

Spring 1: Hot and Cold

	<u>English</u>	<u>Maths</u> <u>+Mastering Number</u>	<u>Geography</u>	<u>Phonics/</u> <u>SPAG/</u> <u>Guided</u> <u>Reading</u>	<u>Handwriting</u>	<u>R.E/Music/ PSHCE/ICT</u>	<u>Art/D.T</u>	<u>P.E</u>
<p>Week 1 3rd Jan x3 days INSET</p>	<p>“Meerkat Mail” by Emily Gravett</p> <p>I always leave finger spaces between words I can use simple sentence structure consistently over a narrative piece of writing I can use a full stop at the end of a sentence I can use capital letters for the beginning of a sentence, 'I', names, places and days of the week I can use 'and' and 'because' to link and join ideas in my sentences I can write a sequence of simple sentences in order I can retell a familiar story using short, simple sentences. I can read my writing out loud, check it makes sense and make suggested changes I can begin to use adjectives for description</p> <p>Suitcase and footprints arrive in the classroom! Children act as detectives and look for clues to</p>	<p><u>NCP Geometry: Properties of Shape</u></p> <p>-block shape patterns</p> <p>-copy and extend radiating and repeating patterns</p> <p>-compose tangram images</p>	<p>Hot and cold places</p> <p>1.Where do meerkats live?</p> <p>Locate Africa, Europe and the UK on a world map and globe.Locate the Equator, (recall prior learning about seasons and Earth rotating in relation to the Equator), South Pole and North Pole. What is the weather like close to the Equator?</p> <p>Label- Equator, North Pole, South Pole, Europe, Africa, on a map.</p> <p>Use atlases.</p>	<p>Book corner focus:</p> <p>Books by Emily Gravett/Oliver Jeffers.</p> <p>Fiction and non-fiction about hot and cold places. Rotate between 3 the classes.</p> <p>Group reading</p> <p>Apples – Pip</p> <p>Apple + - Odd Fish</p> <p>Cherries –Owls in the Night</p> <p>Bananas – Queen of the Moon</p> <p>Grapes – Tickets</p> <p>Pears – Not in Otter’s Pocket</p>	<p>I write lower case letters in the correct direction, starting and finishing in the right place.</p> <p>I can distinguish between upper and lower case letter. I can sit letters on the line.</p> <p>Letter- r</p>	<p>ICT: Moving a robot-L1 Buttons. Introduce bee bots and what the buttons might do. Practise clear memory and run programme</p> <p>Project evolve- Online reputation. Lesson 1</p> <p>Music: Machines</p> <p>Playing and maintaining a steady beat</p> <p>Sequencing sounds</p> <p>PSHE: Jigsaw- Dreams and Goals L1 My treasure chest of success</p> <p>RE: INSET What is the Torah and why is it important to Jewish families</p> <p>1685543115-KS1-JUDAISM-What-is-the-Torah-and-why-is-it-important-to-Jewish-families.pdf</p> <p>Session 1: What are our special books... and why? (Discussion)</p>	<p>Hot and cold colours:</p> <p>Look at the colour wheel.</p>	<p>PE</p> <p>Get Set 4 PE Scheme</p> <p>Outdoor – Target games – Lesson 1</p> <p>To develop underarm throwing towards a target</p> <p>Indoor – Yoga – Lesson 1</p> <p>To explore yoga and mindfulness</p>

	<p>find out who it might be from.</p> <p>1. Who might own the suitcase, what else would you like to know? Generate question.</p> <p>2.Look at front cover. Make predictions.</p> <p>What might the story be about and what does it reminds the children of?</p> <p>Read pages 1 and 2 discuss</p> <p>What we have found out about meerkat families? Record responses.</p> <p>3. Discuss how Sunny feels about his family. Record feelings, practise joining ideas with and/because to explain. Record in complete and accurate sentences. Evaluate and proof read with prompts.</p>			<p>Spelling: into, out, what</p> <p>Phonics –</p> <p>Phase 5 /ai / ay play</p> <p>/ow/ ou cloud</p> <p>/oi / oy toy</p>				
Week 2 8 th Jan	"Meerkat Mail" by Emily Gravett	-investigate tetromino and pentomino arrangements	What do you already know about the Equator? Locate Africa,	<p>Group reading</p> <p>Apples – Nip it! Dig it!</p>	Letters-b	ICT: Moving a robot-L2 Directions.	Hot and cold:	<p>P.E:</p> <p>Get Set 4 PE Scheme</p>

	<p>What might Sunny do next?</p> <p>1.What has Sunny got in his suitcase? Write what you would pack in your suitcase.</p> <p>2. How does Sunny's Mum feel? I think Sunny's mum will feel.....</p> <p>I think this because...</p> <p>3.Describe Sunny, use adjectives. Use 'to' to join two ideas in a sentence. Sunny has dark patches around his eyes to....</p> <p>4. Write a lost poster about Sunny describing his appearance.</p> <p>5.Write a postcard from Sunny, describing the place he is in using adjectives, use and to join clauses. How is Sunny feeling? Does my writing make sense?</p>	<p>-investigate ways that 4 cubes can be composed into 3D models</p> <p>-Pupils explore, discuss and compare 3D shapes</p> <p>-Pupils identify 2D shapes within 3D shapes</p> <p>-Pupils explore, discuss and compare 2D shapes</p>	<p>Europe, and the UK on a globe/map. Find out the names of countries close to the Equator.</p> <p>1.What are the main problems for people who live near the Equator? What is the climate like? Describe the physical features.</p> <p>2. What other animals live near the Equator? Use the internet to name and research these animals.</p>	<p>Apple + - Art in the Park</p> <p>Cherries –It is Hidden</p> <p>Bananas – Lights at Night</p> <p>Grapes – Scrap Rat</p> <p>Pears – The Elf and the Cobbler</p> <p>Spelling: full, house, our, people</p> <p>Phonics:</p> <p>/ee/ ea</p> <p>/ur/ ir bird</p> <p>/igh/ ie pie</p> <p>/oo/ /yoo/ ue blue rescue</p> <p>/yoo/ u unicorn</p>		<p>Project evolve Online reputation L2</p> <p>Music: Machines</p> <p>•Playing to a steady beat •Playing at different speeds (tempi)</p> <p>PSHE: Jigsaw- Dreams and Goals L2 Steps to goals</p> <p>RE: What is the Torah and why is it important to Jewish families Session 2: What makes the Torah special?</p>	<p>Recall of hot and cold colours</p> <p>Look at how artists use hot and cold colours in their pictures.</p>	<p>Outdoor – Target games – Lesson 2</p> <p>To develop throwing for accuracy</p> <p>Indoor – Yoga – Lesson 2</p> <p>To be able to copy and remember poses</p>
Week 3 15 th Jan	<p>"Meerkat Mail" by Emily Gravett</p> <p>1.Sequence pictures from the story. Generate time adverbials to</p>	<p>-Pupils explore, discuss and identify circles and shapes that are not circles from shape cut-outs</p> <p>-Pupils explore, discuss and identify</p>	<p>What is it like living near the Equator? What is the weather like? How is the weather different to the UK weather</p>	<p>Group Reading</p> <p>Apples – Tick, Tock and Mick</p> <p>Apple + - Aimee and the Tablet</p>	Letters-n	<p>ICT: Moving a robot-L3 Forwards and backwards</p> <p>Music: Machines</p>	<p>Hot and cold colours:</p> <p>Recall of hot and cold colours</p> <p>How do we create</p>	<p>P.E:</p> <p>Get Set 4 PE Scheme</p> <p>Outdoor – Target games – Lesson 3</p>

	<p>help sequence the story. Discuss meaning of adverbials and best order.</p> <p>Annotate pictures on a story map.</p> <p>2. Re-tell the story, in a simple three-part structure use pictures as prompts.</p> <p>3. Find out about meerkats from different sources. Write 5 facts.</p> <p>4. Use headings in your factual writing. Meerkat food, Habitats, etc</p> <p>5. Create a mini fact file on meerkats.</p>	<p>triangles and shapes that are not triangles from shape cut-outs</p> <p>-Pupils explore, discuss and identify rectangles (including squares) from shape cut-outs</p> <p>NCP 1.5: Additive structures: aggregation and partitioning</p> <p>TP1:</p> <p>1. I can combine two or more parts to make a whole (1.1-1.3)</p> <p>2. I can explain that addends can be presented in any order. This is called the commutative law. (1.4 -1.6)</p>	<p>like we talked about last term?</p> <p>1. Find out about people who live in hot places close to the Equator. Explain what they might wear if they lived in a very hot place.</p> <p>2. Why do people usually like going to hot places for their holidays? Find out 5 interesting facts about a particular holiday destination, including the flag of that country. Ask questions about that place. What features do these places have, that make them suitable for holidays?</p>	<p>Cherries –Meep and the Midnight Mess</p> <p>Bananas – Terrific Arctic Terns</p> <p>Grapes – Snug in the Tent</p> <p>Pears – The Dragon Keeper's Handbook</p> <p>Spellings: like, your, their, water</p> <p>Phonics:</p> <p>/oa/ o go</p> <p>/igh/ i tiger</p> <p>/ai/ a paper</p> <p>/ee/ e he</p> <p>Review</p>		<p>•Playing to a steady beat</p> <p>•Controlling changes in speed (tempi)</p> <p>PSHE: Jigsaw- Dreams and Goals L3 Achieving Together</p> <p>RE: What is the Torah and why is it important to Jewish families Session 3</p> <p>What's inside this book that makes it special?</p>	<p>hot/colours with paint?</p>	<p>To develop overarm and underarm throwing towards a target</p> <p>Indoor – Yoga – Lesson 3</p> <p>To develop flexibility when holding poses</p>
<p>Week 4</p> <p>22rd Jan</p>	<p>"Lost and found" by Oliver Jeffers</p> <p>1. Look at the front cover of the book. What do they think it's going to be about?</p>	<p>TP2</p> <p>- I can explain that the = sign can be used to show that the whole and the sum of the parts are equal 2.1-2.3</p>	<p>Use the globe to recall where the South Pole, North Pole and the Equator are. What is the weather like in these places?</p>	<p>Group reading</p> <p>Apples – Pop it on!</p> <p>Apple + - Lee and the Box</p>	<p>Letters- h</p>	<p>ICT: Moving a robot-L5 Getting there.</p> <p>Music: Seasons</p>	<p>Hot and cold colours:</p> <p>How can we use different brushes/brush</p>	<p>P.E:</p> <p>Get Set 4 PE Scheme</p> <p>Outdoor – Target games – Lesson 4</p>

	<p>Who do you think the two characters are on the front cover?</p> <p>I think this book is about ... I think the two characters are</p> <p>2. Discuss the penguin's arrival and where it may have come from. Record responses.</p> <p>3. Write a thought bubble for the boy when he opens the door. Focus on accurate and meaningful sentences.</p> <p>4. How is the penguin feeling? Generate words to describe his feelings and appearance.</p> <p>5. What could the boy do to help the penguin?</p>	<p>- I can explain that the = sign can be used to show that the whole and the sum of the parts are equal 2.4-2.6</p> <p>TP3 - I can add parts to find the value of the whole and write the equation 3.1-3.3</p> <p>- I can find the missing addend in an equation 3.4-3.6</p> <p>TP4: - I can partition a whole into two parts and can represent this with a subtraction equation (4.1-4.3)</p> <p>- I can make addition and subtraction stories and write equations to match (4.4)</p>	<p>1. Why are there no penguins in the North Pole?</p> <p>Find out about the South Pole and the environment the penguins live in.</p> <p>2. Where is the South Pole?</p> <p>If you wanted to travel there, how would you get there?</p>	<p>Cherries – Too Much Soap</p> <p>Bananas – Look up High</p> <p>Grapes – Crick and Crock Have Lunch</p> <p>Pears – Blackcurrant Jam</p> <p>Spelling: push, all, again, any</p> <p>Phonics:</p> <p>/ai/ a-e shake</p> <p>/igh/ i-e time</p> <p>/oa/ o-e home</p> <p>/oo/ /yoo/ u-e rude cute</p> <p>Review</p>		<p>• Identifying changes in pitch and responding to them with movement</p> <p>• Contrasting changes in pitch with changes in dynamics (volume)</p> <p>PSHE: Jigsaw- Dreams and Goals L4 Stretchy Learning</p> <p>RE: What is the Torah and why is it important to Jewish families. Session 4 Where does the Torah live? How does this show it's important?</p>	<p>strokes when we paint?</p>	<p>To develop throwing for accuracy and distance using overarm and underarm</p> <p>Indoor – Yoga – Lesson 4</p> <p>To develop balance when holding poses</p>
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<p>Week 5 29th Jan</p>	<p>"Lost and found" by Oliver Jeffers</p> <p>1. Why did the boy decide to row to the South Pole? Why did they test the boat for size and strength?</p> <p>He decided to row because ... They tested the boat because ...</p> <p>2. What did the boy like about the penguin? What did the penguin like about the boy?</p> <p>3. What is the boy thinking at different points in the story?</p> <p>4. What did the boy finally realise? Re-tell the story using a story map.</p> <p>5. What has happened so far? Predict what will happen next, now that the story has finished?</p>	<p><u>NCP 1.6: Additive structures: augmentation and reduction</u></p> <p>TP1:</p> <p>-I can represent a 'First Then Now' story with an addition equation (1.1-1.6)</p> <p>-I can represent a 'First Then Now' story with an addition equation (1.7)</p> <p>TP2:</p> <p>-I can represent a 'First Then Now' story with a subtraction equation (2.1-2.6) -I can represent a 'First Then Now' story with a subtraction equation (2.7)</p> <p>-I can represent different types of stories with a subtraction calculation (2.8)</p> <p>-I can make addition and subtraction stories and write equations to match (2.9)</p>	<p>Recall the type of clothes you might wear for different seasons that we looked at last term.</p> <p>1. Why would you have to wear different clothes if you were at the equator or the South Pole?</p> <p>2. What would these clothes be?</p>	<p>Group reading</p> <p>Apples – Pip and Pop</p> <p>Apple + - Nipper and Gull</p> <p>Cherries – Queen on the Moon</p> <p>Bananas – The Foolish Timid Rabbit</p> <p>Grapes – Thumper</p> <p>Pears – Sharks</p> <p>Spelling: could, would, should, want</p> <p>Phonics:</p> <p>/ee/ e-e these</p> <p>/oo/ /yoo/ ew chew new</p> <p>/ee/ ie shield</p> <p>/or/ aw claw</p> <p>Review</p>	<p>Letters- m</p>	<p>ICT: Moving a robot-L6 Routes</p> <p>Project evolve- Online bullying L1</p> <p>Music: Seasons</p> <p>•Relating pitch changes to graphic symbols and performing pitch changes vocally</p> <p>•Listening and responding to pitch changes with movement</p> <p>PSHE: Jigsaw- Dreams and Goals L5 Overcoming Obstacles</p> <p>RE: What is the Torah and why is it important to Jewish families Session 5 What makes the Torah important to Jewish people? How do they show it? (short session)</p>	<p>Hot and cold colours:</p> <p>Naming the primary colours.</p> <p>Wassily Kandinsky- mixing hot and cold colours</p>	<p>P.E:</p> <p>Get Set 4 PE Scheme</p> <p>Outdoor – Target games – Lesson 5</p> <p>To select the correct throw for the target</p> <p>Indoor – Yoga – Lesson 5</p> <p>To create yoga poses using a hoop</p>
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<p>Week 6 5th Feb</p>	<p>"Lost and found" by Oliver Jeffers</p> <p>Factual writing</p> <p>1.What do you already know about penguins? What else would you like to know?</p> <p>2.Different types of penguins. Finding out facts about emperor penguins. Research using books and the internet.</p> <p>3. How do penguins keep warm?</p> <p>4. Writing factually, using headings and subheadings about emperor penguins.</p> <p>5. Penguin or meerkat, which would you prefer to be and why?</p>	<p>Note for Teachers During the next two lessons, one on addition and one on subtraction, refer to steps 3.3. and 3.4 in both lessons</p> <p>TP3: ADDITION -I can work out the missing part of the addition story and equation if I know the other two parts (3.1, 3.3-3.4)</p> <p>-I can work out the missing part of the subtraction story and equation if I know the other two parts (3.2-3.4)</p> <p>TP3: SUBTRACTION -I can work out the missing part of the addition story and equation if I know the other two parts (3.1, 3.3-3.4) -I can work out the missing part of the subtraction story and equation if I know the other two parts (3.2-3.4)</p> <p>TP4: -I can explain that addition and subtraction are inverse</p>	<p>Recall which months are the cold months in our country. What seasons are the cold months in?</p> <p>1.Can they say something about the people who live in cold places?</p> <p>Find out about different communities.</p> <p>2. A day in the life of a child from a cold place.</p>	<p>Group Reading</p> <p>Apples – Pots, Cans, Cups</p> <p>Apple + - The Hopper</p> <p>Cherries – Lights at Night</p> <p>Bananas – Tickets</p> <p>Grapes – How the Ear Can Hear</p> <p>Pears – Sticking Power</p> <p>Spelling: spelling test</p> <p>Phonics:</p> <p>Grow the code: /igh/ ie i i-e</p> <p>Grow the code: /ai/ ay a a-e</p> <p>Grow the code: /oa/ oa o o-e</p> <p>Grow the code: /ee/ e ie e-e ea</p>	<p>Letters-k</p>	<p>ICT: I can open a saved document and add to it.</p> <p>Music: Seasons</p> <p>Listening and responding to a falling pitch signal</p> <ul style="list-style-type: none"> •Distinguishing between pitched and un-pitched percussion sounds •Listening in detail to a piece of orchestral music <p>PSHE: Jigsaw- Dreams and Goals L6 Celebrating my Success</p> <p>RE: What is the Torah and why is it important to Jewish families Session 6 How can we show others that the Torah is important?</p>	<p>Hot and cold colours:</p> <p>Create a piece of art work using primary colours.</p>	<p>P.E:</p> <p>Get Set 4 PE Scheme</p> <p>Outdoor – Target games – Lesson 6</p> <p>To develop throwing for accuracy and distance</p> <p>Indoor – Yoga – Lesson 6</p> <p>To create a yoga flow with a partner</p>
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		<p>operations (reverse operations) (4.1-4.4)</p> <p>-I can explain that addition and subtraction are inverse operations (reverse operations)</p> <p>- after half term</p> <p>Additional outcome based on RTP: 1AS2</p> <p>I can use additive structures to think about addition and subtraction equations in different ways</p>		<p>Grow the code: /oo/ /yoo/ ew u- e u ue</p> <p>Assessment week (Little Wandles)</p> <p>Spring 1 assessment</p>				
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