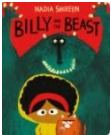




<p><b>Week 1</b></p> <p><b>Theme Week</b> Being Resilient 06.01.2025 - 10.01.2025</p> <p>World Day of Peace 01.01.2025</p>	<p><b>PSHE</b> Jigsaw <b>Puzzle 3: Dreams and Goals Piece 1:</b></p> <p>Challenge Learning Intention: I understand that if I persevere I can tackle challenge</p> <p><b>E-Safety</b> <b>E-Safety</b> <b>Monday (PM)</b> Whole class discussion based on the EYFS Active Bytes continuous provision ideas. Review the healthy habits poster - can children remember what these mean?</p>	<p><b>PE - Sports coach / JC</b></p> <p><b>Fine motor skills:</b> Name writing Fine motor boards, Tweezers and pom-poms Water painting in tray/tuff spot Peg boards Tap a shape White boards and pens Playdough - rolling cutting tweezers etc</p> <p><b>Letter formation:</b> Reception phonics group (+ LA year 1s): <b>Week 1: c a o d g e s f</b></p> <p><b>Green group</b> <b>Penpal Unit 4</b> (during Reception Independent writing session)</p>	<p><b>EYFS speaking and listening targets:</b> <i>Connect one idea or action to another using a range of connectives</i> <i>Ask questions to find out more and check they understand what has been</i> <i>Use new vocabulary in different contexts.</i></p> <p><b>Year 1 speaking and Listening Targets:</b> <i>Use some joining words for compound sentences</i> <i>Say if I do not understand or help is needed.</i> <i>Understand "categories" of words such as animals, toys, food.</i></p>	<p>Being resilient theme week</p> <p>Monday Team building and friendly competition</p> <p>Tuesday Healthy body</p> <p>Wednesday Mental health</p> <p>Thursday Growth mindset</p> <p>Friday Proud to be me</p>	<p><b>Little Wandle</b></p> <p>HA Year 1 Group - PPK- Phase 5 - Year 1 week 1</p> <p>Year 1 group -</p> <p>Reception Spring B Week 3&amp;4</p> <p>Reception Spring A Week 1</p>	<p><b>Length and Height</b></p> <p><b>White Rose -</b> 1. To be able to use language such as shorter, longer to length</p> <p><b>White Rose</b> 2. To be able to use language such as shorter, longer to describe height.</p>	<p><b>PE - Sports coach</b></p> <p>PE JC - Gymnastics / Balance &amp; Travelling</p> <p><b>E-Safety</b> <b>Monday (PM)</b> Whole class discussion based on the EYFS Active Bytes continuous provision ideas. Review the healthy habits poster - can children remember what these mean?</p> <p><b>Technology</b> <b>Wednesday (pm)</b> <u>Technology:</u> <u>Technology in our lives:</u> look at technology uses in home and school. Name different technologies and how we can use this to capture our learning e.g. cameras for photographs and Ipads.</p> <p>Ask chn to bring a photograph of their home for week 3</p>	<p><b>Music: Musical stories.</b> <b>Lesson 1: Movement to music</b></p>
<p><b>Week 2</b></p> <p>13.01.2025 - 17.01.2025</p>	<p><b>PSHE</b> Jigsaw <b>Puzzle 3: Dreams and Goals Piece</b></p>	<p><b>PE - Sports coach</b></p> <p><b>Fine motor skills:</b> Name writing</p>	<p><b>EYFS speaking and listening targets:</b></p>	<p><b>Literacy Tree Week 1</b> Billy and the Beast</p> <p><b>Yellow and Red:</b></p>	<p><b>Little Wandle</b></p> <p>HA Year 1 Group -</p>	<p><b>Mastering number: Reception</b> <b>Week 11: Subsidising</b> Recognise numerals</p>	<p><b>RE Week 1</b> WALT: Share what we know about Jesus and the story of how he was born.</p>	<p><b>Music: Musical Stories</b> <b>Lesson 2:</b> Storytelling with actions</p>

<p><b>Literacy Tree Week 1</b></p> <p>Billy and the Beast</p> 	<p><b>2:</b> Never Giving Up Learning Intention: I can tell you about a time I didn't give up until I achieved my goal.</p>	<p>Fine motor boards, Tweezers and pom-poms Water painting in tray/tuff spot Peg boards Tap a shape White boards and pens Playdough - rolling cutting tweezers etc</p> <p><b>Letter formation:</b> Reception phonics group (+ LA year 1s) Week 2: c a o d g e s f</p> <p><b>Green group</b> <b>Penpal Unit 5</b> (during Reception Independent writing session)</p>	<p><b>Year 1 speaking and listening targets:</b></p> <p>Use some joining words for compound sentences Say if I do not understand or help is needed. Understand "categories" of words such as animals, toys, food.</p>	<p><u>Session 1</u> Session 1 on Literacy Tree - WOW</p> <p>Arrive to class to discover some footprints (could also be in corridor and outdoor area), a clump of green fur, some things that have been knocked over and some food that has been taken (have food out in class that children have been made aware of the day before - could be fruit for snack). Tell children that there are some eye-witnesses who claim to have seen the monster the day before when all the children were at home. Prepare some questions to ask the eye-witnesses then have them visit the class so that the children can ask their questions. Elicit that there is a monster on the loose that has green fur, long claws, sharp teeth, is very tall and clumsy, appeared hungry and who goes by the name of Terrible Beast.</p> <p>You may want to scribe for the children as they listen to the eye-witness account.</p> <p><u>Session 2</u> Children to look at the front cover of the book. Who is the beast? What might he be like? Children to draw and label a drawing of the beast. Who is he? How might he describe him? How might he behave?</p> <p><u>Session 3</u> Who is the main character in the story? Discuss Billy. Who is he? What does he look like?</p>	<p>PPK-Phase 5 - Year 1 week 2</p> <p>Year 1 group - Reception Spring B week 5 + Assessment</p> <p>Reception - Spring A Week 2</p>	<p>Recognise arrangements up to six including dice patterns</p> <p><b>Year 1- Week 12 - Composition</b> Exploring ways of composing 7</p> <p><b>Year 1 White Rose</b> Reviewing 3d and 2d shapes from previous term Assessment papers</p>	<p>Share our experiences of new life and birth.</p> <p><b>Key Questions:</b> Who is Jesus? What is the story of Jesus' birth? What is the story of Jesus' birth?</p> <p><b>Forest School</b> <b>WALT:</b> Create routes using stick arrows</p> <p>Children enter fire circle in a line and sit on next available log. Discuss fire safety, flags &amp; what to do if whistle blows. Show children stick arrow. What is this? What can we use it for? Explain children are working in groups to create trails using arrows for the other groups to follow. Children to have STC cards to add to route. Groups go to different areas, field, wild area &amp; sensory garden, to create their routes. Children carousel around the arrow routes made. Children explain why they found routes easy or hard to follow. Children return to fire circle to drink hot chocolate.</p>	<p>Drawing pictures of their houses - linked to geography/science</p>
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Children to use the pictures as clues. Don't read the story at this point.  
Children to draw a picture of Billy. They should write labels/captions to describe Billy.

**Green group:**

See Billy and The Beast Literacy tree Planning for detailed lesson plans sessions 1 - 3

Session 1: To use capital letters and full stops To ask and write questions

Session 2: To use a capital letter and a full stop to punctuate a sentence To use question marks to write questions To make simple inferences

Session 3: To read and write words with the suffix - ed To sequence sentences to form short narratives

**Science**

**Science Year 1**

Naming everyday objects and the materials they are made of, naming everyday materials wood, plastic, glass, metal, water and rock.

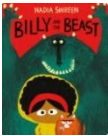
Describing the properties of each of these materials using words including strong, rigid, flexible, waterproof, soft, smooth. Look at how light travels through the materials.

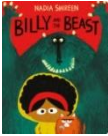
**Science**

**Science Year 1**

Comparing the properties of everyday materials, revisiting the words strong, rigid, flexible, waterproof, soft, smooth. Chn to draw a home and label its materials.

Looking at real maps & Google map of local area including looking at photos of children's own homes.

<p>Week 3 20.01.2025 - 24.01.2025</p> <p>Literacy Tree Week 2</p> 	<p>PSHE Jigsaw Puzzle 3: Dreams and Goals Piece 3: Setting a Goal Learning Intention: I can set a goal and work towards it.</p>	<p>PE - Sports coach</p> <p><u>Fine motor skills:</u> Name writing Fine motor boards, Tweezers and pom- poms Water painting in tray/tuff spot Peg boards Tap a shape White boards and pens Playdough - rolling cutting tweezers etc</p> <p><u>Letter formation:</u> Reception phonics group (+ LA year 1s) Week 3: l i t u j y</p> <p><b>Green group</b> <b>Penpal Unit 6</b> (during Reception Independent writing session)</p>	<p>EYFS speaking and listening targets: Connect one idea or action to another using a range of connectives Ask questions to find out more and check they understand what has been Use new vocabulary in different contexts.</p> <p><b>Year 1 speaking and listening targets:</b> Use some joining words for compound sentences Say if I do not understand or help is needed. Understand "categories" of words such as animals, toys, food.</p>	<p>Literacy Tree Week 2 <b>Yellow and Red:</b> <u>Session 1</u> Look at the front cover once more. Who is the last character we can see? Discuss the cat on the front cover. How does he look? Does he look happy or sad? Why might he feel like that? Children to draw and label a picture of the cat. Children to think about what the cat might do in the story.</p> <p><u>Session 2</u> Children to think about where the beast might live. Where would a beast live? What might he do in his home? Children to draw and label and picture of the beast's home.</p> <p><u>Session 3</u> Children to write a sentence to predict what might happen in the story. For example - The cat will help. The beast will be mean. Billy will like the beast.</p> <p><b>Green Group:</b> See Billy and The Beast Literacy tree Planning for detailed lesson plans lesson plans sessions 4 - 6 <u>Session 4:</u> To describe characters using adjectives To explore adjectives with -ful and -less suffixes <u>Session 5:</u> To predict what might happen To explore adjectives with -ful and -less suffixes To use a question mark when needed <u>Session 6:</u> To write multi-clause sentences To use capital letters and full stops</p>	<p>Little Wandle</p> <p>HA Year 1 Group - PPK- Phase 5 - Year 1 week 3</p> <p>Year 1 - Reception Summer A Week 1 &amp; 2</p> <p>Reception - Spring A Week 3</p>	<p>Mastering number: Reception Week 12 - Counting, and ordinality and cardinality Recognising numerals, recognising staircase arrangements and matching to numerals, ordering numbers</p> <p><b>Year 1 Week 13 Composition</b> Exploring composition of 9 as a square shape and explore patterns. Identifying numbers in 9.</p> <p><b>Year 1 White Rose Place Value within 20</b> Step 1 Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16</p>	<p>PE - Sports coach</p> <p>PE - JC Gymnastics - two footed jumping &amp; landing / low apparatus</p> <p><b>Geography</b> Look at maps of the local areas. Look at a map showing the route to school map of the school - draw a simple map of the route to school.</p> <p><b>Geography/Cultural Awareness</b> Read the story of the three little pigs. Talk about the pigs at a young age and growing ups. As a whole group sequence pictures of our lives. Make links to our own lives - what do we want to do when we grow up Create a paper map of the Three Little Pigs journey - Learning map language</p>	<p>Music: Musical Stories Lesson 3: Using instruments to represent actions</p> <p>Rainbow time</p>
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<p><b>Week 4</b></p> <p>27.01.2025 - 31.01.2025</p> <p><b>Literacy Tree Week 3</b></p>  <p><b>Storytelling Week</b> - no Assemblies/ Cultural stories all week</p> <p>Chinese New Year - Year of the Snake (p.m. activities) 29.01.2025</p>	<p><b>PSHE</b></p> <p><b>Jigsaw Puzzle 3: Dreams and Goals Piece 4:</b></p> <p>Obstacles and Support Learning Intention: I can use kind words to encourage people</p>	<p><b>PE - Sports coach</b></p> <p><b>Fine motor skills:</b></p> <p>Name writing Fine motor boards, Tweezers and pom-poms Water painting in tray/tuff spot Peg boards Tap a shape White boards and pens Playdough - rolling cutting tweezers etc</p> <p><b>Letter formation:</b></p> <p>Reception phonics group (+ LA year 1s Week 4: l i t u j y</p> <p><b>Green group</b></p> <p><b>Penpal Unit 7</b> (during Reception Independent writing session)</p>	<p><b>EYFS speaking and listening targets:</b></p> <p><b>Connect one idea or action to another using a range of connectives</b></p> <p><b>Ask questions to find out more and check they understand what has been</b></p> <p><b>Use new vocabulary in different contexts.</b></p> <p><b>Year 1 speaking and listening targets:</b></p> <p><b>Use some joining words for compound sentences</b></p> <p><b>Say if I do not understand or help is needed.</b></p> <p><b>Understand "categories" of words such as animals, toys, food.</b></p>	<p><b>Literacy Tree Week 3</b></p> <p><b>Yellow and Red: Session 1</b></p> <p>Look at session 1 from the Literacy Tree unit mixed age planning. Children to draw a picture of a monster of their choice and label it with a word, caption or sentence to describe the monster. For example - Big monster on the loose. Scary monster runs away.</p> <p><b>Session 2</b></p> <p>Look at session 2 from the Literacy Tree unit mixed age planning. Ideally working with an adult, show children the front cover of the book and ask them to 'say what they see'. Give them sentence starters and encourage them to use 'and' to join ideas, e.g. The girl looks... The cat seems... The monster is...Adult to scribe the sentences onto a sentence strip and cut it into words/punctuation. Children to reorder and copy out their sentence</p> <p><b>Session 3</b></p> <p>Look at session 3 from the Literacy Tree unit mixed age planning. Read to 'It was a perfectly lovely day' (page 4). What would your perfect day look like? What would make it perfect? What might you do? Who might you see? Adult to scribe ideas and then model putting ideas into a sentence. Children to verbally explain their perfect day. Children to write words, captions or a sentence to describe their perfect</p>	<p><b>Little Wandle Phase 2 &amp; 3</b></p> <p>HA Year 1 Group - PPK- Phase 5 - Year 1 week 4</p> <p>Year 1 group - Reception Summer A week 3 &amp; 4</p> <p>Reception - Spring A Week 4</p>	<p><b>Mastering number: Reception Week 13 - Composition</b></p> <p>Partitioning numbers to 5 explaining what parts are. Use this knowledge to work out a missing number</p> <p><b>Year 1 - Week 14 Composition</b></p> <p>Exploring composition of number 10 including odds and evens.</p> <p><b>Year 1 White Rose Place value within 20</b></p> <p>Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more and 1 less Step 8 The number line to 20</p>	<p><b>RE: Week 2</b></p> <p>WALT: Talk about how we have changed as we have grown. Explore similarities and differences between our experiences and the experiences of others. <b>Key Question: How have I changed? What can I do now that I couldn't do before? Does everyone change and grow in the same way?</b></p> <p><b>Forest School</b></p> <p>WALT: create houses for bees Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags &amp; what to do if whistle blows. Explain children are going to push out the pith inside elder sticks &amp; then whittle off the bark. Demonstrate using tools, explaining how to use safely. Discuss need for safety gloves. Children put on gloves. They push out the pith using tent pegs, then whittle their elder sticks using peelers with adult support for using the tools. Children join their 'houses' together to create larger bug houses using large rubber bands. Children</p>	<p><b>Music: Musical Stories</b></p> <p><b>Lesson 4: Musical stories composition</b></p> <p>Building houses - linked to science/geography</p>
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day e.g. We would play in the sun. I will go to the park and play.

**Green Group:**

See Billy and The Beast Literacy tree Planning for detailed lesson plans

lesson plans sessions 7 - 9

Session 7 To sequence ideas in a narrative To draw upon the language and grammar of what they have read

Session 8 To write multi-clause sentences To use capital letters and full stops

Session 9 To write simple noun phrases to use adjectives with the suffixes -ful and -less

place their 'joined' bug houses in whole school pallet bug house. Children drink hot chocolate sat around fire circle.

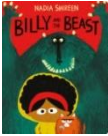
**UTW/Cultural awareness**

Talk about different families, including different traditions and cultures. Look at roles and expectation within families. Look at the similarities between our families ( children's photos of families)

**Science/DT**

**Science Year 1**

What materials are best to build a house?  
Each group given a different material including fabric, paper, blocks, stone. What worked well? What didn't? Why? Chn to work collaborate to create a 3d home

<p><b>Week 5</b></p> <p>03.02.2025 - 07.02.2025</p> <p><b>Literacy Tree Week 4</b></p>  <p>Dress to Express 03.02.2025</p>	<p><b>PSHE</b></p> <p>Jigsaw <b>Puzzle 3: Dreams and Goals Piece 5:</b> Flight to the Future Learning</p> <p>Intention: I understand the link between what I learn now and the jobs I might like to do when I am older</p>	<p><b>PE - Sports coach / JC</b></p> <p><b>Letter formation:</b> Reception phonics group (+ LA year 1s) <b>Week 5:</b> r, b, n, h, m, k, p k</p> <p><b>Green group</b></p> <p><b>Penpal Unit 7</b> (during Reception Independent writing session)</p> <p><b>Fine motor skills:</b> Name writing Fine motor boards, Tweezers and pom-poms Water painting in tray/tuff spot Peg boards Tap a shape White boards and pens Playdough - rolling cutting tweezers etc</p>	<p><b>EYFS speaking and listening targets:</b></p> <p>Connect one idea or action to another using a range of connectives</p> <p>Ask questions to find out more and check they understand what has been</p> <p>Use new vocabulary in different contexts.</p> <p><b>Year 1 speaking and listening targets:</b></p> <p>Use some joining words for compound sentences</p> <p>Say if I do not understand or help is needed.</p> <p>Understand "categories" of words such as animals, toys, food.</p>	<p><b>Literacy Tree Week 4</b></p> <p><b>Yellow and Red:</b></p> <p><b>Session 1</b></p> <p>Look at session 4 from the Literacy Tree unit mixed age planning.</p> <p>Re-read the text from the beginning up to page 5. How did Billy help Fatcat? Read on to the page where all of the animals have gone (page 6). What do the children think has happened to them? Then read up to where Billy and Fatcat come face to face with The Terrible Beast (page 10 - red page). Discuss Billy's reaction (both what she says and what we can infer from the illustration) and support the children to infer that Billy doesn't seem frightened by the beast. How could we describe Billy's character? Give children some adjectives and ask them to place the words onto the dot if they describe Billy and leave them outside the dot if they do not. Prompt children to justify their responses using 'because' by asking them 'why'?</p> <p><b>Session 2</b></p> <p>Look at session 6 from the Literacy Tree unit mixed age planning.</p> <p>Read to the end of the story. Read the first parts of each sentence to the children and ask them to complete it, prompting them to use either and, but or because. Billy and Fatcat couldn't see the animals because..e.g because they were taken.</p> <p><b>Session 3</b></p>	<p><b>Little Wandle</b></p> <p>HA Year 1 Group - PPK- Phase 5 - Year 1 week 5</p> <p>Year 1 group - Reception Summer A week 5 + assessment</p> <p>Reception - Spring A Week 5</p> <p><b>Year 1</b></p>	<p><b>Mastering number: Reception Week 14 - Composition</b></p> <p>Replacing numbers and know the number remains the same, knowing one more</p> <p><b>Year 1: Week 15 - Composition</b></p> <p>Continue to explore composition of numbers to 10 splitting and combining objects.</p> <p><b>Year 1 white rose Place value within 20</b></p> <p>Step 9 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 Step 12 Order numbers to 20</p>	<p><b>PE - Sports coach</b></p> <p><b>PE - JC</b></p> <p>Apparatus including wall bars, A-frame, benches, mats</p> <p><b>History/Art</b></p> <p>Look at picture homes from the past. Discuss similarities and that these house are still used today. Some people live in old houses and some in new houses. Use charcoals to draw a home from the past</p> <p><b>Geography</b></p> <p>Talk about hot and cold environments. Look at Antarctica as an icy environments. Talk about ice features and the changes states or matter. Ice experiments linked to igloos,</p>	<p><b>Music: Musical Stories</b></p> <p><b>Lesson 5: Musical Story Performance</b></p> <p>Rainbow time</p> <p><b>Art - charcoal</b></p> <p>drawings of homes from past - linked to history</p>
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Look at session 7 from the Literacy Tree unit mixed age planning.

Reread the story. Discuss the events. What has happened? How have the characters changed throughout the story? What do the children think might happen next?

Give children access to small world toys and ask them to retell the story in small groups using the props. Take photos of the children. Adults to sequence the images taken in order.

**Green group**

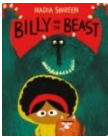
See Billy and The Beast Literacy tree Planning for detailed daily lesson plans.

Lesson plans sessions 10 - 12

Session 10 To use the term singular and plural To know the rules for adding -s and -es

Session 11 To spell words containing the split-vowel digraphs To write commands

Session 12 To plan a story

<p><b>Week 6</b></p> <p>10.02.2025 - 14.02.2025</p> <p><b>Literacy Tree Week 5</b></p>  <p>Safer Internet Day 11.02.2024</p> <p>Valentine's Day (link to friendship, p.m. making cards) 14.02.2025</p> <p><b>Assessment week</b></p>	<p><b>Jigsaw - Dreams and Goals. Piece 6: Footprint awards</b></p>	<p><b>PE - Sports coach</b></p> <p><b>Letter formation:</b></p> <p>Reception phonics group (+ LA year 1s)</p> <p><b>Week 6: r, b, n, h, m, k, p k</b></p> <p><b>Green group</b></p> <p><b>Penpal Unit 8</b> (during Reception Independent writing session)</p> <p><b>Fine motor skills:</b> Name writing Fine motor boards, Tweezers and pom-poms Water painting in tray/tuff spot Peg boards Tap a shape White boards and pens Playdough - rolling cutting tweezers etc</p>	<p><b>EYFS speaking and listening targets:</b></p> <p>Connect one idea or action to another using a range of connectives</p> <p>Ask questions to find out more and check they understand what has been</p> <p>Use new vocabulary in different contexts.</p> <p><b>Year 1 speaking and listening targets:</b></p> <p>Use some joining words for compound sentences</p> <p>Say if I do not understand or help is needed.</p> <p>Understand "categories" of words such as animals, toys, food.</p>	<p><b>Literacy Tree Week 5</b></p> <p><b>Yellow and Red:</b></p> <p><b>Session 1</b></p> <p>Look at session 10 from the Literacy Tree unit mixed age planning.</p> <p>Children are going to create instructions for a meal that a monster might make.</p> <p>Have a feely bag containing some ingredients. Ask children to pick an object from the bag and segment the word to the others in the group who have to guess what it is, e.g. In my bag, I have a b-u-g. (bug). In my bag, I have a j-a-m. (jam). Model writing these up as ingredients.</p> <p>Look at session 12 from the Literacy Tree unit mixed age planning.</p> <p>Have a big mixing bowl (or bucket) and ask children to add each item to the bowl. Model creating a sentence for what's happening, e.g. Stir in the jam. Mix in the bug.</p> <p><b>Session 2</b></p> <p>Look at session 13 from the Literacy Tree unit mixed age planning.</p> <p>Children to begin writing their instructions. They should write 1-2 instructions today.</p> <p>Assessment writing - Stir the mud. Put in bugs and milk.</p> <p><b>Session 3</b></p> <p>Look at session 13 from the Literacy Tree unit mixed age planning.</p> <p>Children to finish writing their instructions. They should write 1-2 instructions today.</p> <p>Assessment writing - Mix in the jam. Put in crab shell.</p>	<p><b>Little Wandle Phase 2 &amp; 3</b></p> <p>Assessment Week</p>	<p><b>Mastering number Reception Week 15</b></p> <p><b>Comparison</b></p> <p>Use more than and fewer than to describe quantities, know quantity determines how many in a set, use words an equal number to describe sets with same quantity.</p> <p><b>Year 1 Week 16 - Composition</b></p> <p>Continue to focus on composition of numbers within 10.</p> <p><b>White Rose Shape, Space &amp; Measure Reception</b></p> <p>Recognise and name 3Dshape Finding 2D shapes within 3D shape Use 3D shapes for tasks</p> <p><b>Year 1 White Rose Assessment week Addition and Subtraction within 20</b></p> <p>Step 1 Add by counting on within 20 Step 2 Add ones using number bonds</p>	<p><b>RE: Week 3</b></p> <p>WALT: Listen carefully to the Salvation (Easter) story. Share our thoughts about the Salvation (Easter) story we have listened to</p> <p><b>Key Questions:</b></p> <p>What does the Bible tell us about the Easter story?</p> <p>What questions or thoughts do you have about the Easter story?</p> <p><b>Forest School</b></p> <p><b>WALT: create a shelter</b></p> <p>Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags &amp; what to do if whistle blows. Explain children are going to use tarpaulins, tent pegs, rope, string/ thin cord to secure 2 shelters between the three cherry trees. Make shelter by tying rope between 3 trees. Then pull over tarpaulins &amp; secure with string &amp; tent pegs. What do we need in our shelters to make them comfortable? Children put in small tarpaulins and kneelers. Children drink hot chocolate &amp; eat plain biscuits sat in shelter. Children help</p>	
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