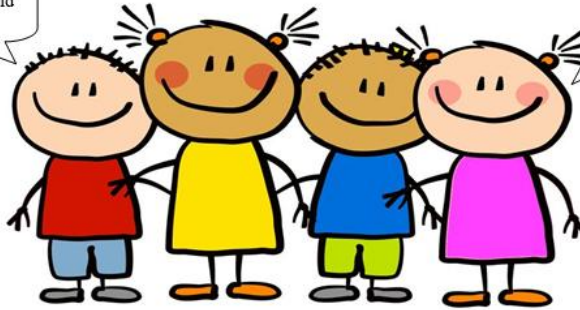
Circle your answer to the question.
Explain your thinking.
Describe the 'rule' or reasoning you used to make your prediction.



The rabbits need to be warm so I would use a blanket.

I want the rabbits to have room to explore so I would use cardboard tubes.

I would use a waterproof material and make it strong with wooden poles.



A

B

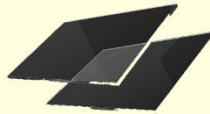
C

National Support School
designated by
National College for
Teaching & Leadership

Which Material Would be Best to Rebuild London?



Wood



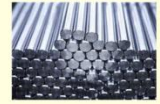
Glass



Plastic

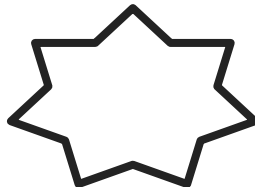


Brick



Metal

because _____



Materials

Name: _____

- 1 Match each object to the material it is made from.



plastic



metal



glass



wood

2 marks

- 2 Choose a word to label each material.

glass

rock

metal

brick



2 marks

- 3 Give an example of something you can make from bricks.

1 mark

- 4 Tick the statement that is true.

Glass is opaque.

All metal is silver.

Plastic is a man-made material.

1 mark

5 Why is metal a good material for a pan?



Tick your answer.

because it is flexible and soft

because it changes shape

because it is hard and rigid

1 mark

6 Choose words to complete the sentences.

wood

paper

cardboard

Wood is stronger than _____

_____ is more flexible than cardboard.

2 marks

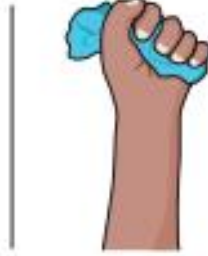
7 Use the words to label the actions.

squash

bend

twist

stretch



2 marks

8 Circle the object that can be stretched.



1 mark

Week 5 – I can say why Muhammad was chosen to be a prophet and why the parts of his life were important – R.E



Quality	Meaning
Honest	
Fair	
Hard working	
Patient	
Good listener	
Reliable	

Event	Why it is important





Observing

Questioning



Predicting

Fair Testing



Scientific Skills

Measuring

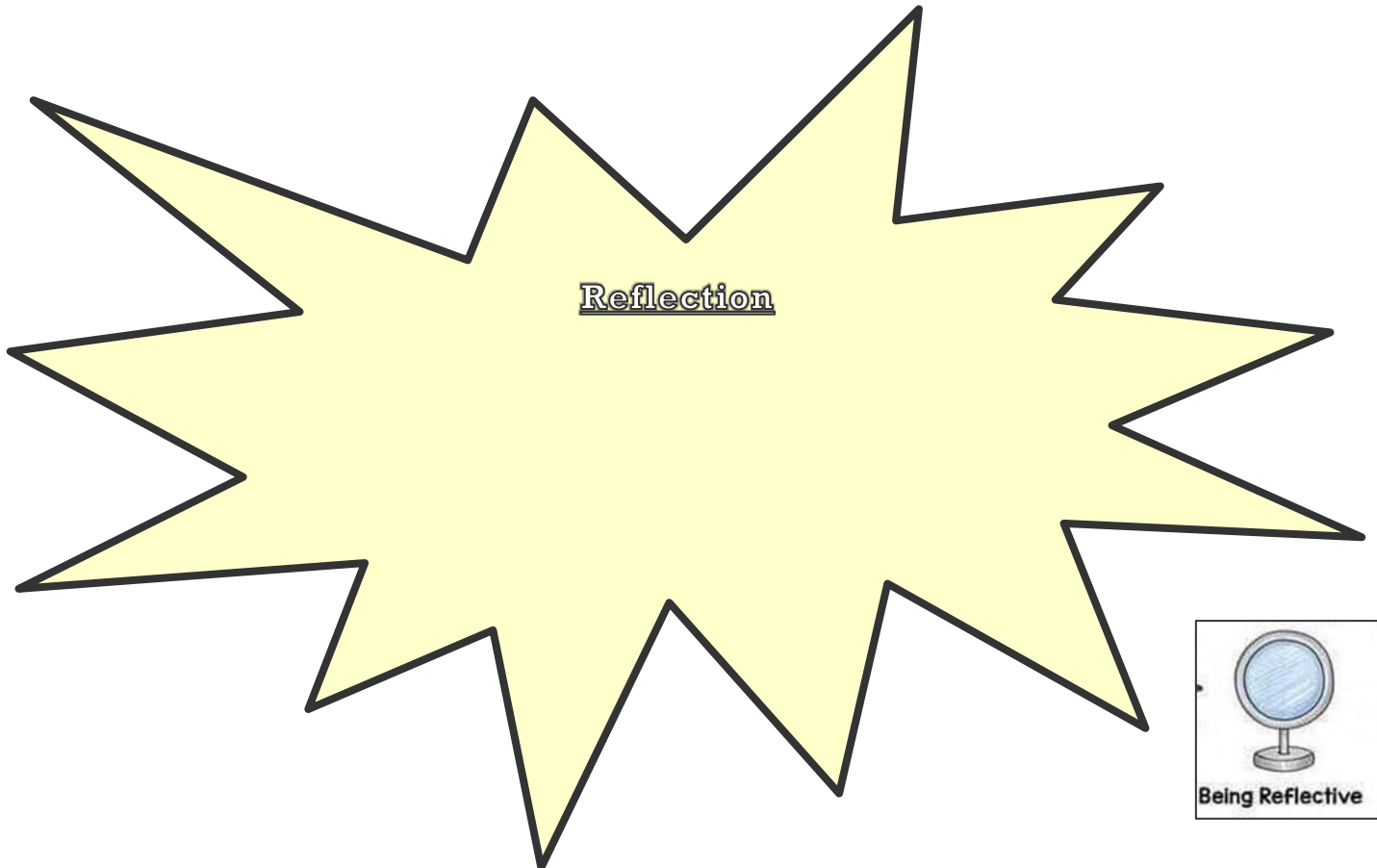


Recording

Explaining



Reporting & Presenting



Reflection



Being Reflective

GYMNASTICS



FOREST SCHOOLS INTERVENTIONS

LINK TO SCIENCE AND HISTORY

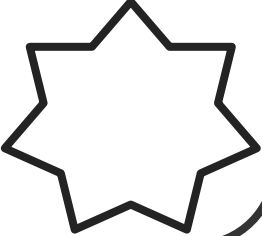
TUESDAY

IN THESE SESSIONS:

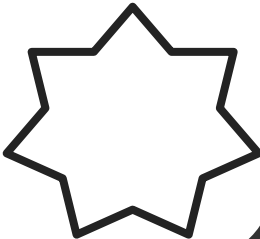
1. The Arc Rules
2. New Year Resolution Star
3. Wattle and Daub Making
4. Materials around School
5. Great Fire of London Day
6. Water Chain – Putting out Fire/Teamwork



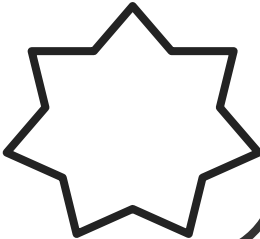
Week 1



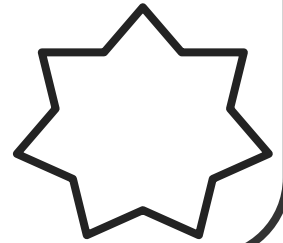
Week 2



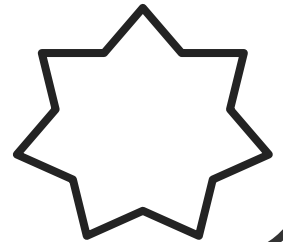
Week 3



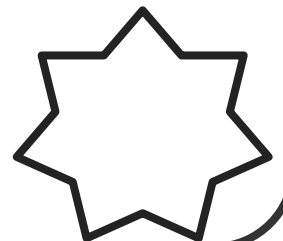
Week 4



Week 5 - Great Fire of London Day



Week 6



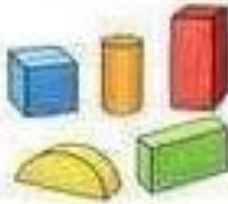
Skills



Using Coping Strategies



Taking Responsibility



Sharing



Following Directions

Reflection

COOKING

WEDNESDAY

IN THESE SESSIONS:

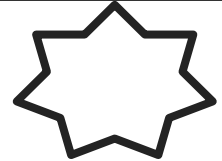
1. People Biscuits (R.E.)
2. Cheese Straws (Twist, Stretch)
3. Chelsea Buns (Twist)
4. Pizza Puff Windmills (Twist and Squash)
5. Great Fire of London Cakes
6. Bread Rolls (Twist, turn and squash)





Week 1

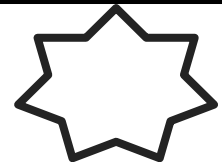
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Week 2

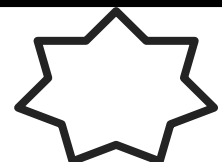


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Week 3

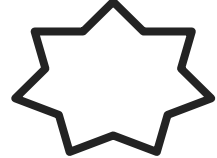
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Week 4

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Week 5

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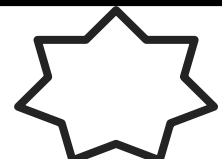




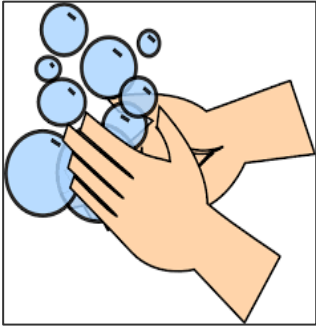
Week 6



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Skills



Reflection



ART/DT/MUSIC

LINKED TO HISTORY



IN THESE SESSIONS:

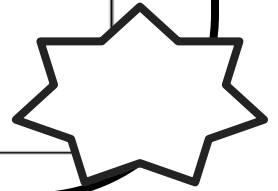
1. London Past and Present- **Flow, Flow, Flow Song**
2. London Streets – **Historic Instruments, Loaves of Bread Song**
3. Great Fire of London Scene – **Body Percussion and London Burning Song**
4. Why did the Fire of London Spread – **London's Burning using Instruments**
5. Drama Day and Recreating Burning of City of London
6. Display Board – **Rebuilding City of London Song**

FRIDAY



Week 1

	Present Day	1666
Houses and buildings		
People		
Transport		
A street at night		



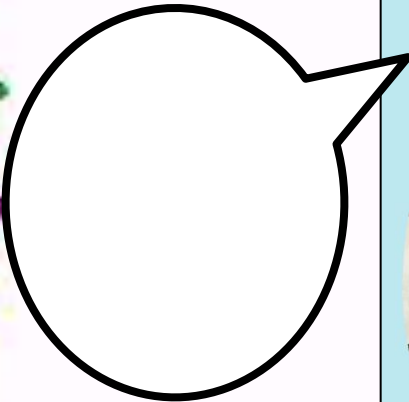
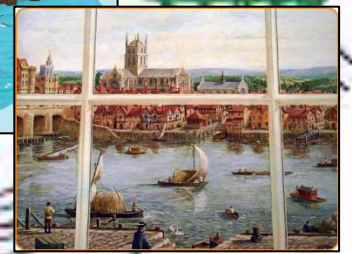
Flow, Flow, Flow

Flow, flow, flow

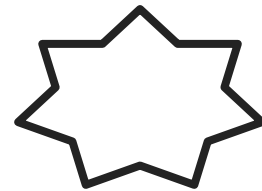
- | | |
|---|---|
| <p>1 Flow with the waters
Of Old River Thames
Forwards and sideways
And backwards and then
Rowboats and sailboats
Again and again
Flow, flow, flow...</p> | <p>2 Crossing the waters
Of Old River Thames
Over the bridge
Or by ferryboat-men
Rowboats and sailboats
Again and again
Flow, flow, flow...</p> |
|---|---|

Flow, flow, flow...

Flow, flow, flow...



Week 2



Instruments/Loaves of Bread

Loaves of bread and puddings and pies

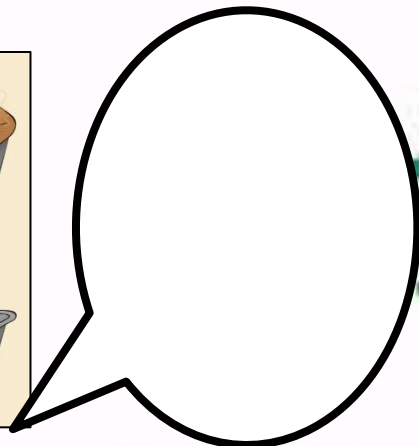
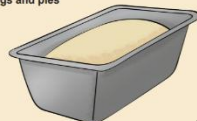
Loaves of bread
Watch them rise
Heat them up
With puddings and pies

Make and bake
Pastry cakes
Loaves of bread
And puddings and pies

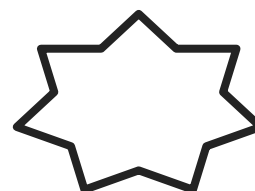
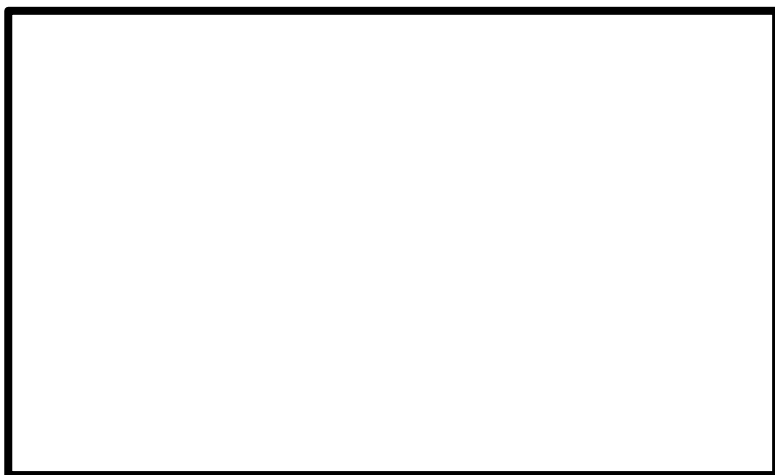


Loaves of bread
Watch them rise
Heat them up
With puddings and pies

Make and bake
Pastry cakes
Loaves of bread
And puddings and pies



Week 3



Body Percussion/London Burning

London's burning!

London's burning!
London's burning!
Fetch the buckets!
Fetch the fire-hooks!
Fire, fire!
Fire, fire!
Pour on water
Pour on water

London's burning!
London's burning!
Fetch the buckets!
Fetch the fire-hooks!
Fire, fire!
Fire, fire!
Pour on water
Pour on water

London's burning!
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Fetch the buckets!
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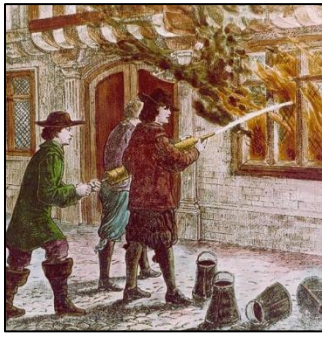


Pour on water
Pour on water

(Pour on water...)
(Pour on water...)

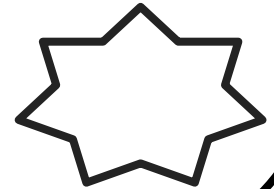


Week 4



REASONS

Four horizontal lines for writing reasons.

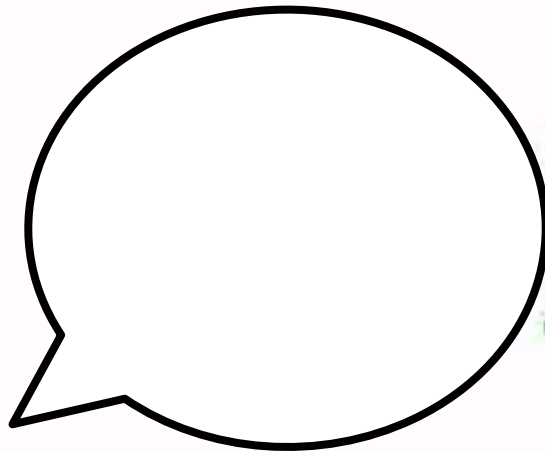


London's Burning - Instrument

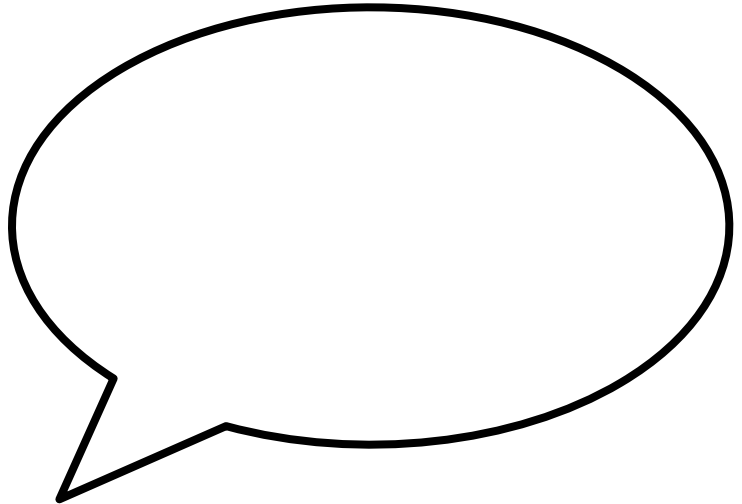
London's Burning

Musical notation for the song "London's Burning". It consists of four staves of music with chord symbols written below the notes.

D D G G D D G G
A A B B A A B B
D D D D
D C B B D C B B

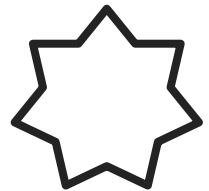


Week 5

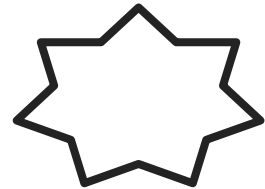
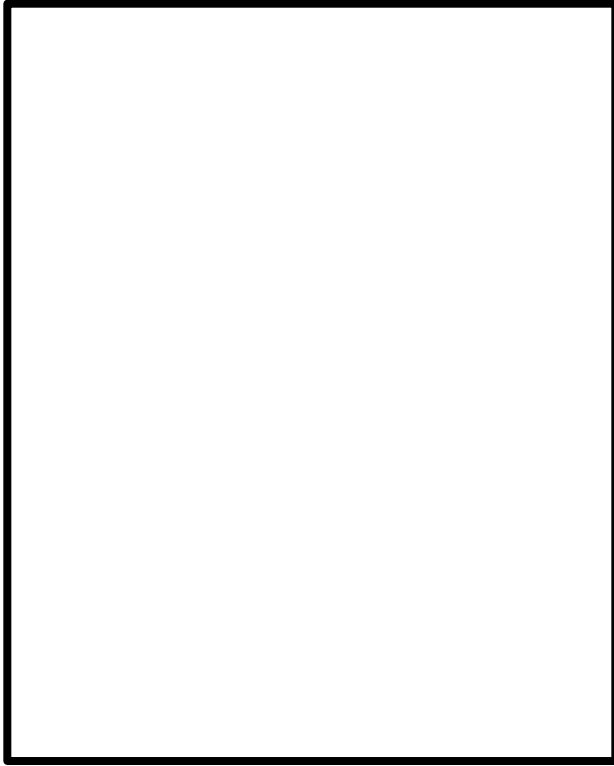


FACTS

Four horizontal lines provided for writing facts related to the image.



Week 6



Reflection



JIGSAW/PE

RELATIONSHIPS

IN THESE SESSIONS:

1. Stay motivated when doing something challenging.
2. Keep trying even when it is difficult.
3. Work well with a partner or in a group.
4. Have a positive attitude.
5. Help others to achieve their goals.
6. Are working hard to achieve their own dreams and goals.

THURSDAY



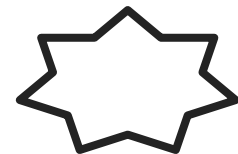
I can tell you things I have achieved and say how they make me feel.



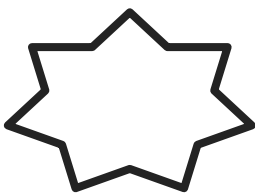
This treasure chest belongs to _____

A success I have achieved is _____

This made me feel _____



I can tell someone my strengths as a learner.



I can tell you how working with other people helps me learn.



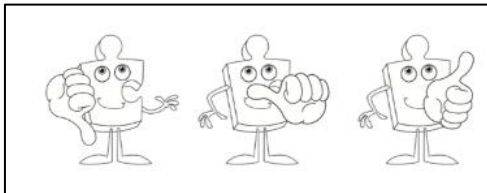
"Hi, I've set you some challenges. You can choose one to work on next time. Good luck!"

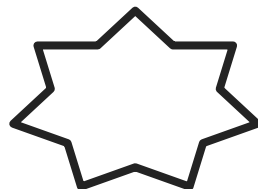
You can choose to:

- 1) Learn the Macarena dance
- 2) Learn to count in Mandarin Chinese from 1 to 10
- 3) Learn to count in French in 2s from 0 to 20
- 4) Make a colourful card to take home to your family with a special message inside it (you can make a card each but you have to agree and use the same design)
- 5) Memorise the poem "The Owl and the Pussy-cat" by Edward Lear

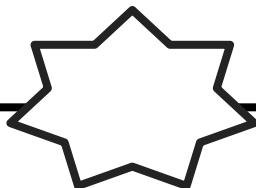
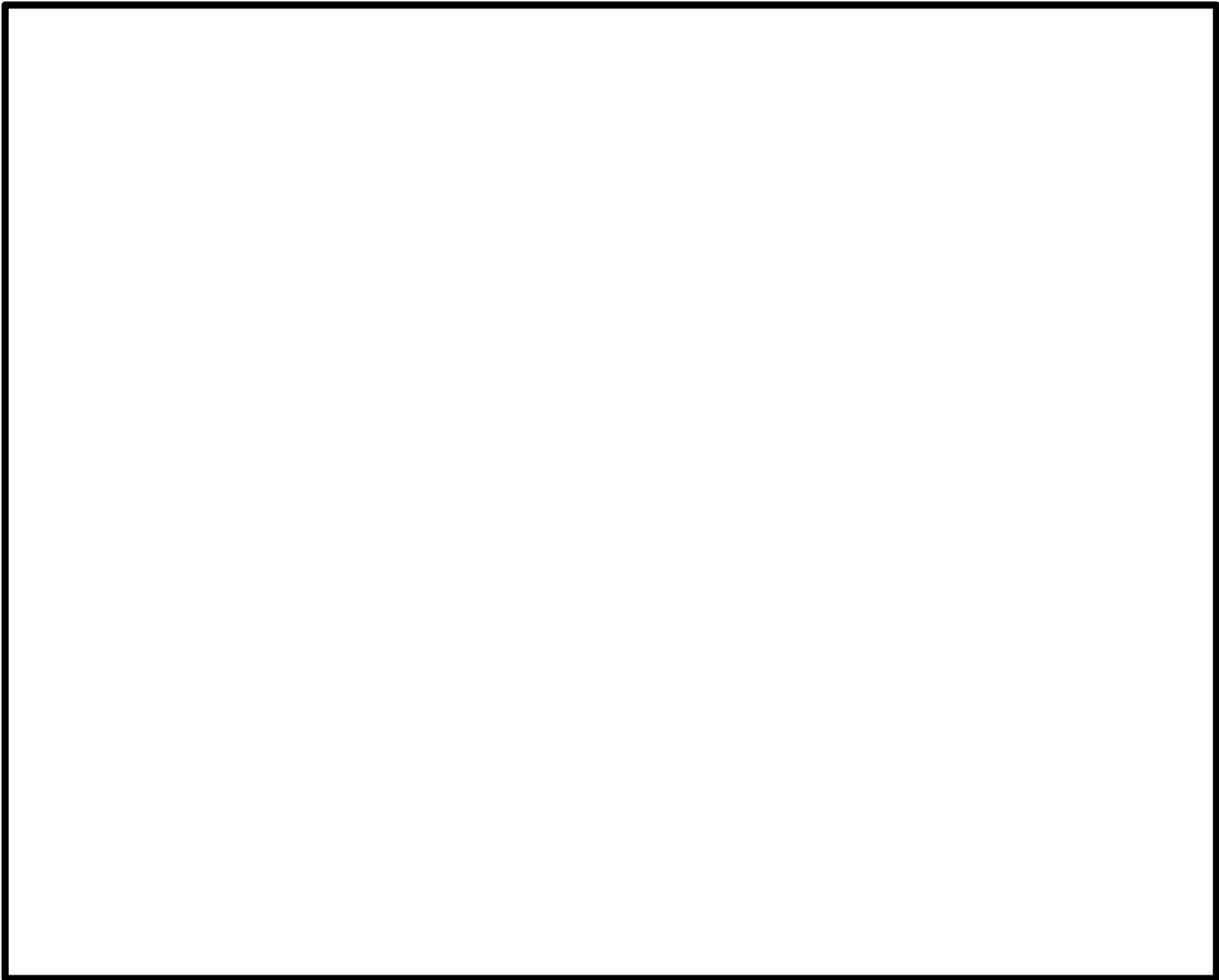
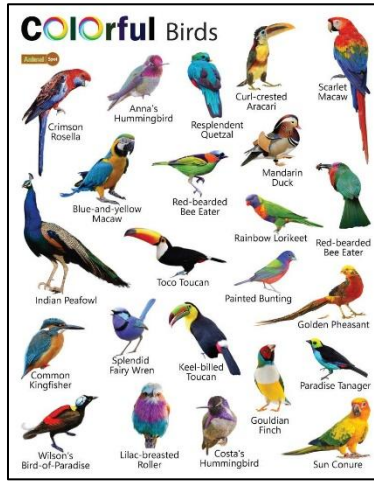


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I can work well in a group to create an end product.



I know how to share success with other people.

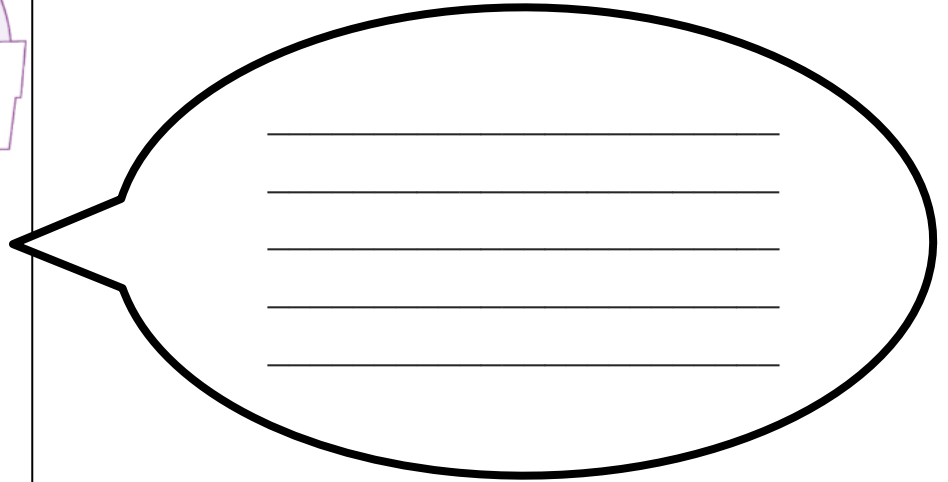
What did you do in your group to achieve the task?

What skills did you have that were helpful for the group?

What skills did other people have that were helpful in your group?

How did you feel about working in your group?

What would you do differently to make your group a better team?



Jigsaw!

Dreams & Goals

Well done!



Please feel proud that you have learnt to:

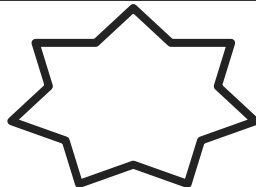
I am especially pleased that you:

I am proud that I can:

Signed: Date:



Being Reflective





GIVING COMPLIMENTS



Compliment them for being helpful

Four horizontal lines for writing a compliment.

Compliment what they have done

Four horizontal lines for writing a compliment.

Compliment them using the Heatherlands Way

Four horizontal lines for writing a compliment.

Compliment something you know about them

Four horizontal lines for writing a compliment.

Compliment their appearance

Four horizontal lines for writing a compliment.

Compliment what they have said

Four horizontal lines for writing a compliment.

REFLECTION



Use the following statements to help you evaluate your learning

The most difficult part of today's lesson was ...

To help me understand better, I would like to repeat the bit about ...

With the information that I learnt today, I will now be able to ...

I would like the answer to the following question:

Today, I was able to make progress because ...

After today's lesson, I can now explain ...

I was surprised to learn that ...

The part of the lesson I found the easiest to understand was ...

If I had to set a test based on today's lesson, I would ask the question:

If I were to set homework to build on today's learning, I would tell the students to ...

The biggest obstacle I overcame today was ...

I am proud of myself today because ...

I could have improved my work by ...

I think I am becoming an expert on this topic because ...

I think it is important to remember what I learnt today because ...

If I were to teach this lesson to somebody else, the part I would change would be ...

One thing I think I did really well today was ...

Next time, I would like to learn ...

At the end of the lesson, my confidence level is now ...

I feel that the most important thing I learnt today was ...

If I had to explain this lesson to someone who was absent, I would say ...