

Week	1 wc 6.6.22	2 wc 13.6.22	3 wc 20.6.22	4 wc 27.6.22	5 wc 4.7.22 INSET	6 wc 11.7.22	7 wc 18.7.22
<b>Wow</b>	<b>Outdoor beach for the children to explore (next to class 3)</b>	<b>A picnic is packed and left in the classroom.</b>	<b>Billy’s bucket is left in the classroom with a note to the children.</b>	<b>Rubbish has been dumped in our water tray</b>	<b>Transition begins</b>	<b>Transition activities- children to receive a letter from their new teacher.</b>	
<b>Books</b>	The snail and the whale.	The Lighthouse keeps lunch.	Billy’s Bucket	Somebody swallowed Stanley	Sharing a shell	Barry the fish with fingers The rainbow fish	
<b>Maths</b>	Power maths- unit 16 week 3 Odds and Evens Mastery number-week 24	Power maths- unit 17 Shape Mastery number-week 25	Power maths- unit 18 Measure Mastery number-week 26	Power maths- unit 19 Sorting Mastery number-week 27	Power maths- unit 20 Time Mastery number-week 28	Mastery number-week 29	Mastery number-week 30
<b>English</b>	Use a beach theme image to write about what they can see. * Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases (PD) * Form lower case and capital letters correctly. * Spell words by identifying the sounds and then writing the sound with letter/s. *To begin to write some short sentences. *To write simple phrases and sentences that can be read by others.	Write a list of instructions on how to make a sandwich. * Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases (PD) * Form lower case and capital letters correctly. * Spell words by identifying the sounds and then writing the sound with letter/s. *To begin to write some short sentences. *To write simple phrases and sentences that can be read by others.	Sentence starter ‘In my bucket I can see...’ * Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases (PD) * Form lower case and capital letters correctly. * Spell words by identifying the sounds and then writing the sound with letter/s. *To begin to write some short sentences. *To write simple phrases and sentences that can be read by others.	Design a poster to promote looking after the environment. * Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases (PD) * Form lower case and capital letters correctly. * Spell words by identifying the sounds and then writing the sound with letter/s. *To begin to write some short sentences. *To write simple phrases and sentences that can be read by others.	Choose a friend to share a shell with and write something nice about them. * Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases (PD) * Form lower case and capital letters correctly. * Spell words by identifying the sounds and then writing the sound with letter/s. *To begin to write some short sentences. *To write simple phrases and sentences that can be read by others.	Write a letter to your new teacher telling them about yourself and the things that you like to do. * Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases (PD) * Form lower case and capital letters correctly. * Spell words by identifying the sounds and then writing the sound with letter/s. *To begin to write some short sentences. *To write simple phrases and sentences that can be read by others.	
<b>Wordwise</b>	LW- Phase 3	LW- Phase 3	LW- Phase 3	LW- Phase 3/4	LW- Phase 4	LW- Phase 4	LW- Phase 4

Handwriting	I, to	the, go	no, and	was, my	this, they	it, is	if, in
<b>RHE</b>	Water safety- How to stay safe around water. I will manage my own needs.	PANTS awareness I will see myself as a valuable individual. I will explain the reasons for rules, know right from wrong and try to behave accordingly.	How to stay safe on the beach I will explain the reasons for rules, know right from wrong and try to behave accordingly.	Community safety campaign??	Change and new experiences Transition visits Discussing thoughts and feelings I will identify and moderate my own feelings socially and emotionally. I will show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly. I will see myself as a valuable individual. I will show resilience and perseverance in the face of challenge		
<b>R Time</b>	F.22 Using kind hands	F.21 Shapes	F.25 Talking phones	F.27 Walking hoops	Transition focus and new beginnings.		
<b>Science</b>  Weekly reach out reporter and explore	How does the big whale float when the little snail will sink? Floating and sinking experiment. I will explore the natural world around me, making observations and drawing pictures of plants and animals. I will describe what I see, hear and feel whilst outside.	Floating and sinking- children to make predictions and record their findings. I will explore the natural world around me, making observations and drawing pictures of plants and animals. I will describe what I see, hear and feel whilst outside.	Looking at Chaddesden in comparison to coastal areas. I know some similarities and differences between the natural world around me and contrasting environments. I will recognise some environments that are different from the one in which they live.	Recycling station and exploring ways to look after the environment. Litter bug song Designing posters for looking after the environment. I understand the effect of changing seasons on the natural world around me. I know some similarities and differences between the natural world around me and contrasting environments. I will explore the natural world around me, making observations and drawing pictures of plants and animals. I will describe what I see, hear and feel whilst outside.	Wonderful water songs using the songbook and music. I know some similarities and differences between the natural world around me and contrasting environments.		
<b>Computing</b>	Using the internet to look at images of the seaside.	Create a lighthouse scene using the J2e programme. I know how to explore, use and refine a variety of artistic effects to express my ideas and feelings.		Use chatterpix to voice what Stanley did. I know how to explore, use and refine a variety of artistic effects to express my ideas and feelings.	Project evolve privacy and security (see additional resources) I know how to be resilient and persevere in the face of challenge. I know and talk about the different factors that support my overall health and wellbeing.		
<b>Art</b>	Sand sculptures- add water to make them better and to strengthen them. How would you decorate them. Explore, use and refine a variety of artistic	Design a pulley for the Lighthouse keeper. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Explore the work of David Miller. Create under the sea artwork using David Miller as inspiration. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	End of the year portraits in portrait books in the style of cubism/Picasso. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes. Explore, use and refine a variety of artistic effects to express their ideas and feelings.			

	effects to express their ideas and feelings Create collaboratively, sharing ideas, resources and skills.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.	Create collaboratively, sharing ideas, resources and skills.		
<b>D&amp;T</b>	Explore a pulley for the Lighthouse keeper. 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	Design and create a healthy lunch for the lighthouse keeper. 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	Design and create a 3d lighthouse. Share their creations, explaining the process they have used Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.	Cutting skills level 12. Use a range of small tools, including scissors, paint brushes and cutlery	
<b>Understanding the world- Geography/ History/RE</b>	Compare the seaside to where we live using non fiction texts. I will recognise some environments that are different from the one in which they live. I will describe my immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.	Barnaby Bear at the seaside. I will recognise some similarities and differences between life in this country and life in other countries. I will describe my immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. I will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	Learning about holidays in the past. Discussing changes in routines related to holidays eg, transport and activities. To compare and contrast characters from stories, including figures from the past. To comment on images of familiar situations in the past. To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Looking at photographs and non fiction books from the past. To understand the past through settings, characters and events encountered in books read in class and storytelling.	Looking at the layout of the new school building- where will I be moving to? I will describe my immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.
<b>Music</b>	Encourage children to make their own music using untuned instruments. Use the instruments to create coastal sounds such as using the chime bar for the ice cream van, shakers for the sea, claves for making a sand castle etc. I can watch and talk about musical performances expressing feelings and responses. I can explore and engage in music making, performing solo or in groups.	Children to create their own musical instruments and use them to make their own music. 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	Wonderful water songs using the songbook and music. I can sing in a group or on my own, increasingly matching		

	I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		the pitch and following the melody. I can sing a range of well-known nursery rhymes and songs.
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