

Enrichments

Planning and preparing a teddy bears picnic
 Nature walk in the local area
 Library visit

If you go down to the woods...

Key texts

Little Red Riding Hood, The Gruffalo, Tree: Seasons come and seasons go, We're going on a bear hunt, Mr Wolf's Pancakes, Goldilocks and the three bears, a range of twisted traditional tales

Word of the week

glimpse	shadow	unusual	revolting	common	capture	arrange
likely	journey	wander	fragile	injure	flourish	justice

	What will I know?	How will I learn it?	Vocabulary
History	<p>Use words and phrases; old, new, young, days, months</p> <p>Tell the difference between past and present in their own and other peoples lives</p> <p>Show knowledge and understanding about the past in different ways</p>	<p>Through enquiry questions:</p> <p>Did Eastham always look like this?- sort photos and other evidence sources into past and present</p> <p>What happened in Eastham a long time ago?- learn about the circus and entertainment</p> <p>Why were the animals rescued?- How did the animals get to Chester Zoo?</p> <p>How can we look after animals at home and in the wild?- link to social justice golden thread</p>	<p>year, decade, century, Chester Zoo, Eastham, woods, modern, date order, a long time ago, before I was born, then, now, circus, event, explain, source, animals, evidence, famous, opinion, sequence, recent, health, compassion, kindness, well-being, flourish, rescue, fair, social justice, ethics, when, where</p>
Geography	<p>Understand seasonal changes</p> <p>Understand how places are linked to other places e.g road, trains</p> <p>Name, describe and compare familiar places</p>	<p>Through enquiry questions:</p> <p>What can I find on a nature walk in Autumn?</p> <p>How did the animals travel from Eastham to Chester?</p> <p>Is Chester Zoo better than Eastham for the animals?</p>	<p>Eastham, woods, explain, source, animals, evidence, where, season, month, spring, summer, autumn, winter, change, weather, temperature, sun, wind, rain, climate, observe, transport, road, rail, travel, ferry, car, train, place, link, map, journey, local, familiar, compare, describe, chester zoo</p>

<p>Art / DT</p>	<p>Collage/Painting: seasonal artwork using different techniques</p> <p>Painting: Colour mixing</p> <p>3D Art: Nature Sculptures</p> <p>Drawing: Observational drawings, bark rubbings and photography</p> <p>DT: cooking and nutrition</p>	<p>Create a seasonal collage linked to The Visitors by Clare Thompson</p> <p>Create a nature sculpture based on the work of Andy Goldsworthy</p> <p>Record findings on a nature walk using drawings, rubbings and photographs</p> <p>Design, create, make and evaluate a sandwich for a teddy bears picnic</p>	<p>Artist, artwork, materials, create, technique, improve, natural, print, repeated pattern, relief printing, drawing, pattern, line, form, colour, texture, shape, space, pencil, pens, crayons, chalk, pastels, mark making, control, tone, stippling, cross-hatching, blending, tone, tools, hands, brushes, rollers, stamps, area, shades, primary colours, secondary colours, mixing, tints, malleable, clay, modelling, urpose, carve, observation, sculpture, impressions, decoration, cutting hygiene, cookng, measuring, nutrients, safety, purpose, sensory, evaluation, taste, texture, recipe, desing, make evaluate, base, corner, rigid, structure, stability, strong, top, tower, weak.</p>
<p>Computing</p>	<p>Be able to program a bot by giving single commands with an immediate outcome.</p> <p>Be able to use the appropriate keys or commands to make a virtual or floor robot go forward, backward, left and right.</p> <p>Be able to use basic symbols to record directional instruction.</p> <p>Be able to use a developing range of language and styles of control e.g. tilt and turn/instructional to direct a robot.</p>	<p>Code Studio - Online portal to allow the teaching of Computer Programming</p> <p>What is a command?</p> <p>How can you use commands?</p>	<p>Command, computing, programming, coding, Bot, instructions, direction, simulation, symbol, execute</p>
<p>Music</p>	<p>To understand tempo and dymanics</p> <p>To combine pulse, rhythm and pitch</p>	<p>Copy back simple rhythmic patterns using short and long</p> <p>Describe tempo as fast or slow</p> <p>Describe dynamics as loud or quiet</p> <p>In the groove unit of learning</p> <p>Round and round unit of learning</p>	<p>Tempo, dynamics, rhythm, pulse, pitch, pattern,</p>

<p>Science</p>	<p>Observe changes across the four seasons</p> <p>Plants: Identify and name a variety of common wild and garden plants including deciduous and evergreen trees</p> <p>Plants: Identify and describe the basic structure of a variety of plants including trees</p> <p>Animals including humans: Identify and name a variety of common animals</p> <p>Working scientifically: ask simple questions and recognise they can be answered in different ways</p> <p>Working scientifically: Identifying and classifying</p> <p>Working scientifically: gathering and recording data to help answer questions</p>	<p>What does my world look like in Spring? Create spring collage</p> <p>Identify plants in our local area</p> <p>Tree rubbings and clay leaves to demonstrate understanding</p> <p>Sort animals into their groups and describe key features</p>	<p>Spring, changing, seasons, daylight, common, wild, tree, evergreen, deciduous, bark, roots, crown, leaves, rubbing, plant, animal, reptile, fish, bird, amphibian, mammal, identify, classify</p>
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	What will I know?		How will I learn it?
Maths sequences	<u>Arithmetic</u>	Shapes and patterns- Recognising 2D shapes Shapes and patterns- Recognising 3D shapes Numbers to 40- Counting to 40 Numbers to 40- Counting in tens and ones Addition and subtraction word problems Money- recognising coins/recognising notes Numbers to 100- counting to 100, finding tens and ones, comparing numbers, making number patterns Fractions- making halves, making quarters, grouping and sharing	Maths No Problem chapter 8 Maths No Problem chapter 10 Maths No problem chapter 11 Maths No Problem- chapter 17 Maths No Problem chapter 15 Maths No problem chapter 14 Practical opportunities to explore shapes within the classroom and outdoors during Continuous Provision Linked Provision activities to consolidate skills
	<u>Mental / Fluency</u>	Explore the composition of the numbers 7 and 9 Explore the composition of odd and even numbers Identify the number that is two more or two less than a given number Partition and recombine numbers Make addition stories	NCETM session four times per week Linked provision activities to consolidate skills First, now, then language used to make addition stories
English sequences	<u>GPAS</u>	Spell some common exception words Add suffix –s and –es for plural marker Add suffixes –ed, -ing Understand which letters belong to which handwriting families	Daily phonics lessons- teaching new tricky words and recapping those previously learnt Write a list of animals and their collective noun using s and –es Write about the past and present using suffixes Daily handwriting practise

	<u>Reading/Phonics</u>	Use sound buttons to read real and pseudo words	Daily opportunities in CP to read words using sound buttons
	<u>Writing</u>	<p>Join words and clauses using and</p> <p>Use capital letters and full stops to demarcate some of their writing</p> <p>Write sentences by sequencing them to form short narratives</p>	<p>Write an animal fact file</p> <p>Write simple sentences during phonics sessions</p> <p>Write a traditional tale with a clear beginning, middle and end</p> <p>Write a setting description</p>
	<u>Vocab/Spelling</u>	Understand the terminology: letter, capital letter, word, singular, plural, sentence	Write simple sentences and explain the success criteria for a WAGOLL