

School Theme: Being Resilient

Literacy Tree: Astrogirl/The Comet

Week/ Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Topic: Project Work</u> <u>Science/History</u> <u>Geography/Computing</u>	<u>Ongoing Curriculum</u> <u>Art/D&amp;T /Music</u>	<u>Ongoing Curriculum</u> <u>RE/PSHE</u>	<u>Ongoing Curriculum</u> <u>PE/Forest school</u>
1 w/c 24 <sup>th</sup> February 2025	Literacy Tree Wk 1 Non-fiction Fact-file See Lit MTP	<u>Number: place value to 50.</u> See Maths MTP	<p>Monday pm: Computing E-Safety; Active Bytes- See seperate planning.</p> <p><b>WOW starter:</b> <b>DT Moving Pictures</b> - Link to planet and stars in text and discussion of night and day in science to create moving shooting stars using split pins. Extend by using stings to move parts. When contrasting the external features of night and day, make shadow puppets. Focus on skills of cutting and tying.</p> <p><b>Science:</b> Understand the terms carnivores, herbivores or omnivores. Sort common animals into categories based on what they eat.</p> <p>Chn to look at different pictures of animals. What animals can we see? What are their features? Discuss What type of animal they are and what they eat. (Carnivores, herbivores, or omnivores) In groups: Chn to sort the animals into groups.</p> <p>28.02.25- St David's Day Assembly</p>	<p><b>Music-</b> Kapow - Pitch: Superheroes Lesson 1: Recognising sounds</p> <p><b>WOW starter:</b> <b>DT Moving Pictures</b> - Link to space and stars in text and discussion of night and day in science to create moving shooting stars using split pins. Extend by using stings to move parts. When contrasting the external features of animals, make jungle animal masks. Focus on skills of cutting and tying.</p> <p>In groups: Chn to draw their picture of a shotting star. Chn to then use split pins to join the pieces together to make a moving picture.</p> <p><b>Art:</b> St David's Day themed- daffodils.</p>	<p><b>PSHE:</b> Jigsaw Puzzle 4: Healthy me Being Healthy Piece one: <b>WALT</b> I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I feel good about myself when I make healthy choices</p> <p><b>Rainbow Time.</b></p>	<p><b>Forest school</b> with KB- See MTP</p> <p><b>P.E.</b> with PE Coach - see separate plan</p>

<p>2 w/c 3<sup>rd</sup> March</p>	<p><b>Literacy Tree</b> <b>Wk 2</b> Non-fiction Fact-file See Lit MTP</p>	<p><u>Number: place value to 50.</u> See Maths MTP</p>	<p><b>Science:</b> <b>Animals</b> - Link to day and night processes by looking at nocturnal and diurnal animals. Name a variety of common animals. Children to investigate the features of animals Eg. How do you know this is a bird? How do you know this is a reptile? Describe and compare the external features across a variety of animals. Understand the terms carnivores, herbivores or omnivores. Sort common animals into categories based on what they eat.</p> <p>Children to discuss day and night processes by looking at nocturnal and diurnal animals. different animals that are common including fish, amphibians, reptiles, birds and mammals. Chn to describe and compare the external features of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Chn to sort the different animals into whether they are nocturnal or diurnal.</p> <p><b>Tuesday: Pancake Day- Decorating pancakes.</b></p>	<p><b>Music-</b> Kapow- Pitch: Superheroes. Lesson 2: Pitch Patterns.</p> <p><b>Art-</b> Link to the idea of light and dark by extending colour mixing to name and explore different shades of the same colour.</p> <p>Children to create 'test' page, using different shade of one colour using paint.</p>	<p><b>PSHE: Jigsaw Puzzle 4: Healthy me</b> Healthy Choices Piece two: <b>WALT</b> I know how to make healthy lifestyle choices I feel good about myself when I make healthy choices</p> <p><b>RE</b> <b>Week 4</b> <b>What do Christians and Humanists Believe About God?</b> <b>WALT wonder about the Christian salvation story.</b> <b>Key question 1: What do Christians and humanists believe about the world?</b> Draw out that both think the world is special, but Christians believe that God made it and that it was good, but that over time, because humans have not always chosen to do the right things, the world has been spoiled. Christians believe that it is not possible to do the right thing all the time, even though they may try hard. They believe that God sent Jesus to the world, because he loved his world. He sent Jesus, not just to be a baby but to grow up and be a man. They are going to hear a story about what happened to him when he was a man and how God showed love to his world (including humans) through what Jesus did. <b>Evidence of key beliefs: adults scribe children's talk.</b> <b>Key question 2: What questions do you have about the salvation story?</b> Tell the salvation story (Easter) using Godly Play, asking the wondering questions through it and at the end ask the children the key question. <b>Evidence of key belief: adults scribe children's talk during the telling of</b></p>	<p><b>Forest school</b> with KB- See MTP</p> <p><b>P.E.</b> with PE coach - see separate plan</p> <p>Class PE - reinforce Mondays lesson</p>
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<p>3 w/c 10<sup>th</sup> March</p>	<p><b>Literacy Tree</b> <b>Wk 3</b> Non-fiction Fact-file See Lit MTP</p>	<p><u>Number: place value to 50.</u> See Maths MTP</p>	<p><b>History/ Science/ Art: Significant People in History:</b> Jane Goodall - link to jungle animals - Gorillas.. Adult and chn to discuss Jane Goodhall. Link to jungle animals and gorillas. What environment did she work in? What did she do? Unusual job. She writes books including children's books. Also promotes climate change. Children to discuss day and night processes by looking at nocturnal and diurnal animals. Chn to discuss different animals that are common including fish, amphibians, reptiles, birds and mammals. Chn to describe and compare the external features of common animals including fish, amphibians, reptiles, birds and mammals. In groups, Chn to draw a realistic observational drawing of jungle animals such as apes. Discuss the colours and shades that we could use. Discuss what art mediums we could use.</p> <p><b>Comic Relief 15.03.25</b> <b>Cultural awareness</b> Discuss comic relief. Explain the importance of comic relief and how it helps people. Watch BBC newsround. Chn to then look at the differences between their houses/ lives to those who need help from a charity like comic relief. Discuss jungle environments focus on Africa and the cultural difference they might observe when compared to their own setting.- Discuss different job roles by discussing who works in the day/ night. Link to own families. Show Buzz bear going to south Africa. <a href="https://www.youtube.com/watch?v=FoEdz4PI_PA">https://www.youtube.com/watch?v=FoEdz4PI_PA</a></p> <p><b>03.03.25- World Wildlife Day</b></p> <p><b>International woman's day 08.03.25- pm activities.</b></p> <p><b>World Book Day 06.03.25- World Book Day activities pm.</b></p>	<p><b>Music-</b> Kapow- Pitch: Superheroes- Lesson 3: Changing Tempo</p> <p>Art: See History/ Science.</p>	<p><b>PSHE: Jigsaw Puzzle 4: Healthy me</b> Clean and Healthy Piece three: <b>WALT</b> I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly I am special so I keep myself safe</p> <p><b>Rainbow Time</b></p>	<p><b>Forest school</b> with KB- see MTP</p> <p><b>P.E.</b> with PE coach - see separate plan</p> <p>Class PE - reinforce Mondays lesson</p>
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<p>4 w/c 17<sup>th</sup> March</p>	<p>Literacy Tree- Week 4. Text 2. Fiction Narrative See Lit MTP</p>	<p><u>Measurement/ Length and height.</u> See Maths MTP</p>	<p>St Patrick's Day 17.03.25 Assembly</p> <p><b>Geography:</b> Compare setting to local area: Link jungle setting in the text to further investigate jungle environments. Compare the jungle to their local area. Eg, differences/ similarities in climate, weather, animals, plants. Link to science by looking at jungle animals in terms nocturnal/diurnal and carnivore/herbivore/ omnivore.</p> <p>Chn to discuss different animals that are common including fish, amphibians, reptiles, birds and mammals. Chn to describe and compare the external features of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the external features across a variety of animals. Understand the terms carnivores, herbivores or omnivores.</p> <p>In groups, Chn to look at different jungle animals and compare them to our animals we have here in England. What is different about them? What is the same? Think about the shops/ places/ weather and climate.</p>	<p><b>Music-</b> Kapow: Pitch-Superheroes. Lesson 4: Superhero theme tune</p> <p><b>Art</b> Link to idea of light and dark by extending colour mixing to name and explore different shades of the same colour. Use colour and shades to create jungle backgrounds eg. Different shades of green for plants, fading pictures.</p>	<p><b>PSHE: Jigsaw Puzzle 4: Healthy me</b> Medicine Safety Piece four: <b>WALT</b> I understand that medicines can help me if I feel poorly and I know how to use them safely I know some ways to help myself when I feel poorly</p> <p><b>RE</b> Week 5 What do Christians and Humanists Believe About God? WALT sequence the salvation story. Key question 1: Can you remember what is happening in the pictures? In carpet time, children look at the muddled up photos of the different parts of the story narrative and share what they remember from the story. Evidence of key belief: adults scribe children's talk. Stuck next to pictures in floor book. Key question 2: Can you sequence the story? Children are given pictures to cut out and sequence or a grid to draw their own pictures to show the sequence. Evidence: some picture sequences with children's talk as they completed the sequences. Key question 3: What do Christians and Humanists believe about right and wrong? Children find out that Christians read the Bible to find out what God thinks about this and because they love God they want to do what he suggests. For example they find out that he doesn't think stealing is right so they show they love him by not stealing. In the Bible they also find out how to do things that are right, such as loving God and loving others.</p>	<p>Forest school with KB- See MTP</p> <p>P.E. with PE coach - see separate plan</p> <p>Class PE - reinforce Mondays lesson</p>
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<p>5 w/c 24<sup>th</sup> March</p>	<p><b>Literacy Tree</b> <b>Week 5</b> Fiction Narrative See Lit MTP</p>	<p><u>Measurement:</u> <u>Length and</u> <u>Height</u> See Maths MTP</p>	<p><b>Church assembly 20.03.24</b> <b>Thursday 21-03.24 Ramadan class activities. Plus HJ Assembly.</b></p> <p><b>Computing</b> <b>Discovering Technology (TIL- Core)</b> link to cultural awareness how different job roles use technology <b>WALT:</b> I can recognise ways that technology is used in my home and community. I can begin to identify some of the benefits of using technology.</p> <p>Session 1 and 2 condensed into one lesson See separate planning.</p> <p><b>30.03.25- Mothering Sunday</b></p>	<p><b>Music</b> - Kapow: Pitch-Superheroes. Lesson 5- Final performance.</p> <p><b>Art-</b> Chn to choose a jungle animal to draw over their background that they created last week to make a jungle scene.</p>	<p><b>PSHE: Jigsaw Puzzle 4: Healthy me</b> Road Safety Piece five: <b>WALT</b> I know how to keep safe when crossing the road, and about people who can help me to stay safe I can recognise when I feel frightened and know who to ask for help</p> <p><b>Rainbow Time- Make Mother's Day Cards</b></p>	<p><b>Forest school</b> with KB- see MTP</p> <p><b>P.E.</b> with PE coach - see separate plan</p> <p>Class PE - reinforce Mondays lesson</p>

<p>6 w/c 31<sup>st</sup> March</p>	<p>Literacy Tree Week 6. Fiction Narrative  See Lit MTP</p>	<p><u>Assessment Week</u>  See Maths MTP</p>	<p><b>03.04.25-04.04.25 Easter Theme Days</b> - Easter Egg Hunt - Children to make Easter Bonnets. - Easter craft afternoon with parents.</p> <p><b>02.04.25- World Autism Day</b> <b>02.04.25- Easter Church Assembly</b></p>	<p>Fantastic finishers assessments</p> <p><b>Art-</b> Chn to paint their jungle animal for final piece.</p>	<p><b>PSHE: Jigsaw Puzzle 4: Healthy me</b> Happy, healthy me Piece six: <b>WALT</b> I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy</p> <p><b>Rainbow time- Easter Crafts with Parents.</b></p>	<p><b>Forest school</b> with KB- See MTP</p> <p><b>P.E.</b> with PE coach - see separate plan</p> <p>Class PE - reinforce Mondays lesson</p>
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