



Wow - woodlands and coasts

English text types	SPAG	
<p>Book read aloud to children Toys in Space - Mini Grey Week 1-3: The Great Kapok Tree -Text type: losing tale. Focus: setting. Children enjoy and learn verbally the story as well as adding actions. Emphasising the main parts and adapting them to create their own story. Week 4-5: The Tree Giant Text type: explanation. Children understand the layout and key features of an explanation and use this to create their own.</p>	<p>Ready to write</p> <ul style="list-style-type: none"> Use 'ly to turn adjectives into adverbs Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. Learn how to use expanded noun phrases to describe and specify. Continue to develop understanding of speech marks. Use alliteration to interest a reader. 	<p>Identify, understand and use nouns, adjectives and verbs in their writing. Subject/ verb identification. Use sub-ordination -when, if, that or because. Embellished simple sentences using adjectives. Learn how to use past and present tense correctly. VIPERS - vocabulary, infer, predict, explain, retrieve and sequence.</p>
Maths	Tables and Mental Maths	MFL
<p>Week 1-2: Length and height - identify and measure in centimetres and metres. Compare lengths and heights. Finishing with problem solving with length and height. Week 3-5: Mass, capacity and temperature -recognise quantities and compare mass. Measure in grams and kilograms. Comparing volume and capacity. Moving onto measuring using millilitres and litres. Learn how to read the temperature. Problem solve with mass, capacity and temperature.</p>	<p>x2, x5 and x10 tables</p>	<ul style="list-style-type: none"> Little Learners. Children to learn a range of songs and dances. Recognise up to 10 different flavours for ice creams. Ask for an ice-cream in Spanish using 'quisiera'. Say what flavour they would like. Say whether they would like their ice-cream in a cone or a small pot/tub.
Science		PSHE
<p>Habitats</p> <ul style="list-style-type: none"> Children will have identified that most living things live in habitats to which they are suited and have described how different habitats provide for the basic needs of different kinds of animals and plants. Children will have explored their immediate local environments. They will have identified local and global habitats and recognised, in simple terms, those which are similar in scale or diversity. They will have recognised how differences between places close to each other result in a different range of plants and animals being found. They will have identified and named a variety of plants and animals in their habitats including micro-habitats and have described habitats in terms of their physical conditions. Children will work scientifically by observing plants and animals closely in their local environment using simple equipment and by gathering and recording data to help answer questions they may have raised. Children will have had the opportunity to investigate and compare local habitats in detail, and also to compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. They will have recognised that living things are found in many places and have been able to make a prediction about why living things are found in some places and not others. 		<p>Healthy Me!</p> <ul style="list-style-type: none"> Children will identify what their body needs in order to grow healthy, including healthy eating and exercise. They will design a healthy meal. To understand the importance of relaxation and taking time to reflect. Children will explore medicine safety in a respectful environment.
Geography	RE	PE
<p>Wherever next?</p> <ul style="list-style-type: none"> Children will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. 	<p>Easter</p> <ul style="list-style-type: none"> Children will identify some features and objects found in churches at Easter eg cross, Easter garden, They will recognise the importance of colour in churches -gold/white/purple. Children will identify some Easter practices in churches eg Hallelujah, Easter hymns, giving out eggs, bread and wine. They will recall story of Good Friday and Easter Day as well as recall some other events in the Easter story eg entry into Jerusalem, Last Supper. The children will have time to reflect on experiences and feelings of making people happy. 	<ul style="list-style-type: none"> Kick rounders -children will have fun whilst improving basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Fitness - children will have the opportunity to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
Design and Technology	Music	Computing
<p>Making a pouch</p> <ul style="list-style-type: none"> Children have looked at ways to join fabric in Year 1, Now they are given their first opportunity to sew in this topic. Make their own template, children can ensure that their pieces of fabric will be exactly the right size. With their fabric cut out, pupils use a simple running stitch to join two pieces together before decorating the front of it, according to their designs. 	<ul style="list-style-type: none"> Children will use their voices expressively and creatively by singing songs and speaking chants and rhymes They will play tuned and untuned instruments musically Children will listen with concentration and understanding to a range of high-quality live and recorded music They will experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Children will communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school. They will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions. During this unit of work the children will use j2e pictogram tool which can be accessed online using a desktop, laptop or tablet computer.