

| Week            | 1 wc 25.4.22  | 2 wc 2.5.22<br>Bank holiday Monday   | 3 wc 9.5.22   | 4 wc 16.5.22   | 5 wc 23.5.22<br>INSET Monday<br>Queen's Jubilee   |
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| <b>Wow</b>      | 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  |
| <b>Books</b>    | Insect body parts (Non-fiction)<br>Stories- The very hungry caterpillar<br>Aaargggh spider<br>Spinderella   | Minibeasts (Non-fiction)<br>Stories-<br>Mad about minibeasts<br>The crunching munching caterpillar<br>The very lazy ladybird<br>The very greedy bee  | Jasper's Beanstalk<br>Jack and the Beanstalk  | Non fiction- Sam plants a sunflower (Kate Petty, Axel Scheffler)   | The Queens Hat  |
| <b>Maths</b>    | Unit 14- Adding by counting on.<br>Mastery- week 22   | Unit 14- Taking away by counting back<br>Mastery- week 23  | Unit 15- Numbers to 20<br>Mastery- week 24  | Unit 16- Numerical patterns<br>Mastery- week 25 and 26   |   |
| <b>English</b>  | Write labels for the body parts of minibeasts.<br>- Form lower-case and capital letters correctly.<br>- 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.<br>- Write recognisable letters, most of which are correctly formed.<br>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.<br>- Write simple phrases and sentences that can be read by others | Label parts of a flower.<br>- Form lower-case and capital letters correctly.<br>- 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.<br>- Write recognisable letters, most of which are correctly formed.<br>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.<br>- Write simple phrases and sentences that can be read by others | Write party invitations and cards for the Queen.<br>- Write recognisable letters, most of which are correctly formed.<br>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.<br>- Write simple phrases and sentences that can be read by others |
| <b>Wordwise</b> | Teach and practise reading and spelling cvcc words.<br>CEW- said, so, he she, we , me, be.  | Teach and practise reading and spelling cvcc words.<br>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.   |

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|   | <p>Practise reading sentences and writing sentences.</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>- Read words consistent with their phonic knowledge by sound-blending.</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> | <p>Practise reading sentences and writing sentences</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>- Read words consistent with their phonic knowledge by sound-blending.</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> | <p>CEW- were, there, little, one, they, all, are.</p> <p>Practise reading sentences and writing sentences</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>- Read words consistent with their phonic knowledge by sound-blending.</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> | <p>CEW- do, when, out, what, my, her.</p> <p>Practise reading sentences and writing sentences</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>- Read words consistent with their phonic knowledge by sound-blending.</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> | <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>- Read words consistent with their phonic knowledge by sound-blending.</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> |
| <b>Handwriting</b>  | <p>b, h</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</li> <li>- Form lower-case and capital letters correctly.</li> </ul>   | <p>k, p</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</li> <li>- Form lower-case and capital letters correctly.</li> </ul>  | <p>m, n</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</li> <li>- Form lower-case and capital letters correctly.</li> </ul>  | <p>v, w</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</li> <li>- Form lower-case and capital letters correctly.</li> </ul>  | <p>x, z</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</li> <li>- Form lower-case and capital letters correctly.</li> </ul>  |
| <b>RHE</b>  | Empathy- caring for different things (small animals, minibeasts etc)  |  | Sun safety- keeping safe and making posters  |  | Road safety  |
| <b>R Time</b>   | 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.  |
| <b>Science</b><br>Weekly reach out reporter and explorify | Comparing pigeons and collard dove. Visit from Mary.<br>Observational drawings of minibeasts<br>-Explore the natural world around them, making  | Songs- There's a worm at the bottom of the garden.<br>Incy Wincy Spider.<br>Finding out facts about minibeasts and their habitats.   | Seed observations and finding out about/naming parts of a plant.<br>Observation growing plants and the changes.<br>-Explore the natural world around them, making  | Draw a beanstalk<br>Planting beans<br>Keep a bean diary<br>-Explore the natural world around them, making observations and drawing   | Go on a seasonal summer walk. Complete the plant treasure hunt.<br>-Explore the natural world around them, making observations and drawing   |

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|                  | 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.<br>-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.<br>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter                        |
| <b>Computing</b> | Modelled by an adult.<br>Access to an IPad and listen to a core book in the Reading Retreat.<br>-I can scan a QR code.  | Use J2E app to draw a digital image of a minibeast.<br>-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.<br>-I can input a simple sequence of demands to control a digital device with support. |  | Modelled by an adult.<br>Access to an IPad and listen to a core book in the Reading Retreat.<br>-I can scan a QR code.   |
| <b>Art</b>       | Learn the skill of sketching/drawing minibeasts<br>-Begin to show accuracy and care when drawing.   | Create a new minibeast.<br>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>-Share their creations, explaining the process they have used.   | Texture- rubbing in the environment-<br>leaves/bark/pavement.<br>-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.<br>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>-Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Healthy eating- design a healthy picnic.<br>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices |
| <b>D&amp;T</b>   | Use junk/recycled materials to create a minibeast<br>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>-Share their creations, explaining the process they have used. |   | Create a bug hotel for the outdoor areas.<br>-Share their creations, explaining the process they have used.<br>-Create collaboratively, sharing ideas, resources and skills.  | Cutting skills level 12.<br>-Use a range of small tools, including scissors, paintbrushes and cutlery.   | Creating decorations and crowns for the Queen's jubilee.<br>-Share their creations, explaining the process they have used.   |

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| <p><b>Understanding the world- Geography/ History/RE</b></p> | <p>Explore minibeast habitats. Where would we find minibeasts?<br/>         -Explore the natural world around them, making observations and drawing pictures of animals and plants.<br/>         -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?<br/>         -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)<br/>         -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?<br/>         Research into the Queen’s history.<br/>         -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br/>         -Talk about the lives of the people around them and their roles in society.<br/>         -Understand the past through settings, characters and events encountered in books read in class and storytelling.<br/>         -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><b>Music</b></p>  | <p>Songs- There’s a worm at the bottom of the garden. Incy Wincy Spider. Finding out facts about minibeasts and their habitats.<br/>         -Sing a range of well-known nursery rhymes and songs.</p>   | <p>Learn the song ‘Summertime’ on BBC Teach. Explore activities on the website<br/> <a href="#">Summertime song, lyrics and lesson plan downloads.</a><br/>         - BBC Teach<br/>         -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.<br/>         -I can explore and engage in music making, performing solo or in groups.<br/>         -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.<br/> <a href="#">Playtime - BBC Teach</a><br/>         -I can sing in a group or on my own, increasingly matching the pitch and following the melody.<br/>         -I can listen attentively, move to and talk about music, expressing my feeling and responses.<br/>         -I can watch and talk about musical performances expressing feelings and responses.<br/>         -I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>  |