

	Week 1 WC 26/2/24	Week 2 WC 4/2/24	Week 3 WC 11/2/24	Week 4 WC 18/2/24	Week 5 WC 25/2/24 (3 DAYS)
Phonics	Spring 1 Week 2 – Phase 5 /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone Phonics Pre Screen Paper	Spring 1 Week 3 – Phase 5 /l/ le al apple metal /s/ c ice /v/ ve give	Spring 1 Week 4 – Phase 5 /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	Spring 1 Week 5 – Grow the Code Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	Review Spring 1 Assessment
Maths	Money <i>Recognise and know the value of different denominations of coins and notes.</i>	Length and capacity <i>Compare, describe and solve practical problems for: - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] -measure and begin to record the following: -lengths and heights -mass/weight -capacity and volume</i>	Time <i>-sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] -recognise and use language relating to dates, including days of the week, weeks, months and years -tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</i>	3D shape <i>-recognise and name common 2-D and 3-D shapes, including: -2-D shapes [for example, rectangles (including squares), circles and triangles] -3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</i>	Assessment
Science	What are animals? <i>Identify and name. Describe the structure of animals – describe key features.</i>	Minibeasts. <i>Identify and name. Describe the structure of animals – describe key features.</i>	Classifying animals. <i>Identify and name. Describe the structure of animals – describe key features.</i>	Categorising carnivores, herbivores and omnivores. <i>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</i>	Recap what we know about animals.
ICT	Textease - introduce how to search clipart, drag to work (crop, rotate)	Search clipart, drag to work and label (text processing)	Design a fact sheet using clipart and text sentences/edit mistakes	Make a bookmark of name using clipart, text (introduce bold, underline, italic, shadow, frame)	

*-use technology purposefully to create, organise, store, manipulate and retrieve digital content.
-use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.*

-using a text and graphics programme such as Textease (for PC) and J2E tools (for iPad), children will explore tools to create digital artwork. They will use the keyboard to write and customise basic sentences to make posters and books.

<p>Writing</p>	<p>-Facts about Steve Backshall -Character profile about our adventurer. Purpose: LVC – intro to our drama this half term. Thinking about skills needed to be an adventurer. Key teaching: recap features of a non-chron (title, sub-heading, fact boxes, bullet points, picture) Sentence structure, differentiating our ideas and demarcating with capitals and full stops. Writing simple factual sentences around a theme. Using capitals for personal pronouns.</p> <p>Class to write questions to Ben Halms.</p>	<p>-Invite to parents to come and buy our seeds – raising money for Plantation Gardens. -Letter – writing persuasively to the local area – we need to help save minibeasts! Purpose: writing for a real context. Linked to LVC projects. Links to Geography – our local area. Key teaching: recap features of a letter, writing to persuade. Sentence structure, differentiating our ideas and demarcating with capitals and full stops. Writing simple factual sentences around a theme. Using capitals for days of the week.</p>	<p>-Speech bubbles for quotations. -Planning a newspaper article. Purpose: writing for a real context. Linked to LVC projects. Links to Geography – our local area. Key teaching: Features of a newspaper report. Using exclamation marks. Using a writing frame to plan work. Sentence structure, differentiating our ideas and demarcating with capitals and full stops. Using capitals for names.</p>	<p>-Writing our newspaper article -Writing a thank you letter to parents regarding Plantation Gardens. Purpose: writing for a real context. Linked to LVC projects. Links to Geography – our local area. Key teaching: Features of a newspaper report. Using exclamation marks. Using a writing frame to write work from planning. Sentence structure, differentiating our ideas and demarcating with capitals and full stops. Using capitals for names. Recapping letter features.</p>	<p>See RE. No Pens Day – 27th March 2024</p>
<p>Drama/Inquiry</p>	<p>Letter from our LVC – we are now part of his team. Introduce ‘adventurer’ – what does this mean, what skills does an adventurer need? Front loading – Steve Backshall Focus on resilience – how expeditions weren’t always successful.</p>	<p>Steve’s task: Bugslife charity – preserve minibeasts Introduce – the UK – this is where we live etc – think about the areas we have within the UK eg) beach, forest, grassland, mountains etc. Look at Steve Backshall’s project – Bugslife – why do bugs need protecting and how?</p>	<p>Steve’s task: get the word out to stop littering on the beaches as a seal has been found stuck in rubbish and needs to be rescued (we are reporters). Steve has rescued it and needs us to report on it to encourage others not to drop litter. Character in role – interviews. 1) a voice note as a dogwalker who’s dog eats the rubbish. 2) a fisherman and keeps netting in rubbish (which then we are eating!). 3) a local person who visits with her</p>	<p>Writing our newspaper article to share with Norfolk about keeping the beaches clean. Thank you letter (real life context)</p>	

			family and the children keep finding rubbish.		
<p><i>-Write simple dictated sentences from memory.</i></p> <p><i>-Write simple factual sentences based around a theme.</i></p> <p><i>-Join words/clauses using 'and'.</i></p> <p><i>-Use common exception words taught so far.</i></p> <p><i>-Sit correctly, use a comfortable/correct grip.</i></p> <p><i>-Leave spaces between words.</i></p> <p><i>-Join words/clauses using 'and', 'because'.</i></p> <p><i>-Lower case letters go in right direction, correct start and end points.</i></p> <p><i>-All capital letters accurately formed.</i></p> <p><i>-Compose a sentence aloud.</i></p> <p><i>-Write simple factual sentences based around a theme.</i></p> <p><i>-Genres: newspaper, letter, invite, persuasive writing, non chronological fact files.</i></p>					
Art/D&T	Flora and Fauna – Access Art Drawing our favourite Flora and Fauna picture	Flora and Fauna – Access Art Drawing our favourite Flora and Fauna picture	Flora and Fauna – Access Art Timed drawings Collecting natural objects from outside Using graphite sticks, pastels	Flora and Fauna – Access Art Collage	
<p><i>-Make observational drawings.</i></p> <p><i>-Use a variety of tools, media and surfaces with increasing control and confidence.</i></p> <p><i>-Explore different lines, textures and shapes.</i></p> <p><i>-Use a variety of drawing techniques: hatching, stippling and blending.</i></p> <p><i>-Collage with a range of materials.</i></p>					
PSHE & RE	Families and friendships <i>Roles of different people; families; feeling cared for.</i>	RSE Solution Lesson 6 <i>Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.</i> Safe relationships <i>Recognising privacy; staying safe; seeking permission</i>	Christianity – Easter <i>Exploring the Easter Story</i>	Christianity – Easter <i>What does the cross mean to Christians? Exploring artefacts.</i>	Hinduism – Holi <i>Philosophy Question</i>
Music		Lark Ascending	Lark Ascending	Lark Ascending	
<p><i>-Listen to a new piece of music and learn what a composer is</i></p> <p><i>-Explore the difference between high pitch and low pitch</i></p> <p><i>-Lead a musical activity</i></p> <p><i>-Listen and identify sounds outside</i></p>					

<p>-Mirror sounds they hear -Link an instrument to a character -Sing (whilst learning a new song) -Suggest new lyrics -Compose short pieces of music</p>					
Whole Class Reading	Non Chron Steve Backshall	Poetry Here Comes the Hedgehog by Brenda Williams	Poetry Here Comes the Hedgehog by Brenda Williams	Planet full of Plastic	Planet full of Plastic
<p>-Apply phonic knowledge to decode words Speedily read all 40+ letters/groups for 40+ phonemes. -Read accurately by blending taught GPC Read common suffixes (-s, -es, -ing, -ed, etc.) -Read multi-syllabic words containing taught GPCs. -Read contractions and understanding use of apostrophe. -Read aloud phonically-decodable texts. -Make simple inferences and begin to predict what might happen next based on what has been read so far. -Discuss the significance of the title.</p>					
PE	Ball Skills Creative – Explore and Describe	Ball Skills Creative – Explore and Describe	Ball Skills Creative – Explore and Describe	Ball Skills Creative – Explore and Describe	Ball Skills Creative – Explore and Describe
<p>-I can observe and copy others -I can explore and copy different movements -I can select and link movements together to fit to a theme</p>					
Geography	<p>Explore Himalayas (where our Local Hero, Ben Halms climbed!)</p> <p>Identify different areas within the UK eg) beach, woodland, sea etc. <i>I know about of a small area of the United Kingdom.</i></p> <p><i>Link their homes with other places in their local community.</i></p>	<p>Explore minibeasts – how we can help to preserve them? What environmental changes do we need to make? <i>Know about some present changes that are happening in the local environment e.g. at school.</i></p> <p><i>Suggest ideas for improving the school environment.</i></p>	<p>Explore the beach – plastic pollution.</p> <p><i>Know about some present changes that are happening in the local environment e.g. at school.</i></p> <p><i>Suggest ideas for improving the school environment.</i></p>		<p>Walk around local area – visit to Plantation Gardens (50 THINGS) <i>Children to take photos of interesting things in the local area and explain what the photos show.</i></p> <p><i>Look at a simple map of the local area and identify the things they know and have seen.</i></p>
Word Aware	Hero Adventurer	Preserve Edit	Pollution Quote	Carnivore Omnivore Herbivore	Local Festival
Oracy Focus	<p>-To take opportunities to try out new language, even if not always used correctly. -To recognise when they haven't understood something and asks a question to help with this. -To organise group discussions independently of an adult.</p>				

	<ul style="list-style-type: none"> - Introduce pupils to the roles of the 'builder' and 'challenger' -Talk detectives – teacher modelling with whole class -As a teacher, explicitly model your own use of questions to clarify your understanding -Introduce talk detectives – teacher modelling with whole class -Conclusion - Now I think .. I found that .. 				
Other	Phonics Live event – 9:15-9:45am	World Book Day – 7 th March 2024	Show and Share Books with families – Tuesday 12 th March	Red Nose Day – 18 th March 2024 Walk and Wheel Week Parents Evenings	No Pens Day