

Week	1 wc 25.4.22	2 wc 2.5.22 Bank holiday Monday	3 wc 9.5.22	4 wc 16.5.22	5 wc 23.5.22 INSET Monday Queen's Jubilee
Wow	Giant spider web left in the classroom.	Fruit and leaves left in the classroom with bites taken out of them. Who has done this?	Set of gardening tools, gloves, wheelbarrow and seeds left in the classroom. Where did they come from?	Tuff spot with a variety of seeds and magnifying glasses. What do you think will happen to each one?	Queens Jubilee party
Books	Insect body parts (Non-fiction) Stories- The very hungry caterpillar Aaargggh spider Spinderella	Minibeasts (Non-fiction) Stories- Mad about minibeasts The crunching munching caterpillar The very lazy ladybird The very greedy bee	Jasper's Beanstalk Jack and the Beanstalk	Non fiction- Sam plants a sunflower (Kate Petty, Axel Scheffler)	The Queens Hat
Maths	Unit 14- Adding by counting on. Mastery- week 22	Unit 14- Taking away by counting back Mastery- week 23	Unit 15- Numbers to 20 Mastery- week 24	Unit 16- Numerical patterns Mastery- week 25 and 26	
English	Write labels for the body parts of minibeasts. - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s.	Write a fact file about minibeast for a class information book. - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others	Label parts of a flower. - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s.	Write a set of instructions on how to plant a bean. - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others	Write party invitations and cards for the Queen. - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others
Wordwise	Teach and practise reading and spelling cvcc words. CEW- said, so, he she, we , me, be.	Teach and practise reading and spelling cvcc words. CEW- have, like, some, come, was, you	Teach and practise reading and spelling words containing adjacent consonants.	Teach and practise reading and spelling words containing adjacent consonants.	Review, revisit, consolidate skills from phase 4 Summer term 1.

	<p>Practise reading sentences and writing sentences.</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Practise reading sentences and writing sentences</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>CEW- were, there, little, one, they, all, are.</p> <p>Practise reading sentences and writing sentences</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>CEW- do, when, out, what, my, her.</p> <p>Practise reading sentences and writing sentences</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Handwriting	<p>b, h</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. - Form lower-case and capital letters correctly. 	<p>k, p</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. - Form lower-case and capital letters correctly. 	<p>m, n</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. - Form lower-case and capital letters correctly. 	<p>v, w</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. - Form lower-case and capital letters correctly. 	<p>x, z</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. - Form lower-case and capital letters correctly.
RHE	Empathy- caring for different things (small animals, minibeasts etc)		Sun safety- keeping safe and making posters		Road safety
R Time	Feedback from partners about favourite choices.	Matching pairing cards eg, toothbrush and toothpaste, apple and orange.	Session F18- find something that interests you.	Session F20- choose a book you like and a book you don't like and explain why.	Session F21- Circle/square/triangle. Keep your fingers together and draw the shape.
Science Weekly reach out reporter and explorify	Comparing pigeons and collard dove. Visit from Mary. Observational drawings of minibeasts -Explore the natural world around them, making	Songs- There's a worm at the bottom of the garden. Incy Wincy Spider. Finding out facts about minibeasts and their habitats.	Seed observations and finding out about/naming parts of a plant. Observation growing plants and the changes. -Explore the natural world around them, making	Draw a beanstalk Planting beans Keep a bean diary -Explore the natural world around them, making observations and drawing	Go on a seasonal summer walk. Complete the plant treasure hunt. -Explore the natural world around them, making observations and drawing

	observations and drawing pictures of animals and plants.	- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. -Sing a range of well-known nursery rhymes and songs.	observations and drawing pictures of animals and plants.	pictures of animals and plants.	pictures of animals and plants. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
Computing	Modelled by an adult. Access to an IPad and listen to a core book in the Reading Retreat. -I can scan a QR code.	Use J2E app to draw a digital image of a minibeast. -I can play on a touch screen game and use computers/keyboards/mouse in role play.	Introduce BeeBots – exploring what they can do. Discuss its' features (6 buttons – forwards, backwards, left and right, go and clear). Children to discuss what happens when they press a short sequence of buttons. -I can input a simple sequence of demands to control a digital device with support.		Modelled by an adult. Access to an IPad and listen to a core book in the Reading Retreat. -I can scan a QR code.
Art	Learn the skill of sketching/drawing minibeasts -Begin to show accuracy and care when drawing.	Create a new minibeast. -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Share their creations, explaining the process they have used.	Texture- rubbing in the environment- leaves/bark/pavement. -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Create Laurel Burch inspired pictures of animals, colour and pattern. -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Healthy eating- design a healthy picnic. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
D&T	Use junk/recycled materials to create a minibeast -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Share their creations, explaining the process they have used.		Create a bug hotel for the outdoor areas. -Share their creations, explaining the process they have used. -Create collaboratively, sharing ideas, resources and skills.	Cutting skills level 12. -Use a range of small tools, including scissors, paintbrushes and cutlery.	Creating decorations and crowns for the Queen's jubilee. -Share their creations, explaining the process they have used.

<p>Understanding the world- Geography/ History/RE</p>	<p>Explore minibeast habitats. Where would we find minibeasts? -Explore the natural world around them, making observations and drawing pictures of animals and plants. -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Compare the countryside and city. Where do you think the minbeasts would prefer to live and why? -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>History- Learning the days of the week (understanding chronology) -Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Learning about London and the Royal family in understanding the Queens Jubilee. Where is London? What can we find there? Research into the Queen’s history. -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -Talk about the lives of the people around them and their roles in society. -Understand the past through settings, characters and events encountered in books read in class and storytelling. -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>
<p>Music</p>	<p>Songs- There’s a worm at the bottom of the garden. Incy Wincy Spider. Finding out facts about minibeasts and their habitats. -Sing a range of well-known nursery rhymes and songs.</p>	<p>Learn the song ‘Summertime’ on BBC Teach. Explore activities on the website Summertime song, lyrics and lesson plan downloads. - BBC Teach -I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p>	<p>Richard Arter music workshops – instruments from around the world. -I can explore and engage in music making, performing solo or in groups. -I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>listen to BBC School Radio (EYFS) to explore moving to songs, stories and music linked to topics. Playtime - BBC Teach -I can sing in a group or on my own, increasingly matching the pitch and following the melody. -I can listen attentively, move to and talk about music, expressing my feeling and responses. -I can watch and talk about musical performances expressing feelings and responses. -I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>