

Prime Areas

Specific Areas

Whole school topic: Food and farming

Topic question: How do plants grow?

Week / Big Book	PSED	Physical Development	Communication & Language	Literacy	Little Wandle	Mathematics	Understanding the world	Expressive Arts & Design
<p>Week 1 21.04.25 - 25.04.25</p> <p>Food and farming theme week</p> <p>21st April - Easter bank holiday</p> <p>22nd April - World Earth Day</p> <p>23rd April - St George's Day</p>	<p>Welcome back to class, sharing Easter news.</p> <p>Setting the expectation for this half term - setting goals for ourselves. How can we work towards out goals?</p> <p>Developing confidence for new experiences - farm animal visits/feeding the lambs</p>	<p>PE Sports Coach</p> <p>PE Country Dancing</p> <p>Forest School WALT: Plant seeds. Planting seeds using tools</p> <p><u>Handwriting</u> v w x z (using the Little Wandle rhymes</p>	<p>Discuss what foods are healthy and why this is important</p> <p>Explain why plants grow and what is needed for them in order to do so Use sentences to describe children's experiences of gardens</p> <p>Demonstrating good listening skills when listening to the text.</p>	<p>Food and Farming Theme Week</p> <p>Tuesday: Life on a farm Wednesday: Food from the farm Thursday: Farm artwork/food design and production Friday: Healthy living on the farm</p> <p>Writing a recount of the theme week.</p>	<p><i>Green / Blue</i> Yr 1 Autumn 2 Week 1 & 2</p> <p><i>Red / Yellow</i> Rec Summer 1 Week 1</p>	<p>Mastering Number Cardinality, ordinality and counting</p> <p>Session 1 Count things that cannot be seen - sounds. Revisit rules for how to count. Discuss and practise strategies for counting larger sets. Session 2 Count things that cannot be seen - actions. Discuss and practise strategies for counting larger sets by moving objects. Session 3 Count things that cannot be seen - periods of time. Discuss and practise strategies for counting larger sets by moving images. Make or represent their own collections of larger amounts. Session 4 Practise counting on from a given number. Discuss and practise strategies for counting larger amounts that cannot be moved.</p>	<p>Forest School Forest School/ Science Year 1</p> <p>WALT: Plant seeds. Discuss seasons and what weather is like at the beginning of spring. What else happens in nature in spring? Discuss spring being best time to plant vegetables. Children move to tables by shelter. Explain, children are going to plant turnip seeds in new raised planter (small). Children fill the raised bed with a mixture of compost and soil brought from soil pile using wheelbarrow. When full children plant seeds in bed and cover lightly with more compost/soil and water them using watering can. Children mark seeds with named sticks. Discuss needs of seeds to grow healthily. Children drink hot chocolate at tables.</p> <p>Planting flowers/vegetables. Discuss the weather needed for plants to grow (year one science dots)</p>	<p>Farm artwork carousel - making a farm animal or vehicle that we have been learning about this week. 1 table for clay, 1 table for collage materials,</p> <p>Design and make our own food item - making bread. Reading The Little Red Hen and then making our own bread, discussing the ingredients and processes for breadmaking.</p>
<p>Week 2 28.04.25 - 02.05.25</p>	<p>Jigsaw: Relationships Piece 1: My family and me! WALT Identify some of the jobs I do in my family.</p> <p>Active Bytes: Keeping safe and</p>	<p>PE Sports Coach</p> <p>PE Country Dancing</p> <p>Forest School WALT: Think why we plant flowers.</p>	<p><i>Speaking and Listening - Organise thinking by recounting the text and use talk to explain characters thoughts and feelings</i></p> <p>Use reasoning when comparing</p>	<p>Literacy Tree Week 1 <u>Session 1</u> Wrap a toy bus up in purple paper like the book. Open the bus and tell children that this present could be the start of an adventure. Take responses</p>	<p><i>Green / Blue</i> Yr 1 Autumn 2 Week 3 & 4</p> <p><i>Red / Yellow</i> Rec Summer 1 Week 2</p>	<p>Mastering Number Subitising</p> <p>Session 1 Visualise, make and describe spatial arrangements of 6. Session 2 Practise subitising to 6. Make and describe arrangements of 6.</p>	<p>UTW/Cultural awareness</p> <p>Explain how the naughty bus has visited a garden. Gardener's role and children to use small world to represent this role. Look at different pictures of a garden and allotments in the community. Discuss the similarities and differences across garden</p>	<p>Music - Music and Movement. Lesson 1: Action songs. WALT Understand why songs have actions.</p>

	<p>secure (private information)</p> <p>Talk about people who are special to us and why. What can we do to look after people that are special to us? Showing sensitivity to our needs and the needs of others.</p>	<p>Planting sunflowers and nasturtiums using tools</p> <p><u>Handwriting</u> Week 2: r m n h b k p (using the Little Wandle rhymes)</p>	<p>mathematical quantities to explain how they know</p> <p>Describe processes used in artwork and why these have been chosen</p>	<p>from questions such as - Who has seen a bus like this before? Etc..</p> <p><u>Session 2</u> Sing 'The Wheels on the Bus' to reinforce vocabulary around buses. Set up a bus stop in the role play area with a bus stop sign, seats under a shelter (if possible), 'bus stop' signage on the floor.</p> <p><u>Session 3</u> Draw the bus. Create labels for an image of a bus: these could be using any graphemes the children know to write e.g. door wheels windows driver Labels could also be used for the role play area: bus stop, shelter.</p>		<p>Session 3 Listen to rhythmic patterns of up to 5 sounds and determine the quantity. Recognise Numberblocks and related doubles patterns on their fingers without counting.</p> <p>Session 4 Subitise doubles amounts shown on 10-frames.</p>	<p>environments. What is the same? What is different? Compare pictures of gardens across the world. Link back to weather - e.g. dry desert catci gardens because less rain etc. Use gardening tools to make a small world garden.</p> <p>E-safety: Technology: E -Safety session: Active Bytes. Building Healthy Habits. How can we be safe online when using different types of technology? Reinforce the children's awareness from previous term Technology (Computing): Use the chromebooks to research different types of buses (related to our story) and draw pictures of these.</p> <p>RE Special Books - The Bible The Creation Story Godly play. WALT Listen and respond to the Creation Story. WALT Understand that this a story from the Bible that is special to Christians. Key questions: What is the Bible and why is it special? How was our world created? What do you think about The Creation Story?</p>	<p>WALT Learn some simple Makaton signs to accompany a song.</p> <p>Vegetable printing (leave veg for decay observation)</p>
<p>Week 3 05.05.25 - 09.05.25</p> <p>5th May Bank holiday</p>	<p>Jigsaw: Relationships Piece 2 & 3: Make friends, never ever break friends. WALT Think of ways to solve problems and stay friends.</p> <p>Explaining the reason for the rules in school and with our friends.</p>	<p>PE Sports Coach</p> <p>PE EP- Country Dancing</p> <p><u>Handwriting</u> l i j t u y (using the Little Wandle rhymes)</p>	<p>Use vocabulary learnt to reenact the text, using talk to explain what happened</p> <p>Speaking and Listening - Discuss with partners why gardens might be different, thinking about why this might be</p> <p>Use reasoning to explain patterns and to</p>	<p>Literacy Tree Week 2 <u>Session 1</u> Children to think about somewhere the bus might stop. What might they see? Where might they visit? Draw and label the place they visit. <u>Session 2</u> Who might we see on the bus? Children to draw a passenger and write words</p>	<p>Green / Blue Yr 1 Autumn 2 Week 5 Spring 1 Week 1</p> <p>Red / Yellow Rec Summer 1 Week 3</p>	<p>Mastering Number Composition Session 1 Recap that there are 5 fingers on 1 hand. Consolidate their use of finger patterns to represent the composition of 5. Session 2 Use their fingers to represent the composition of 5. Identify a missing part of 5. Session 3 Identify when a set of objects has 5/NOT 5. Identify that 6 can be</p>	<p>Science/UTW Explore plants and talk about the different parts - draw and label diagram of a flower (year 1) Draw and observational picture of a flower (reception)</p> <p>Draw and label the different parts of a tree (year 1) Draw and observational picture of a tree (reception)</p>	<p>Music - Music and Movement. Lesson 2 Finding the beat. WALT Explore beat through body movement WALT Express feelings and emotions through movement to music</p> <p>Art Observational flower/tree</p>

	Form positive friendships with peers.		<p>explain how to fix errors in patterns</p> <p>Describe own gardens using full sentences and descriptive vocabulary</p> <p>World Book Day - wildlife themed. Children to dress in parrot colours (red/blue) and make props for their costume.</p> <p>Categories of words e.g. vegetables / fruits etc</p>	<p>to describe them e.g. tall, kind.</p> <p><u>Session 3</u> Draw a map for the bus to follow. Label the places e.g. town, street, road, tree.</p>		<p>composed of 5 and 1, and 7 can be composed of 5 and 2.</p> <p>Session 4 Identify arrangements of 6 or 7 objects. Represent numbers 6 - 9 on their fingers as '5 and a bit'.</p>	<p>Forest School WALT: Think where we could find minibeasts. Discuss habitats. What kind of habitats do we have in school? Discuss where to find minibeast habitats, under logs, stones and around trees. Explain children are going on a minibeast hunt around the forest school area and the field. using a laminated sheet and drywipe pen. Discuss which minibeasts they might find. Discuss ones on list they may not find as wrong season. Children work in pairs within their groups to find minibeasts. They take turns to tick the sheet each time they find a different species. Children return to fire circle to drink hot chocolate. Which minibeasts did you find? Where did you find them? Water turnip/flower seeds.</p> <p>WALT: understand what happens in the lifecycle of a caterpillar and why butterflies are important for our gardens. Adult to introduce the caterpillars to the class and talk about how to set up the hatching station. What rules do we need to have? Children to draw a diagram of the station and label where appropriate.</p>	<p>drawing. Sketch books</p>
<p>Week 4 12.05.25 - 16.05.25</p> <p>11th May - Somerset Day</p> <p>15th May - International</p>	<p>Jigsaw: Relationships Piece 4 & 5: Falling out WALT Start to understand the impact of unkind words. WALT Begin to manage my feelings.</p> <p>Independent session: WALT: work</p>	<p>PE Sports Coach</p> <p>PE EP- Country Dancing</p> <p>Forest School WALT: Create a new habitat. Use tools to create bug houses</p> <p><u>Handwriting</u></p>	<p>Demonstrate good listening skills when adult is reading community based gardening book</p> <p>Use talk to explain why working together is needed and talk to partner about own ideas of how to help others</p>	<p>Literacy Tree <u>Session 1</u> Sequence six key images from the text and place on a washing line. Let children tell the story orally and practise using words. <u>Session 2</u> Have a range of small world toys available for children to continue re-telling the story of</p>	<p>Green / Blue Yr 1 Spring 1 Week 2 & 3</p> <p>Red / Yellow Rec Summer 1 Week 4</p>	<p>Mastering Number Composition Session 1 Recap the numbers 6 to 9 in the '5 and a bit' structure. Recap that 10 can be composed of 5 and 5. Identify when 10 is shown using structured arrangements of objects. Session 2 Match numerals to quantities shown as the</p>	<p>Art/EAD Discuss what a self-portrait is and children to use drawing skill techniques to make self-portrait. Sketch books.</p>	

<p>Day of Families</p>	<p>together to achieve a goal Include push and pull (turnips), creating a collaborative garden, tidying up the garden</p> <p>WALT: Think about what a community is Read community based garden book. Why do we need to work together? When else do we work together? Discuss ethos of community between school, culture and families. Come up with ideas of helping the community e.g helping elderly person across the street, picking up litter so Mr W doesn't have to.</p>	<p>Week 4 c a o q g d e s f (using the Little Wandle rhymes)</p>	<p>Use descriptive language to categorise 3D shapes based on properties</p> <p>Listen carefully to Very Hungry Caterpillar book in order to be able to recount key events</p> <p>Use talk to solve problems together</p> <p>Speaking and Listening - speaking in clear sentences to retell the story - using imaginative language when retelling</p>	<p>Naughty Bus on their own or in small groups. Encourage children to think beyond the book and into the classroom. Children to record key words and phrases for where the bus visited e.g. he went to space, he went to bed, he went for a wash.</p> <p><u>Session 3</u> Session 8 on Literacy Tree unit mixed planning suggestions. Adult to take the bus around the school and take photos of the bus doing naughty things e.g. rubbish on the bench, run in class, knock down toys. Children to write a sentence to say one thing the bus did.</p>		<p>5 and a bit structure. Explore ways in which 10 can be composed of 2 parts. Represent the composition of 10 using dice frames and finger patterns.</p> <p>Session 3 Use structured arrangements to find missing parts of 10. Solve problems involving the composition of 10.</p> <p>Session 4 Identify pairs of numbers that make 10 in unstructured arrangements. Identify a missing part of 10 in structured arrangements.</p>	<p>Forest School WALT: Create a new habitat. Explain children are going to help create a new habitat for minibeasts, particularly flying ones like Bees and wasps. Show children a peeler and a tent peg and discuss the rules for using the tools. Model pushing the pith out of the centre of a stick using a tent peg. Children push out their pith pushing away from selves or down into the ground. Demonstrate whittling the elder using downwards movements away from self. Children whittle their elder safely. Bundle the finished 'bug houses' into three equal groups & put a rubber band around each one. Ask children to place bundles into school insect hotel (pallets). Children sit on logs around fire circle to drink hot chocolate.</p> <p>RE Special Books - The Bible WALT recall the 7 days of Creation from the Bible. WALT think about ways we can look after our Earth. Key questions: What does the Bible say about looking after our world? What can I do to look after our world?</p>	<p>Guiseppe Arcimboldo vegetable self-portraits. Use pictures of fruits and vegetables to make own vegetable self portraits</p> <p>Music - Music and Movement. Lesson 3 Exploring tempo. WALT Explore beat through body movement WALT Express feelings and emotions through movement to music</p>
<p>Week 5 19.05.25 - 23.0.25</p> <p>Assessment Week</p> <p>20th May - World Bee Day</p>	<p>Jigsaw: Relationships Piece 6: Being the best friend I can be. WALT Know how to be a good friend.</p> <p>What does it mean to be a good friend? How can I be a good friend and look after my own wellbeing and that of my friends?</p>	<p>Independent session WALT: Understand what healthy living is. Explore how to be healthy - diet, sleep, exercise, hygiene, oral health. Talk about healthy food choices</p> <p>PE Sports Coach PE Country Dancing</p>	<p>Use talk to explain number bonds and how they know the answer</p> <p>Recite and perform healthy living poems</p> <p>Explain what choices are healthy and how to lead a healthy lifestyle</p> <p>Speaking and Listening - Talk about how food</p>	<p>Literacy Tree <u>Session 1</u> Children to work in groups to sequence four photos of the naughty things that the bus did in the story. Children to cut and stick photos in order. This will be used for their writing tomorrow to help them to sequence their sentences.</p> <p><u>Session 2</u></p>	<p>Green / Blue Yr 1 Spring 1 Week 4 & 5</p> <p>Red / Yellow Rec Summer 1 Week 5</p>	<p>Mastering Number Comparison Session 1 Join in with a backward count from 5 to 1. Order towers of cubes or number plates from 1-10 on a class number track. Session 2 Join in with a backward count from 5 to 1. Use language to describe positions on a number track. Session 3 Identify whether numbers are</p>	<p>Geography/UTW Understand where food comes from. Children to guess where food comes from - UK or not. Explore how far it travels on maps/globes. Tasting session of cultural foods and comparison to what children eat at home.</p> <p>Forest School/ Science Year 1 WALT: Talk about what a plant looks like. Explain children are going to make an observational drawing of a plant. Explain meaning</p>	<p>EAD Learn and recite healthy living poems. Including recording of finished piece</p> <p>Music - Music and Movement. Lesson 4 Exploring temp and pitch through dance.</p>

<p>Walk to school week</p>		<p><u>Handwriting</u> Week 5: r b n h m k p k (using the Little Wandle rhymes)</p>	<p>tastes and where it comes from using full sentences</p> <p>Explain and talk about Easter and why it is a special time</p>	<p>Session 10 on Literacy Tree mixed planning suggestions. Assessment writing - Children to write 1-2 sentences using their sequenced pictures from the previous day e.g. Naughty bus splashed water. Books fell on the carpet.</p> <p>Session 3 Session 10 on Literacy Tree mixed planning suggestions. Assessment writing - Children to write 1-2 sentences using their sequenced pictures from the first session this week e.g. Naughty bus made a mess. He went to sleep.</p>		<p>before or after 5 on the number track. Begin to understand the rules for simple linear track games.</p> <p>Session 4 Reason about the position of numbers on a number track. Describe and follow the rules for simple, linear track games.</p>	<p>of 'observational drawing', telling children they need to draw exactly what they see. Move to log tables. Children go to field with adults & dig up daisies. Show and discuss the different parts of the plant. E.g., leaves, stem, roots, flower, petals. Place two plants on each table. Children use A4 paper and sketching pencils to draw a plant. Children name the different parts of the plant and begin to label their observational drawing using a ruler for lines & known phonics. Children drink hot chocolate sat at log tables. Children water turnip/flower seeds.</p> <p>Rainbow Time</p>	<p>WALT Explore pitch and tempo through scarf dancing and body movement WALT Express feelings and emotions through movement to music</p>
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