



	Week 1	Week 2	Week 3	Week 4	Week 5
Science	<p><b>Lesson Objective:</b> I can understand what makes up the Solar System.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b> (S8) I can point to Earth Sun and Moon on a diagram.  <b>Support-</b> (S8) I can point to Earth Sun and Moon on a diagram.  <b>Core-</b> I can identify structures of the solar system with minimal adult support.  <b>Extension-</b> I can identify structures of the solar system independently.  <b>LOTC –</b> Space measurer of standing the correct distance apart on the playground between each planet.</p> <p><b>Suggested Activities-</b>            Maps of the solar system. What planets are included. Measuring meter for distance, space hanging mobile.</p>	<p><b>Lesson Objective:</b> I can describe the movement of Earth relative to the sun and the solar system.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b>(S8) I can point to Earth Sun and Moon on a diagram.  <b>Support-</b> (S8) I can point to Earth Sun and Moon on a diagram.  <b>Core-</b> (S12) I can start to understand that the Earth spins on its axis.  <b>Extension-</b> (S12) I can start to understand that the Earth spins on its axis. I can Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Suggested Activities-</b>            What makes up the planet Earth. Google Earth. Earth in comparison to the sun. Satellite images. Making a 3D model.</p>	<p><b>Lesson Objective:</b> I can describe the movement of Mercury and Venus in relative to the sun and the solar system.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b> (S8) I can point to Mercury and Venus on a diagram.  <b>Support-</b> (S8) I can point to Mercury and Venus on a diagram.  <b>Core-</b> (S12) I can understand the planets move within the solar system with minimal adult support. Focus on Mercury and Venus.  <b>Extension-</b> (S12) I can understand the planets move within the solar system independently. Focus on Mercury and Venus.</p> <p><b>Suggested Activities-</b>            3D models, Planet in a bottle - <a href="https://science.nasa.gov/science-news/science-at-nasa/msad16mar99_1a">https://science.nasa.gov/science-news/science-at-nasa/msad16mar99_1a</a></p>	<p><b>Lesson Objective:</b> I can describe the movement of Mars and Jupiter in relative to the sun and the solar system.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b> (S8) I can point to Mars and Jupiter on a diagram.  <b>Support-</b> (S8) I can point to Mars and Jupiter on a diagram.  <b>Core-</b>(S12) I can understand the planets move within the solar system with minimal adult support. Focus on Mars and Jupiter.  <b>Extension-</b> (S12) I can understand the planets move within the solar system independently. Focus on Mars and Jupiter.</p> <p><b>Suggested Activities-</b>            Making fizzy planets <a href="http://fun-a-day.com/fun-science-space-theme-fizzing-planets/">http://fun-a-day.com/fun-science-space-theme-fizzing-planets/</a></p>	<p><b>Lesson Objective:</b> I can describe the movement of Saturn and Uranus in relative to the sun and the solar system.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b> (S8) I can point to Saturn and Uranus on a diagram.  <b>Support-</b> (S8) I can point to Saturn and Uranus on a diagram.  <b>Core-</b>(S12) I can understand the planets move within the solar system with minimal adult support. Focus on Saturn and Uranus.  <b>Extension-</b> (S12) I can understand the planets move within the solar system independently. Focus on Saturn and Uranus.</p> <p><b>Suggested Activities-</b>            Making Saturn and its rings - <a href="http://www.sciencebuddies.org/science-fair-projects/project_ideas/Astro_p011.shtml">http://www.sciencebuddies.org/science-fair-projects/project_ideas/Astro_p011.shtml</a></p>
	<p><b>Lesson Objective:</b> Assessment – I can show some understanding of the Solar System and the movement of Earth.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b> (S8) I can point to Earth Sun and Moon on a diagram.  <b>Support-</b> (S8) I can point to Earth Sun and Moon on a diagram.  <b>Core-</b> (S12) I can identify structures of the solar system and some movement of the planets with minimal adult support.  <b>Extension-</b> (S12) I can identify structures of the solar system and some movement of the planets independently.  <b>LOTC –</b> measuring meter of the solar system on a big floor area. E.g. playground floor.</p> <p><b>Suggested Activities-</b>            Recreate the measuring meter of the solar system which was done in week one. How much can they do independently. Sensory learners to</p>	<p><b>Lesson Objective:</b> I can describe the sun as an approximate spherical body.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b> (S8) I can observe patterns in events such as day and night.  <b>Support-</b> (S8) I can observe patterns in events such as day and night.  <b>Core-</b> I can show some understanding of the Sun, Earth and Moon as spherical shapes with minimal adult support.  <b>Extension-</b> (S15) I can describe the Sun, Earth and Moon as approximately spherical objects.</p> <p><b>Suggested Activities:</b>            Recreate 3D models of the moon using paper mache and decorating materials (continue next week), build a light box</p>	<p><b>Lesson Objective:</b> I can describe the moon as an approximate spherical body.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b> (S8) I can observe patterns in events such as day and night.  <b>Support-</b> (S8) I can observe patterns in events such as day and night.  <b>Core-</b> I can show some understanding of the Sun, Earth and Moon as spherical shapes with minimal adult support.  <b>Extension-</b> (S15) I can describe the Sun, Earth and Moon as approximately spherical objects.</p> <p><b>Suggested Activities:</b>            Recreate 3D models of the moon using paper mache (continued from last week). Sensory learners to make a trough tray of the moon floor to experience.</p>	<p><b>Lesson Objective:</b> I can describe the movement of the moon relative to Earth.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b> I can recognise differences in images of the moon from two choices.  <b>Support-</b> I can identify some changes in the shape of the moon over a month with adult support.  <b>Core-</b> I can identify some changes in the shape of the moon over a month with minimal adult support.  <b>Extension-</b> (S10) I can observe the changes in the observed shape of the Moon over a month.</p> <p><b>Suggested Activities-</b>            Building your own rocket and test them. Sensory activity of exploding coke with mints in.</p>	<p><b>Lesson Objective:</b> I can describe Earth's rotation movement causing day and night and the movement of sun across the sky.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b> (S6) I can identify different things that happen during the day and night. I can identify things that happen in summer and winter.  <b>Support-</b> (S7) I can use simple vocabulary such as light and dark, before and after. I can compare day and night and light and dark.  <b>Core-</b> (S9) I can observe how shadows change throughout the day. I can understand that we get heat and light from the sun.  <b>Extension-</b> (S16) I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.  <b>LOTC –</b> shadow clocks, chasing the sun.</p>



	name the planets from visual aids.				<b>Suggested Activities-</b> Shadow clocks, sun dials, build clay model version of rotation, build solar oven, build own solar light.
	<b>Week 11</b>	<b>Suggested home learning</b>			
	<p><b>Lesson Objective: Assessment – I can describe what makes up the solar system.</b></p> <p><b>Session Criteria:</b>  <b>Sensory-</b> (S6) I can identify different things that happen during the day and night. I can identify things that happen in summer and winter. (S8) I can point to Earth Sun and Moon on a diagram.  <b>Support-</b> (S6) I can identify different things that happen during the day and night. I can identify things that happen in summer and winter. (S8) I can point to Earth Sun and Moon on a diagram.  <b>Core-</b> (S12) I can show understanding of the planets move within the solar system with minimal adult support. I can start to understand that the Earth spins on its axis.  <b>Extension-</b>(S12) I can understand the planets move within the solar system independently. (S15) I can describe the Sun, Earth and Moon as approximately spherical objects.</p> <p><b>Suggested Activities-</b> Can they make their own solar system mobiles and talk about the planets and their movement in relation to the sun and moon. Using visual aids or a model can they identify different structures of the solar system.</p>	<ul style="list-style-type: none"> <li>- <a href="http://solarsystem.nasa.gov/planets">solarsystem.nasa.gov/planets</a></li> <li>- <b>order of the planets</b></li> <li>- sun and moon rotation</li> <li>- <a href="http://www.kidsastronomy.com/solar_system.htm">www.kidsastronomy.com/solar_system.htm</a></li> <li>- <a href="https://www.teachengineering.org/lessons/view/cub_solar_lesson03">https://www.teachengineering.org/lessons/view/cub_solar_lesson03</a></li> </ul>			



	Week 1	Week 2	Week 3	Week 4	Week 5
Physical Education	<p><b>Lesson Objective:</b> I can demonstrate flexibility skills.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b> I can experience flexibility activities with adult support.  <b>Support-</b> I can demonstrate minor flexibility skills with adult support.  <b>Core-</b> I can demonstrate a moderate level of flexibility with minimal support.  <b>Extension-</b> I can demonstrate a good level of flexibility with no adult support.</p> <p><b>Suggested activities:</b>            Main focus on developing flexibility. Activities such as skittles, grapevine, arm circles, twisting and reaching, dance, sit and reach and trunk rotations. During activities some emphasis to relate to developing the other components: strength, technique, control and balance when possible.</p>	<p><b>Lesson Objective:</b> I can demonstrate strength skills.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b> I can experience strength activities with adult support.  <b>Support-</b> I can demonstrate signs of strength with adult support.  <b>Core-</b> I can demonstrate a moderate level of strength with minimal support.  <b>Extension-</b> I can demonstrate a good level of strength with no adult support.</p> <p><b>Suggested activities:</b>            Main focus on developing strength. Activities such as running, lunges, jumping jacks, slalom jump, climbing walls/ropes, long jump, tuck jumps, horse (gymnastics) and throwing sports. During activities some emphasis to relate to developing the other components: flexibility, technique, control and balance when possible.</p>	<p><b>Lesson Objective:</b> I can demonstrate technique skills.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b> I can experience technique activities with adult support.  <b>Support-</b> I can demonstrate minor technique skills with adult support.  <b>Core-</b> I can demonstrate a moderate level of technique with minimal support.  <b>Extension-</b> I can demonstrate a good level of technique with no adult support.</p> <p><b>Suggested activities:</b>            Main focus on developing technique. Activities such as football skills, ball handling skills, running and throwing techniques for athletics e.g. long jump, shot put, and skittles. During activities some emphasis to relate to developing the other components: flexibility, strength, control and balance when possible.</p>	<p><b>Lesson Objective:</b> I can demonstrate control with sports equipment.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b> I can experience control activities with adult support.  <b>Support-</b> I can demonstrate minor control skills with adult support.  <b>Core-</b> I can demonstrate a moderate level of control with minimal support.  <b>Extension-</b> I can demonstrate a good level of control with no adult support.</p> <p><b>Suggested activities:</b>            Main focus on developing control. Activities such as balance beams, forward/backwards roll, hula hoops, large gym balls and bo su ball. During activities some emphasis to relate to developing the other components: flexibility, strength, technique and balance when possible.</p>	<p><b>Lesson Objective:</b> I can demonstrate balance on an uneven surface.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b> I can experience balance activities with adult support.  <b>Support-</b> I can demonstrate signs of balance with adult support.  <b>Core-</b> I can demonstrate a moderate level of balance with minimal support.  <b>Extension-</b> I can demonstrate a good level of balance with no adult support.</p> <p><b>LOTC-</b> I can use the local park to practice skills on the climbing apparatus.</p> <p><b>Suggested activities:</b>            Make focus on developing balance. Activities such as balance beams, gym ball, bo su ball, yoga, plank and stepping stones. During activities some emphasis to relate to developing the other components: flexibility, strength, technique and control when possible.</p>
	Week 6	Week 7	Week 8	Week 9	Week 10
	<p><b>Lesson Objective:</b> I can demonstrate flexibility skills.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b> I can experience flexibility activities with adult support.  <b>Support-</b> I can demonstrate minor flexibility skills with adult support.  <b>Core-</b> I can demonstrate a moderate level of flexibility with minimal support.  <b>Extension-</b> I can demonstrate a good level of flexibility with no adult support.</p> <p><b>Suggested activities:</b>            Main focus on Flexibility activities such as skittles, grapevine, arm circles, twisting and reaching, dance, sit and reach and trunk rotations. During activities some emphasis to relate to the other components: strength, technique, control and balance when possible.</p>	<p><b>Lesson Objective:</b> I can demonstrate strength skills.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b> I can experience strength activities with adult support.  <b>Support-</b> I can demonstrate signs of strength with adult support.  <b>Core-</b> I can demonstrate a moderate level of strength with minimal support.  <b>Extension-</b> I can demonstrate a good level of strength with no adult support.</p> <p><b>Suggested activities:</b>            Main focus on developing Strength. Activities such as running, lunges, jumping jacks, slalom jump, climbing walls/ropes, long jump, tuck jumps, horse (gymnastics) and throwing sports. During activities some emphasis to relate to developing the other components: flexibility, technique,</p>	<p><b>Lesson Objective:</b> I can demonstrate technique skills.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b> I can experience technique activities with adult support.  <b>Support-</b> I can demonstrate minor technique skills with adult support.  <b>Core-</b> I can demonstrate a moderate level of technique with minimal support.  <b>Extension-</b> I can demonstrate a good level of technique with no adult support.</p> <p><b>Suggested activities:</b>            Main focus on developing technique. Activities such as football skills, ball handling skills, running and throwing techniques for athletics e.g. long jump, shot put, and skittles. During activities some emphasis to relate to developing the other components: flexibility, strength, control and balance when</p>	<p><b>Lesson Objective:</b> I can demonstrate control with sports equipment.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b> I can experience control activities with adult support.  <b>Support-</b> I can demonstrate minor control skills with adult support.  <b>Core-</b> I can demonstrate a moderate level of control with minimal support.  <b>Extension-</b> I can demonstrate a good level of control with no adult support.</p> <p><b>Suggested activities:</b>            Main focus on developing control. Activities such as balance beams, forward/backwards roll, hula hoops, large gym balls and bo su ball. During activities some emphasis to relate to developing the other components: flexibility, strength, technique and balance when possible.</p>	<p><b>Lesson Objective:</b> I can demonstrate balance on an uneven surface.</p> <p><b>Session Criteria:</b>  <b>Sensory-</b> I can experience balance activities with adult support.  <b>Support-</b> I can demonstrate signs of balance with adult support.  <b>Core-</b> I can demonstrate a moderate level of balance with minimal support.  <b>Extension-</b> I can demonstrate a good level of balance with no adult support.</p> <p><b>LOTC-</b> I can use the local park to practice skills on the climbing apparatus.</p> <p><b>Suggested activities:</b>            Make focus on developing balance. Activities such as balance beams, gym ball, bo su ball, yoga, plank and stepping stones. During activities some</p>



		control and balance when possible.	possible.		emphahsis to relate to developing the other components: flexibility, strength, technique and control when possible.
	<b>Week 11</b>	<b>Suggested home learning</b>			
	<p><b>Lesson Objective: ASSESSMENT- I can demonstrate flexibility, strength, balance, control and technique skills through a range of activities.</b></p> <p><b>Session Criteria:</b>  <b>Sensory- I can experience flexibility, strength, balance, control and technique activities with adult support.</b>  <b>Support- I can demonstrate minor flexibility, strength, control, technique and balance skills with adult support.</b>  <b>Core- I can demonstrate a moderate level of flexibility, strength, control, technique and balance with minimal support.</b>  <b>Extension- I can demonstrate a good level of flexibility, strength, control, technique and balance with no adult support.</b></p> <p><b>Suggested activities:</b>            Circuit of a variety of activities that have previously been used over the previous eleven weeks. Activities to be based on developing the main componenets of flexibility, strength, balance, control and technique.</p>	<ul style="list-style-type: none"> <li>- Walks</li> <li>- Running</li> <li>- Jumping</li> <li>- Team games</li> <li>- Ball control activities</li> <li>- Trampoline</li> <li>- Park apparatus/climbing frames</li> </ul>			