

Spring 1 - Where do you come from?

Literacy & CL	Week 1 and 2	Week 3	Week 4	Week 5	Week 6	Week 7
	<p>Key text: Lost and Found</p>  <p>Writing skills/knowledge: Activity: Write a penguin postcard</p> <p>Children will use their set one sounds to write initial sounds.</p> <p>Children will use their set one knowledge to represent sounds they hear in words. E.g. box, hat</p> <p>Children will write simple sentences.</p>	<p>Key text: Tiddler</p>  <p>Writing skills/knowledge: Activity: Children to invent a Tiddler tale</p> <p>Children will begin to write labels to describe a character.</p> <p>Children will begin break the flow of speech into words.</p> <p>Children will use their phonetical knowledge to write describing sentences e.g. He is green. He has 2 eyes.</p>	<p>Key text: Rosie's Walk</p>  <p>Writing skills/knowledge: Activity: Write instructions for Rosie</p> <p>Children will know why we have instructions. Children will know where instructions are used in everyday life. Children will be able to draw pictures to demonstrate their ideas.</p> <p>Children will be able to write words that match their spoken sound. Children will be able to form most letters correctly.</p>	<p>Key text: Handa's Surprise</p>  <p>Writing skills/Knowledge: Activity: Produce a story map for the story</p> <p>Children will be able to label different pictures.</p> <p>Children will be able to write simple sentences about a picture.</p> <p>Children will be able to write tricky words: me, be, she, he, we</p>	<p>Key text: Superworm</p>  <p>Writing skills/Knowledge: Activity: Children write a letter requesting Superworms help</p> <p>Children will know what a letter is. Children will give examples of when we write letters. Children will know that a letter starts with 'Dear' or 'To' Children will know a letter ends with 'from' Children will know how to write CVC words (LA)</p>	<p>Key text: Monkey Puzzle</p>  <p>Writing skills/knowledge:</p> <p>Activity 1: Children produce their own idea for a chosen animal</p> <p>Activity 2: Write a fact file about a chosen animal</p> <p>Children will be able to sequence the story</p> <p>Children will know at least 2 facts about a chosen animal.</p>

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	<p>Reading: Comprehension</p> <p>Children will be able to talk about a story</p> <p>Children will know what a front cover is.</p> <p>Introduce Author</p> <p>Ask's how and why questions</p>	<p>Communication and Language</p> <p>Children will use adjectives to verbally describe a character from the story.</p> <p>Reading:</p> <p>Children can recognise rhyming strings within stories.</p>	<p>Children will spell: go, no, to, the, into correctly.</p> <p>Children will be able to write simple instructions (MA/HA)</p> <p>Communication and Language</p> <p>Children will give instructions verbally.</p> <p>Reading Comprehension</p> <p>Children will be able to answer questions about characters in a story</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p>	<p>Children will be able to check back their sentence to check it makes sense.</p> <p>Communication and language:</p> <p>Children will think about things that are important in day to day life</p> <p>Children will be able to explain their ideas to a partner about Hands journey</p> <p>Reading Comprehension:</p> <p>Children will be able to talk about the characters feelings.</p> <p>Children will be able to take the place of the character.</p> <p>Children will be able to ask and answer questions during hot seating.</p>	<p>Children will know how to write simple sentences</p> <p>Children will use 'Dear' or 'To' to start their letter.</p> <p>Children will sign their letter off using 'from'</p> <p>Reading: Comprehension:</p> <p>Children will predict what happens next.</p> <p>Children will talk about their own ideas</p> <p>Children will know who an Author and illustrator are.</p> <p>Children will relate the book to their own experiences</p>	<p>Children will use their sounds to write words</p> <p>Children will write 2 simple facts about an animal</p> <p>Children will know what a fact is.</p> <p>Communication and Language</p> <p>Children will be able to verbally talk about their ideas.</p> <p>Children will be able to share facts they know about animals</p> <p>Children will discuss the differences between fiction and non fiction</p>
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Phonics	<p>Group 1: ay, ee, igh, oo Tricky words: he, we, she, me, be (recap)</p> <p>Group 2: Recap Set One (all sounds) Sounds to write CVC and read CVC</p>	<p>Group 1: oo, ar, or, air Tricky words: was, you</p> <p>Group 2: Blending Tricky word: me, be</p>	<p>Group 1: ir, ou, oy Tricky words: are, her</p> <p>Group 2: Set Two sounds Tricky words: he, she</p>	<p>Group 1: Review gaps Tricky word: all, they</p> <p>Group 2: Set Two sounds Tricky words: we, was</p>	<p>Group 1: Review gaps Tricky word: my</p> <p>Group 2: Set Two sounds Tricky words: you, are</p>	Recap
Maths	<p>Power Maths: Numbers to 10</p> <p>NCEMT: Week 11</p>	<p>Power Maths: Numbers to 10</p> <p>NCEMT: Week 12</p>	<p>Power Maths: Comparing numbers within 10</p> <p>NCEMT: Week 13</p>	<p>Power Maths: Addition to 10</p> <p>NCEMT: Week 14</p>	<p>Power Maths: Measure (Length, height and weight)</p> <p>NCEMT: Week 15</p>	<p>Power Maths: Measure (Length, height and weight)</p> <p>NCEMT: Week 16</p>
Science	<p>Weather</p> <p>Children will know that we are in Winter. Children will know we dress differently in winter. Children will know winter is a season. Children will know Winter comes after Autumn.</p>	<p>Materials</p> <p>Floating and Sinking</p> <p>Identify properties of materials and talk about similarities/ differences</p>			<p>Environment</p> <p>Talk about features of the immediate environment</p> <p>Make observations and draw pictures of animals/ plants</p>	




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<p>PSED</p>	<p>Key text: All are welcome</p>  <p>Welcome children back to school</p>	<p>Key text: The Boy who cried wolf</p>  <p>Refer to key text, Tiddler. Importance of telling the truth and being honest</p>	<p>Key text: Kind</p>  <p>Imagine a world where everyone is kind - how can we make that come true?</p>	<p>Key text: Worrysaurus</p>  <p>A fun and reassuring tale about dealing with worries. The perfect read to soothe anxieties during worrying times.</p>	<p>Key text: The hare and the tortoise</p>  <p>The moral lesson of the story is that you can be more successful by doing things slowly and steadily than by acting quickly and carelessly.</p>	<p>Key text: We are all different</p>  <p>The book looks at different hair types and families, as well as likes and dislikes.</p>
<p>Jigsaw</p> <p>British Values</p>	<p>Rule of Law</p> <p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>Dreams and Goals</p> <ul style="list-style-type: none"> I understand that if I persevere, I can tackle challenges I can tell you about a time I didn't give up until I achieved my goal <ul style="list-style-type: none"> I can set a goal and work towards it I can use kind words to encourage people I understand the link between what I learn now and the job I might like to do when I'm older <ul style="list-style-type: none"> I can say how I feel when I achieve a goal and know what it means to feel proud <p>See planning online</p>				

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RE	<p>Courage</p> <p>The story of Ruth courage to go to a new place and start again. (Ruth 1-4)</p>	<p>Courage</p> <p>The story of Ruth courage to go to a new place and start again. (Ruth 1-4)</p>	<p>What places are special and why?</p> <p>Think about somewhere special to them</p>	<p>What places are special and why?</p> <p>Religious people have special places, items valued in a place of worship</p> <p>Church Visit?</p>	<p>Chinese New Year</p> <p>Know that in Chinese people celebrate Chinese New Year. Know that this year is the year of the Tiger.</p>	<p>Judaism</p> <p>An introduction to Judaism</p>
History/Geography			<p>Geography</p> <p>Use a simple map to plot Rosie's Walk</p> <p>Think about immediate locality and form a basic map of the school and local landmark and amenities.</p>	<p>History</p> <p>Significant person - David Attenborough</p> <p>Changes in past and present</p>		
Art/DT	<p>3D model</p> <p>Children will know how to secure materials together using pva glue, cellotape and glue sticks.</p> <p>Children will make a 3D penguin</p>	<p>Marble painting</p>  <p>Children will know colours can be mixed to make new colours. Children will know that movements can make different painting marks.</p>	<p>2D collage</p> <p>Children will know how to combine materials to create a collage. Children will know how to 'scrunch' tissue paper. Children will know to combine media to create a picture. Children will create a animal picture using mixed media.</p> <p>Focus on Henri Matisse</p>	<p>Drawing a person/ animal</p> <p>Children will know how to draw a head, body, arms and legs.</p> <p>Children will know how to draw facial features/ key features</p>	<p>Chinese New Year Crafts</p>  <p>Create a moving dragon. Know how to concertina a piece of paper.</p>	<p>Moving pictures</p> <p>Children will know how to use split pins. Children will know how to make a picture move. Children will know how to use sliders to create moving pictures.</p> <p>Printing</p> <p>Children to experiment with</p>

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		Children will know marble painting as a painting technique.				repeated print - animal footprints/ patterns
					Create a painting of the Chinese blossom tree.	
					Children will know the blossom tree signifies love. Children will be able to use their finger as a tool for painting.	
Music and songs Charanga	Know the song 'Cold and frosty morning song'	Know how to clap along to a rhythm. Know the song '12345' '	Know what an instrument is and explore these 'Old McDonald'	Listen to and talk about Chinese music.	Know the song 'Superwoman song'	Know the song 'Down in the Jungle'
PE	Gymnastics	Gymnastics	Ball Skills	Ball Skills	Ball Skills	Ball Skills
	Continue to develop skills using the equipment and floor-based activities.	Continue to develop skills using the equipment and floor-based activities	Throwing and catching a bean bag, throwing with one hand, and catching with two. Working with a partner.	Throw bean bags towards a target, under and over arm	Throwing and catching a variety of balls, throwing with one hand, and catching with two. Working with a partner.	Throw a variety of balls towards a target, under and over arm