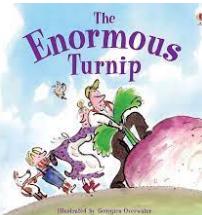
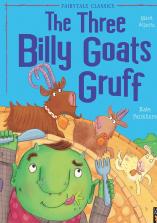
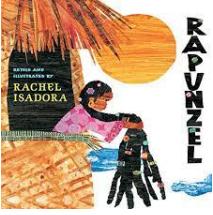
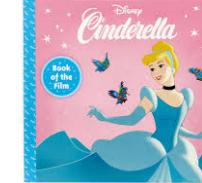


Spring 1	Week 1	Week 2 <i>Martin Luther King Day</i>	Week 3 <i>World Religion Day</i>	Week 4	Week 5 National Storytelling Week EYFS trip to the theatre	Week 6 Children's Mental Health Week Safer Internet Day Chinese New Year
Topic	Once Upon a Time					
Phonics	Read Write Inc Teaching Set 1 Speed Sounds lessons	Read Write Inc Teaching Set 1 Speed Sounds lessons	Read Write Inc Teaching Set 1 Speed Sounds lessons			

<p>Literacy C&amp;L</p>	<p><u>Book of the Week:</u> The Enormous Turnip by Katie Daynes</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• whistled</li> <li>• heaved</li> <li>• gripped</li> <li>• heaved</li> <li>• chopped</li> <li>• slipped</li> </ul>	<p><u>Book of the Week:</u> The Three Billy Goats Gruff by Mara Alperin</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• goat</li> <li>• bridge</li> <li>• trip-trap</li> <li>• meadow</li> <li>• fearsome/terrifying</li> <li>• troll</li> </ul>	<p><u>Book of the Week:</u> Rapunzel by Rachel Isadora</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• desire</li> <li>• begged</li> <li>• explained</li> <li>• appeared</li> <li>• belonged</li> <li>• approached</li> </ul>	<p><u>Book of the Week:</u> The Three Little Pigs and the Big Bad Wolf by Lucy Rowland</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• patiently</li> <li>• clambered</li> <li>• squeaked</li> <li>• grunted</li> <li>• panted</li> <li>• stumbled</li> <li>• bellowed</li> </ul>	<p><u>Book of the Week:</u> Cinderella by Sarah Gibb</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• wicked</li> <li>• step-sister</li> <li>• strikes</li> <li>• rags</li> <li>• beautiful</li> <li>• gown</li> </ul>	<p><u>Book of the Week:</u> There's no big bad wolf in this story by Lou Carter</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• grumpy</li> <li>• first, second, third</li> <li>• disaster</li> <li>• fortunately</li> <li>• impossible</li> </ul>
<p>Literacy TTS</p>						



Maths	<u>White Rose Maths</u> <ul style="list-style-type: none"> <li>• Introduce 0</li> <li>• Find 0-5</li> <li>• Subitise 0-5</li> <li>• Represent 0-5</li> </ul>	<u>White Rose Maths</u> <ul style="list-style-type: none"> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition</li> <li>• Conceptual subitising to 5</li> </ul>	<u>White Rose Maths</u> <ul style="list-style-type: none"> <li>• Compare mass</li> <li>• Find a balance</li> <li>• Explore capacity</li> <li>• Compare capacity</li> </ul>	<u>White Rose Maths</u> <ul style="list-style-type: none"> <li>• Find 6,7,8</li> <li>• Represent 6,7,8</li> <li>• 1 more</li> <li>• 1 less</li> </ul>	<u>White Rose Maths</u> <ul style="list-style-type: none"> <li>• Composition of 6,7,8</li> <li>• Make pairs odd and even</li> <li>• Double to 8 (find a double)</li> </ul>	<u>White Rose Maths</u> <ul style="list-style-type: none"> <li>• Double to 8 (make a double)</li> <li>• Combine 2 groups</li> <li>• Conceptual subitising</li> </ul>

## Key Vocabulary:

zero, find, subitise, represent, 1 more, 1 less, composition, altogether, how many, 10 frame, part, whole, part-part-whole, sides, mass, capacity, six, seven, eight

PSHE	<u>Jigsaw</u> Session 1: Challenge LO: I understand that if I persevere I can tackle challenges.	<u>Jigsaw</u> Session 2: Never giving up LO: I can tell you about a time I didn't give up until I achieved my goal.	<u>Jigsaw</u> Session 3: Setting a goal LO: I can set a goal and work towards it.	<u>Jigsaw</u> Session 4: Obstacles and support LO: I can use kind words to encourage people.	<u>Jigsaw</u> Session 5: Flight to the future LO: I understand the link between what I learn now and the job I might like to do when I'm older.	<u>Jigsaw</u> Session 6: Footprint awards LO: I can say how I feel when I achieve a goal and know what it means to feel proud.
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## Key Vocabulary:

Achieve, difficult, challenge, dreams, frustrated, encourage, future, keep trying, persevere, reward, earn, goal, job, proud, skills

	To know what makes us feel special  <a href="#">Lesson 1</a> <a href="#">Lesson plan</a>	To know that many Christians believe that children are special to God  <a href="#">Lesson 2</a> <a href="#">Lesson plan</a>	To know which groups some religious people belong to  <a href="#">Lesson 3</a> <a href="#">Lesson plan</a>	To know how some babies are welcomed in the Christian tradition  <a href="#">Lesson 4</a> <a href="#">Lesson plan</a>	To know how some babies are welcomed in the Muslim tradition  <a href="#">Lesson 5</a> <a href="#">Lesson plan</a>	To know how Hindu brothers and sisters show their love for each other at a festival  <a href="#">Lesson 6</a> <a href="#">Lesson plan</a>
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**Key Vocabulary:**

Muslims, Hindus, Christians, Jesus, baptism. Raksha Badhan, welcome, love, special, rakhi

UTW	<p><b>Skill</b> • Plant seeds and care for them.</p> <p><b>Prompts</b></p> <ol style="list-style-type: none"> <li>1. Why do you think the turnip got so big?</li> <li>2. What happened when everyone worked together to pull out the turnip?</li> <li>3. What do you think they will do with the enormous turnip once they pull it out?</li> </ol> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know that vegetables grow in soil</li> </ul>	<p><b>Skill</b> • Describe story settings (forests, rivers, mountains).</p> <p><b>Prompts</b></p> <ol style="list-style-type: none"> <li>1. What does a river look like? What might you hear near a river?</li> <li>2. What does the meadow (field) look like?</li> <li>3. What would it feel like to stand in a field? What would it feel like under a bridge?</li> </ol> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Environments are different — woods, towns, fields, and rivers all have</li> </ul>	<p><b>Skill</b> • Learn that stories come from all over the world.</p> <p><b>Prompts</b></p> <ol style="list-style-type: none"> <li>1. Have you heard more than one version of Rapunzel? What was the same or different?</li> <li>2. What do you notice about how the story changes in different cultures?</li> <li>3. Do children in other countries hear fairy tales too?</li> </ol>	<p><b>Skill</b> • Explore materials and natural features linked to stories (wood, straw, water).</p> <p><b>Prompts</b></p> <ol style="list-style-type: none"> <li>1. How would you describe straw? Is it strong or weak?</li> <li>2. What is wood like? How is it different from straw?</li> <li>3. Where does wood come from?</li> <li>4. Which house would you like to live in? Why?</li> </ol> <p><b>Knowledge</b></p>	<p><b>Skill</b> • Compare life in stories (castles) with modern life.</p> <p><b>Prompts</b></p> <ol style="list-style-type: none"> <li>1. What did the characters' homes look like?</li> <li>2. Would you like to live in a house like that? Why or why not?</li> <li>3. How can we tell this story is not set in modern times?</li> <li>4. Do people dress like this today?</li> </ol> <p><b>Knowledge</b></p>	<p><b>Skill</b> • Talk about characters and their roles in the community (king, farmer, woodcutter).</p> <p><b>Prompts</b></p> <ol style="list-style-type: none"> <li>1. Who are the characters in this story?</li> <li>2. What does each character do?</li> <li>3. Do people in other countries have kings, farmers, or other jobs too?</li> <li>4. Do the characters in this story remind you of people you know?</li> </ol> <p><b>Knowledge</b></p>
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		special features.	<p>4. Why do people all around the world tell stories?</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• People around the world tell stories to share lessons and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Natural materials (wood, stone, straw) are used for building and creating things.</li> </ul>	<ul style="list-style-type: none"> <li>• Stories can tell us about life in the past.</li> <li>• People used to live differently (different homes, jobs, clothes).</li> </ul>	<ul style="list-style-type: none"> <li>• We can learn about different cultures through stories.</li> </ul>
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**Key Vocabulary:**

past/present, compare, environments, homes.jobs, culture, natural, river, fields, modern, strong/weak, long ago, habitat, construct, tradition, ancient, long ago, now

Music	Action Songs <a href="#">Kapow</a>	Finding the Beat <a href="#">Kapow</a>	Exploring Tempo <a href="#">kapow</a>	Exploring Tempo and Pitch through dance <a href="#">kapow</a>	Music and Movement Performance <a href="#">kapow</a>	Consolidation
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**Key Vocabulary:**

Action songs, Makaton, Beat, Music, Heartbeat, Pulse, Steady, Repeat, Constant, Drum, Tempo, Fast, Slow, Dance, Performance, Audience

Expressive Arts and Design - in provision	Art Finger painting <a href="#">Kapow</a>	DT Exploring threading and weaving <a href="#">Kapow</a>	Art Outdoor painting <a href="#">Kapow</a>	Artist of the half term focus- Henri Matisse 	DT Paper weaving <a href="#">Kapow</a>	Art Painting to music <a href="#">Kapow</a>
	<b>Key Vocabulary:</b> dab, dot, shiny, silky, slimy, slippery smooth, squelchy, sticky, wet, feathers, flower buds, texture, twigs, collage, transient, weaving, threading					

