

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English</b>	<p><u>Where the Wild Things Are</u> by Maurice Sendak Look at front cover and back cover – discuss. *make predictions Go through whole book just looking at pictures *speech bubbles of character of Max</p> <p>Grammar *intro to capital letters and full stops</p> <p>Spelling *The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words.</p>	<p><u>Where the Wild Things Are</u> by Maurice Sendak Re-read the page where Max bedroom is changing into garden/wood.</p> <p>*write a descriptive setting * Feelings of character * make up own imaginary setting</p> <p>Grammar *intro to capital letters and full stops *separation of words with spaces</p> <p>Spelling *The /k/ sound spelled 'k' before e, l and y. The /nk/ sound found at the end of words usually comes after a vowel.</p>	<p><u>Where the Wild Things Are</u> by Maurice Sendak *description of forest *write a description of their fantasy setting * vocab build up</p> <p>Grammar *simile *adjectives * 5 senses *intro to capital letters and full stops *separation of words with spaces</p> <p>Spelling *The -tch This sound is usually spelled as 'tch' when it comes after a single vowel letter.</p>	<p><u>Where the Wild Things Are</u> by Maurice Sendak *story settings *role play each scene *diary entries of visit *character feelings</p> <p>Grammar *intro to capital letters and full stops *separation of words with spaces *joining words and joining clauses</p> <p>Spelling *Some words end with an /e/ sound spelled 'y'. English words hardly ever end with the letter 'v', so if a word ends with a /v/ sound, the letter 'e' usually needs to be added after the 'v'.</p>	<p><u>Where the Wild Things Are</u> by Maurice Sendak *wild rumpus' performances *descriptions *design own wild thing with a description</p> <p>Grammar *words and phrases *intro to capital letters and full stops *separation of words with spaces</p> <p>Spelling *Adding s and es to words (plurals) If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, then it is spelled as -es.</p>	<p><u>Where the Wild Things Are</u> by Maurice Sendak Assessment week</p> <p>Spelling *Adding the suffixes – ing and –ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p>	<p><u>Where the Wild Things Are</u> by Maurice Sendak * story mapping of whole story *Re-write story</p>
<b>Maths</b>	<p><u>Place value within 10</u> sort objects; count objects; represent objects</p>	<p><u>Place value within 10</u> count, read and write forwards and backwards from any number 0-10; count one more and one less</p>	<p><u>Place value within 10</u> one-to-one correspondence to start to compare groups; compare groups using language such as <i>equal, more, greater, less, fewer</i>; introduce &lt; &gt; and = symbols; compare numbers</p>	<p><u>Place value within 10</u> order groups of objects; order numbers; ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>...); the number line; mini assessment</p>	<p><u>Addition and subtraction within 10</u> part-whole model; addition symbol</p>	<p><u>Addition and subtraction within 10</u> fact families – addition facts; find number bonds for numbers within 10; systematic methods for number bonds within 10; number bonds to 10; compare number bonds</p>	<p><u>Addition and subtraction within 10</u> addition – adding together; addition - adding more; finding a part</p>
<b>Science</b>			<p><u>Animals, including humans</u> Name main body parts – <i>head, leg, arm, feet, shoulder, hand, knees</i> <u>Animals, including humans</u> Investigate different heights of pupils <u>Seasonal Changes</u> Observe changes across the four seasons; Observe how day length varies <u>Animals, including humans</u> Exploring animal diets – carnivore, herbivore, omnivore</p>	<p><u>Animals, including humans</u> Investigating different senses <u>Weather and Seasonal Change</u> Observe and describe weather associated with the seasons</p>	<p><u>Animals, including humans</u> Linking senses to body parts <u>Weather and Seasonal Change</u> Observe and describe weather associated with the seasons</p>	<p><u>Animals, including humans</u> Love to Investigate: What can our hands do? <u>Weather and Seasonal Change</u> Observe and describe weather associated with the seasons</p>	<p><u>Animals, including humans</u> Review <u>Weather and Seasonal Change</u> Observe and describe weather associated with the seasons</p>

<b>Topic</b>			Dino fact files / Did you know? Now and then – use geographical vocabulary to identify physical and human features of landscapes; comparisons Locating and naming 7 continents and 5 oceans of the world on maps –where did dinosaurs roam?	Dino dentist! Using historical sources to learn about the past – herbivore, omnivore, carnivore	What happened to the dinosaurs? How do we know? Simple compass directions – North, South, East and West – to navigate around a map	Locating continents and oceans of the world – extinct animals	Mary Anning – who was she and why do we remember her? Fossils and the job of an archaeologist
<b>PSHE</b>	Building positive relationships with others and managing feelings and behaviour (Choose from activity list)	Building positive relationships with others and managing feelings and behaviour (Choose from activity list)	Let's Begin Again: Respecting Space and Social Distancing	Let's Begin Again: Experiencing Loss	Let's Begin Again: Rebuilding Relationships	Let's Begin Again: A Sense of Community	Let's Begin Again: Re-establishing Routines
<b>PE – Coach</b>	<u>Team Building</u> To listen to and follow instructions	<u>Team Building</u> To co-operate and communicate with a partner to solve challenges	<u>Team Building</u> To work co-operatively as a team, listening to others and taking turns	<u>Team Building</u> To explore and develop teamwork skills; to develop communication skills	<u>Team Building</u> To use communications skills to lead a partner	<u>Team Building</u> To plan with a partner and small group to solve problems; to listen to others and share ideas	<u>Team Building</u> To communicate with a group to solve challenges
<b>PE - Class Teacher</b>	<u>Fitness</u> To understand how to run for longer periods of time without stopping.	<u>Fitness</u> To develop coordination through hula hoop skills.	<u>Fitness</u> To develop co-ordination and timing when jumping in a long rope.	<u>Fitness</u> To develop individual skipping.	<u>Fitness</u> To take part in a circuit to develop stamina, agility and co-ordination.	<u>Fitness</u> To explore exercises that use your own body weight.	<u>Fitness</u> To develop 'ABC,' agility, balance and co-ordination.
<b>RE</b>	Gratitude display	Gratitude display	<u>What responsibility has God given people about taking care of Christianity?</u> What does the story of creation teach us about the world? How do people treat God's creation?	How should Christians follow God's instructions for taking care of creation?	<u>What responsibility has God given people about taking care of Christianity?</u> What would you like to ask God about creation?	<u>What responsibility has God given people about taking care of Christianity?</u> What does it mean for a Christian to be ' <i>made in God's image</i> '?	<u>What responsibility has God given people about taking care of Christianity?</u> How do Christians care for the people God created?