

Week	1 wc 17.4.22 Farm visit St. George's Day	2 wc 24.4.22	3 wc 1.5.22 Bank holiday Monday King's Coronation	4 wc 8.5.22 Bank holiday Monday	5 wc 15.5.22	6 wc 22.5.23
Wow	Farm visit and chicks arriving.	Giant spider web left in the classroom.	Coronation Party	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?
Books	Oh Dear! Egg to chick Handa's Hen	Insect body parts (Non-fiction) Stories- The very hungry caterpillar Aaarggggh spider Spinderella	Katie in London The King's Pants My first book of London The King's Coronation	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)
Maths	Unit 14- Adding by counting on. Mastery - week 23	Unit 14- Taking away by counting back Mastery - week 24	Unit 15- Numbers to 20 Mastery - week 25	Unit 16- Numerical patterns Mastery – 26, 27, 28		
English	Write a simple caption about our farm visit. - 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 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 party invitations and cards for the King. - 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

Wordwise	Little Wandle Summer 1 Week 1	Little Wandle Summer 1 Week 2	Little Wandle Summer 1 Week 3	Little Wandle Summer 1 Week 4	Little Wandle Summer 1 Week 5	Little Wandle Summer 1 Week 6
Handwriting	Aa, Bb - Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. - Form lower-case and capital letters correctly.	Cc, Dd - Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. - Form lower-case and capital letters correctly.	Ee, Ff - Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. - Form lower-case and capital letters correctly.	Gg, Hh - Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. - Form lower-case and capital letters correctly.	Ii, Jj - Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. - Form lower-case and capital letters correctly.	Kk, Ll - 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	After the Fall (Dan Santant – overcoming obstacles and fears).	Empathy- caring for different things (small animals, minibests etc)	Sun safety- keeping safe and making posters		Road safety	
R Time	Tell your partner something you did at the farm.	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	Learn about the life cycle of a chick. Complete an observational drawing. -Explore the natural world around them, making observations and drawing pictures of animals and plants.	Observational drawings of minibests. Go on a minibests hunt around the school grounds. -Explore the natural world around them, making observations and drawing pictures of animals and plants.		Songs- There's a worm at the bottom of the garden. Incy Wincy Spider. Finding out facts about minibests and their habitats. - 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.	Draw a beanstalk Planting beans Keep a bean diary -Explore the natural world around them, making observations and drawing pictures of animals and plants.	Go on a seasonal summer walk. Complete the plant treasure hunt. -Explore the natural world around them, making observations and drawing 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 Numbots on a school iPad. -I can play on a touch screen game	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.	Project Evolve: Online Reputation Share Computing Core Book: Webster’s Email I know and talk about the different factors that support my overall health and wellbeing: - Including sensible amounts of ‘screen time’		Modelled by an adult. Access an iPad and listen to a core book in the Reading Retreat. -I can scan a QR code.	
Art	Observational drawing of a chick. -Begin to show accuracy and care when drawing.	Draw a minibeast on j2e paint. -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.	Draw a portrait of King Charles. -Begin to show accuracy and care when drawing.	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 a Matisse inspired plant. -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.	
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.	Each class to create a London landmark. Creating decorations and crowns for the Kings Coronation. -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.		
Understanding the world- Geography/ History/RE	Life cycle of a chick. -Explore the natural world around them, making observations and drawing pictures of animals and plants.	Explore minibeast habitats. Where would we find minibeasts? -Explore the natural world around them, making observations and drawing	Learning about London and the Royal family in understanding the King’s Coronation. Where is London? What can we find there?	Compare the countryside and city. Where do you think the minibeasts would prefer to live and why?	History - Learning the days of the week (understanding chronology) -Understand the past through settings,	RE Bible Assembly

	<p>RE Bible Assembly- The Lost Sheep</p>	<p>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. RE Bible Assembly</p>	<p>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. RE Bible Assembly</p>	<p>-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. RE Bible Assembly</p>	<p>characters and events encountered in books read in class and storytelling. RE Bible Assembly</p>	
Music	<p>BBC school radio (EYFS) Playtime BBC teach <u>'Out in the Garden'</u> -I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p>	<p>Learning the new songs for the Coronation.</p>		<p>Tapping out the rhythm of words- insect names eg, Worm, caterpillar, butterfly, spider, snail, worm, fly. Super supported</p>	<p>Tapping out the rhythm of words- insect names eg, Worm, caterpillar, butterfly, spider, snail, worm, fly. Independent clapping</p>	<p>Tapping out the rhythm of words- insect names eg, Worm, caterpillar, butterfly, spider, snail, worm, fly. Children to use claves</p>