

	Literacy	Maths	Science	Foundation subject Focus	Passport Challenges Discovery	Music and computing
Week 1: The Tiger who came to Tea	<p><i>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</i></p> <p>Order the events in the story and read/write simple sentences to match a picture.</p>	<p>Place value - sort objects / count objects</p> <p>Using manipulatives children will sort objects into groups of up to 5, 10 and 20. Children will then count each object to make sure it correctly matches.</p>	<p><i>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets</i></p> <p>Compare the basic body parts that humans have in common with big cats, identifying similarities and differences. Talk about why our body parts look different and explain why they think the different features are fit for purpose.</p>		<p><i>Use a range of materials creatively to design and make products.</i></p> <p>Create a Tiger painting - looking at patterns.</p> <p><i>Name and locate the world's seven continents and five oceans on a world map.</i></p> <p>Explore where Tigers live on a map of the Continents.</p> <p><i>Write for a range of purposes</i></p> <p>Share the story as a class and write a list of items that they would feed the Tiger if he came to tea at school</p>	<p><i>Charanga</i></p> <p><i>Hey you! Lesson 1&2</i></p>
Week 2: Looking after pets	<p><i>Listen and respond appropriately to adults and their peers.</i></p> <p><i>Consider and evaluate different viewpoints, attending to and building on</i></p>	<p>Place value - recognising numbers as words/ counting on from a number</p> <p>Children will be given a number and can use objects to</p>	<p><i>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</i></p>		<p><i>Write a sentence or sequence of sentences for a given purpose</i></p> <p>Pictures of the animals that visited in class - write a short caption.</p>	<p><i>Purple mash</i></p> <p><i>Online safety lesson 1&2</i></p>

	<p><i>the contributions of others</i></p> <p>Memorable experience of pets being brought into school. Children to explore these and discuss their likes and dislikes. Can they write about this experience?</p>	<p>represent each number.</p>	<p>Sort a collection of domestic small world animals into groups according to the type of food they eat. Sort into alternative groups, using their own classification criteria, and explain their reasons to others. Record their ideas with drawings and label.</p>		<p><i>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</i></p> <p>Set up a veterinary surgery role play area and resource it with toy medical kits. Provide toy animals for the children to look after. Add writing resources and paper for the children to take notes as they look after the animals.</p> <p><i>Evaluate their ideas and products against design criteria.</i></p> <p>Children to create their own pet food packaging.</p>	
<p>Week 3: Superworm</p>	<p><i>Write for a range of purposes.</i></p> <p>Fact File about worms and simple information linked to</p>	<p><i>Place value -one more/ one less and counting backwards within 10</i></p>		<p>Art</p> <p>Develop a wide range of art and design techniques in using colour, pattern,</p>	<p><i>Observe closely, using simple equipment</i></p> <p>Display a homemade wormery with earthworms.</p>	<p><i>Purple mash</i></p> <p><i>Online safety lesson 3&4</i></p>

	the Superworm story.			<p>texture, line, shape, form and space.</p> <p>Use a range of drawing equipment, such as hard and soft pencils, to make line drawings of familiar animals. Use different types of lines to add special features, such as fur, feathers and scales. Encourage the children to experiment with different equipment to create the desired effects.</p>	<p>Encourage children to observe changes over time and how the layers mix and the organic material disappears from the surface.</p> <p><i>Use a range of materials creatively to design and make products.</i></p> <p>Provide malleable materials, such as clay or plasticine, for the children to create a model of their superworm or another character.</p> <p><i>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</i></p> <p>Stencils of animals and pictures to draw around and label (written and read)</p>	
Week 4: RE week	<i>Become very familiar with key stories, fairy stories and traditional tales, retelling them and</i>		.	<p>RE Focus</p> <p><i>To understand who is a Christian and what they believe.</i></p>	<p><i>Write a sentence or sequence of sentences for a given purpose</i></p>	<i>Charanga Hey You! Lesson 3&4</i>

	<p><i>considering their particular characteristics.</i></p> <p>Listen to the story and order the key events.</p>				<p>Make a list of all of the animals who came onto the Ark?</p> <p><i>Participate in discussions, presentations, performances, role play, improvisations and debates.</i></p> <p>Act out the story of Noah's Ark.</p> <p><i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</i></p> <p><i>children to look at different animal enclosures and best pick/create their own to help keep the animals contained on the Ark.</i></p>	
<p>Week 5: Day in the Life of a zoo keeper</p>	<p><i>Write for a range of purposes.</i></p> <p>Watch film clips about a day in the life of a zookeeper.</p>		<p><i>Identify and name a variety of common animals including fish, amphibians</i></p>	<p>Geography Focus</p> <p><i>Use aerial photographs and plan perspectives to recognise landmarks</i></p>	<p>Develop a wide range of art and design techniques in using colour, pattern,</p>	<p>Charanga</p> <p><i>Hey you! Compose own song</i></p>

	<p>Talk about the jobs they have to do and the animals they look after. Write a diary entry with all the jobs they think a zookeeper might have to do.</p>		<p>reptiles, birds and mammals. Play a game of 'I know...', choosing a picture card of an animal and completing a sentence about it. Take turns to choose different animals and make a class list of all their animal facts</p>	<p>and basic human and physical features; <i>devise a simple map; and use and construct basic symbols in a key.</i> Make a picture map of an imaginary zoo or wildlife park using simple symbols and a key. Use symbols to show which animals live where and include other features such as roads, woodland, water sources and building</p>	<p>texture, line, shape, form and space. Children to be given a small section of animal pattern to replicate. <i>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</i> Work alone, in pairs or small groups to design and make an enclosure for a particular zoo animal. Start by considering how it moves, how big it is, and all that it needs. Make their enclosures using junk items, adding texture, colours and special features. <i>Recognise common uses of information technology beyond school.</i> Use digital devices to find images of a range of zoo animals. Copy and paste their chosen pictures into</p>	
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					appropriate software for presentation to others.	
Week 6: Butterfly Hunt (Mysterious Creatures)	Write a sentence or sequence of sentences for a given purpose Write the life cycle sequence	Place Value- order objects and numbers/ number lines	Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds, invertebrates and mammals, based on observable features. perform simple tests. Investigate camouflage by taking part in a 'butterfly hunt'. Split into two groups: the first group must quickly collect one 'butterfly' each from the school field and the second group then do the same. Look at the two groups of butterflies and decide how they are similar or different. Find out which group has more of the		Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Look at Salvador Dali's butterfly artwork and have a go at creating their own butterfly picture. Identify and classify. Order life cycle of a butterfly on purple mash. Provide a wide range of picture cards and photographs for children to examine and sort. Include a picture of an animal	Week 6: Butterfly Hunt

			brightly-coloured butterflies.		that looks similar but isn't of the same species, such as a crane fly (often known as a daddy long legs) with the spiders or a hyena with the dogs. Can they identify the odd one out based on physical appearance? Colours can be mixed indirectly through printmaking using primary colours children to mix and make butterfly design on one side of paper before folding and printing it on the other side.	
<p>Week 7: Mysterious creatures</p> <p>Some very mysterious creatures have arrived in a crate from somewhere very far away. They are unlike anything ever seen before. The pet shop owners do not know where the creatures are from or how to look after them. They</p>	<p><i>Spell words containing taught phonemes</i></p> <p>What is your animal's name? Can you make it a pet tag? Can you form simple sentences to describe it?</p>	<p>Place value - comparing groups by matching/fewer, more, same.</p>	<p><i>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i></p> <p>Take your creature on a walk around the school, thinking about what you both</p>		<p>Use basic geographical vocabulary to refer to key physical and human features.</p> <p>Can you describe where your creature has come from?</p>	<p><i>Charanga Hey you! Lesson 5&6</i></p>

<p>are not sure how to feed them or what kind of home they need.</p> <p>They need some pet detectives to spend time with these animals to try and find out more about them and how to look after them.</p>			<p>can hear, smell, taste, see and touch.</p> <p>Children to then draw their body and label the body parts/senses, and do a comparison drawing of their creature.</p>		<p><i>Sequence sentences to form short narratives.</i></p> <p>Write sentences to go with your photographs to tell the story of your animal's day.</p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p> <p>take photos of their creature on the ipad doing different tasks throughout the day.</p>	
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