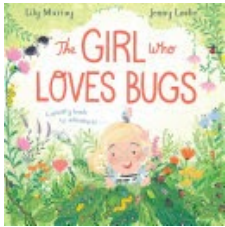
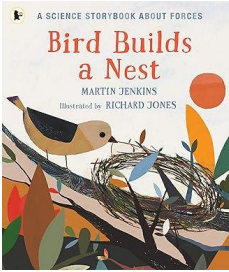
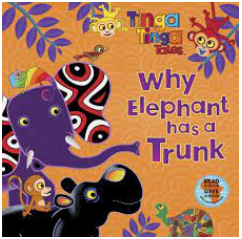
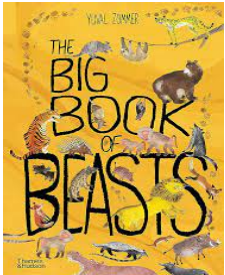
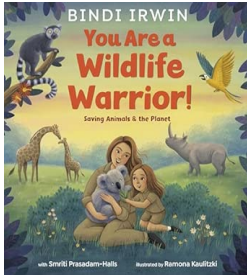
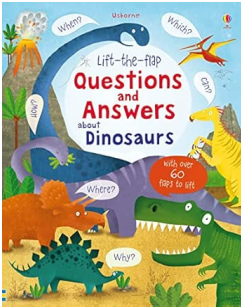
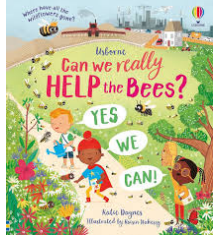
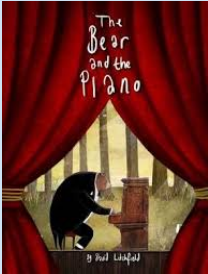

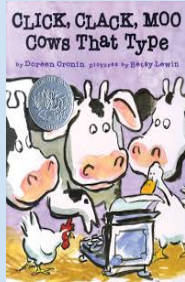



<p>Literacy C&L</p>	<p><u>Book of the Week:</u> The girl who loves bugs by Lily Murray</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> • glistening • disgusting • perfect • fetches • whispers • whirring 	<p><u>Book of the Week:</u> Bird Builds a nest by Martin Jenkins</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> • strong • delicious • fetching • forth • speckled • beautiful 	<p><u>Book of the Week:</u> Why Elephant Has a Trunk by Edward Gakuya</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> • terrible • oldest • sadly • honest • snapped • comfort • enormous 	<p><u>Book of the Week:</u> The Big Books of Beasts Barbara Taylor and Yuval Zommer</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> • aggressive • squabble • cunning • crackling • hypnotises • reflective • predators 	<p><u>Book of the Week:</u> You Are a Wildlife Warrior! Saving Animals and the Planet by Bindi Irwin</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> • wildlife • habitat • conservation • endangered • protect • rescue • environment 	<p><u>Book of the Week:</u> Questions and Answers about Dinosaurs by Katie Daynes</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> • dinosaur • extinct • fossil • prehistoric • skeleton 	<p><u>Book of the Week:</u> Can We Really help the Bees? By Barbara Taylor</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> • wildflowers • bloom • food chain • pollinator • hive • nectar
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Literacy TTS							
Maths	<p><u>White Rose Maths</u></p> <ul style="list-style-type: none"> Doubles to 10 (find a double) Doubles to 10 (make a double) Explore odd and even 	<p><u>White Rose Maths</u></p> <ul style="list-style-type: none"> Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 	<p><u>White Rose Maths</u></p> <ul style="list-style-type: none"> 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment 	<p><u>White Rose Maths</u></p> <ul style="list-style-type: none"> Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) 	<p><u>White Rose Maths</u></p> <ul style="list-style-type: none"> Verbal counting beyond 20 Verbal counting patterns 	<p><u>White Rose Maths</u></p> <ul style="list-style-type: none"> Add more How many did I add? Take away How many did I take away? 	<p><u>White Rose Maths</u></p> <ul style="list-style-type: none"> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements
<p>Key Vocabulary: even, odd, equal, unequal, group, double, not a double, shape, same, different, flat face, curves surface, solid objects, cubes, cuboids, cylinders, pyramids, spheres, cones, patterns, ten and one/two, three, after, before, manipulate, rotate, add, take away, decrease, increase</p>							

PSHE	<u>Jigsaw</u> Session 1: My Family and Me LO: I can identify some of the jobs I do in my family	<u>Jigsaw</u> Session 2: Make friends, make friends, never ever break friends! Part 1 LO: I know how to make friends to stop myself from feeling lonely	<u>Jigsaw</u> Session 3: Make friends, make friends, never ever break friends! Part 2 LO: I can think of ways to solve problems and stay friends	<u>Jigsaw</u> Session 4: Falling Out and Bullying Part 1 LO: I am starting to understand the impact of unkind words	<u>Jigsaw</u> Session 5: Falling Out and Bullying Part 2 LO: I can use Calm Me Time to manage my feelings	<u>Jigsaw</u> Session 6: Being the best friends we can be LO: I know how to be a good friend	Consolidation
Key Vocabulary: Good friend, friendly, kind words							
R.E	Which places are special and why? Lesson 1 Lesson plan	Which places are special and why? Lesson 2 Lesson plan	Which places are special and why? Lesson 3 Lesson plan	Which places are special and why? Lesson 4 Lesson plan	Which places are special and why? Lesson 5 Lesson plan	Which places are special and why? Lesson 6 Lesson plan	Consolidation
Key Vocabulary: Christians, Pilgrimage, Muslims, Holy, Church, Bible, Mosque, Imam, Qur'an, Vicar							

<p>UTW</p>	<p>Skill</p> <ul style="list-style-type: none"> • Observe simple life cycles • Classify animals and insects by features (legs, wings) <p>Prompts</p> <ol style="list-style-type: none"> 1.How has the caterpillar changed? 2. Do these insects all have wings? 3.Can you see the antennae? 4.Which insects have one pair of wings and which have two? 5. What is the difference between a snail and a slug? <p>Knowledge</p> <ul style="list-style-type: none"> •Insects have six legs, three body parts, antennae and most have one 	<p>Skill</p> <ul style="list-style-type: none"> • Talk about what animals look like e.g. feathers, scales, beaks, eggs •Sort animals into groups <p>Prompts</p> <ol style="list-style-type: none"> 1.Which group does this animal belong to? 2.How are these animals the same or different? 3.Can you find an animal with feathers / scales? 4.Why do you think this animal is a bird / reptile? 5.What do you notice about this animal? <p>Knowledge</p> <ul style="list-style-type: none"> • Reptiles are animals that have dry, scaly skin and lay eggs. 	<p>Skill</p> <ul style="list-style-type: none"> • Learn about animals and minibeasts found in different parts of the world. • Describe their habitats (jungle, ocean, garden, woodland, desert). <p>Prompts</p> <ol style="list-style-type: none"> 1.Which animals live in the Serengeti? 2.Which animals live around the school and in our local area? 3.How is the Serengeti different from where we live? 4.What animals would we not see in the Serengeti? Why? 5.What animals can fly, crawl, or run in different parts of the world? <p>Knowledge</p> <ul style="list-style-type: none"> •Different countries have different 	<p>Skill</p> <ul style="list-style-type: none"> •Sort animals by what they eat and talk about their choices. <p>Prompts</p> <ol style="list-style-type: none"> 1.What do we call animals that eat meat/plants/both? 2.Can you put this animal in the right group? 3.How do you know what this animal eats? 4.What clues can you see that tell you its diet? 5.Is there another group this animal could go in? Why or why not? <p>Knowledge</p> <ul style="list-style-type: none"> • Some animals eat meat (carnivores), others eat plants (herbivores), and some eat both 	<p>Skill</p> <ul style="list-style-type: none"> • People look after animals in different ways depending on where they live. • We can help animals by protecting their habitats and not dropping litter. <p>Prompts</p> <ol style="list-style-type: none"> 1.What does endangered mean? 2.Do they help animals go back to the wild? 3.What can we do at home or school? 4.How do they help baby animals? 5. Who feeds the animals and keeps them safe? <p>Knowledge</p> <ul style="list-style-type: none"> • Explore how people care for animals in zoos and conservations. • Recognise that some insects and animals are endangered and need 	<p>Skill</p> <ul style="list-style-type: none"> •Talk about animals and insects that lived long ago e.g. dinosaurs and fossils <p>Prompts</p> <ol style="list-style-type: none"> 1.What is a Fossil? 2.What can fossils tell us about dinosaurs? 3.Can you describe what a dinosaur might have looked like or how it lived? 4.How do scientists find out about animals from the past? 5.What do we call animals that lived long ago and are not alive now? <p>Knowledge</p> <ul style="list-style-type: none"> •Some animals, like dinosaurs, lived a long time 	<p>Skill</p> <ul style="list-style-type: none"> •Can explain how minibeasts help the environment. <p>Prompts</p> <ol style="list-style-type: none"> 1.What is this minibeast? 2.What happens when a bee visits a flower? 3.How do bees help flowers to grow? 4.Why are bees important for plants (and our food)? 5.What would happen if there were no bees? <p>Knowledge</p> <ul style="list-style-type: none"> • Minibeasts help the environment e.g. worms improve soil, bees help to pollinate the plants • Animals and minibeasts live in environments that meet their needs.
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	<p>or two pairs of wings.</p> <ul style="list-style-type: none"> •All living things have a life cycle. 	<ul style="list-style-type: none"> •Birds are animals that have beaks and feathers and lay eggs. 	<p>climates and animals.</p> <ul style="list-style-type: none"> • All living things need food, water, and shelter to survive. 	<p>(omnivores).</p> <p>*Project work zoo Taronga Zoo</p>	<p>protection.</p> <p>*Project work zoo Taronga Zoo</p>	<p>ago and are now extinct.</p> <ul style="list-style-type: none"> • Scientists use fossils to learn about animals from the past. 	
<p>Key Vocabulary: Hive, honey, insect, pollination</p>							
Expressed Arts and Design - in provision	DT Waterproof Materials Kapow	Art Group Art Kapow	DT Floating and Sinking Kapow	Art Clay Kapow	Artist of the half term: Wassily Kandinsky 	DT Boats Kapow	Art Playdough Kapow
	<p>Key Vocabulary: pinch, roll, slimy, slippery, smooth, squash, stretch, squelchy, twist, bend, chop. slice, waterproof, testing, material, absorb, leak, prediction, variable, experiment, investigation, boat, cruise ship, watercraft, ship pirate ship, ocean liner, fishing boat, kayak</p>						