

Prime Areas


Specific Areas



WHOLE SCHOOL TOPIC: Food and Farming






Literacy Tree Story: 'Cave Baby'
Focus: 'What comes out at night?'

<p>Week / Big Book</p>	<p>PSSED PSHE</p>	<p>Physical Development</p>	<p>Communicatio n & Language Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Make comments about what they have heard and ask questions to clarify their understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>Literacy</p>	<p>Letters & Sounds</p>	<p>Mathematic s</p>	<p>Understanding the world TOPIC QUESTION: What comes out at night?</p>	<p>Express ve Arts & Design</p>
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<p>Week 1 21st - 25th April</p> <p>Cave Baby</p> <p>Food and Farming week</p> <p>21st April Bank Holiday St George's Day 23.04 Earth Day 22.04 The London Marathon 27.4</p>	<p>PSHE Jigsaw</p> <p>Puzzle 5: Relationships Piece 1: My Family and Me! Intention: I can identify some of the jobs I do in my family and how I feel like I belong</p>	<p>PE Multi-skills activities</p> <p><u>Letter formation:</u> Ongoing practise of writing letter shapes for children's names. Practise curly caterpillar letters: c a o d s g q e f</p> 	<p>Read non-fiction books about the farm and the role of a farmer.</p> <p>Make comments about what the visitors say and ask questions.</p> <p>Ask questions about farming life and how they grow their food.</p> <p>Offer explanations about food production.</p>	<p>Write simple sentences to describe farm animals.</p> <p>Illustrate and label the life of a farm.</p> <p>Use adjectives to describe farm animals.</p>	<p>Little Wandle Phase 4 short vowels CVCC Tricky words said so have like Review all Tricky words taught so far.</p>	<p>Mastering Number count things that cannot be seen - sounds revisit rules for how to count discuss and practise strategies for counting larger sets. count things that cannot be seen - actions discuss and practise strategies for counting larger sets by moving objects. 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. practise counting on from a given number</p>	<p>Listen to farm themed stories. History of farming vehicles/life Animals and their young What do animals eat? The Big Red Tractor Food produced in a farm. Organising planting beds Colour in a tractor/something to do with a farm. Look at animals Design food which is produced in a farm. Label animals. Make a fruit salad.</p>	<p>Music Kapow Music and movement. Lesson 1: Action Songs</p>

						<p>discuss and practise strategies for counting larger amounts that cannot be moved.</p>		
<p>Week 2 28th April - 2nd May</p> <p>Cave Baby</p>	<p>PSHE Jigsaw Puzzle 4: Healthy Me Puzzle 5: Relationships Piece 2: 2. Make friends, make friends, never ever break friends! Part 1 Intention: I know how to make friends to stop myself from feeling lonely</p>	<p>PE CH Multi-skills activities</p> <p>Letter formation: Ongoing practise of writing letter shapes for children's names. Practise long legged giraffe letters l i t u j y</p> <p><i>Tricky word threading pasta</i></p> 	<p>Model to the children, different types of animals which come out at night and ask the children to repeat the facts for the children to comment on.</p> <p>Talk to the children about different sources of light and where light comes from. Children to then have a torch and explore what they can do with the object.</p> <p>Model to the children how to use the internet safety by showing them on a chrome book.</p>	<p><u>Session 1</u> Session 1 on Literacy Tree - WOW</p> <p>Arrive to class to find several cave paintings on the walls... someone has been painting on the classroom walls! How naughty!</p> <p>Share an example of a time you have done something 'naughty', e.g. eaten a whole bar of chocolate just before dinner or made a mess in your bedroom and not tidied it up!</p> <p>Model asking TA (if you have one) about a naughty thing they have done. Ask children to discuss in talking partners something they have done that was 'naughty'. Share with class and discuss. As children share their ideas, record ideas and add these to the working wall.</p> <p>Activity: Build a cave using construction- what does a cave look like- look at different pictures.</p>	<p>Little Wandle Phase 4 short vowels CVCC CCVC</p> <p>Tricky words some come love do</p> <p>Review all Tricky words taught so far.</p>	<p>Mastering Number visualise, make and describe spatial arrangements of 6. practise subitising to 6 make and describe arrangements of 6. listen to rhythmic patterns of up to 5 sounds and determine the quantity recognise Numberblocks and related doubles patterns on their fingers without counting. subitise doubles amounts shown on 10-frames.</p>	<p>Woodlands roleplay: Woods Owl costumes• Owl masks• Food• Beds• Twigs• Bats hanging•</p> <p>Display topic question on UTW world board- 'What animals come out at night?' Use children's knowledge/ skills explored in the term to discuss and represent this as a class topic book for reading corner. Explain we will make a class topic book to reveal this.</p> <p>Discover day and night and dark. Explore torches and other sources of light e.g sun, stars and lights. Look at night-time videos make a night-time painting.</p> <p>Use lightbox to represent a nighttime scene in the woodlands.</p>	<p>Music Kapow Music and movement. Lesson 2: Finding the Beat</p> 

				<p>Have post it notes (small paper) to make a drawing for inside their cave.</p> <p><u>Session 2</u></p> <p>Look at pictures of caves. What does a cave look like? What animals might they see?</p> <p>Children to make their own drawing of a cave.</p> <p><u>Session 3</u></p> <p>Children to draw mammoth. Discuss what a mammoth looks like. Share photos of these. Children to write a sentence to describe the mammoth. Where might we see a mammoth? Would you like to ride a mammoth? Why?</p>			<p>Engage in small world space (stars/night)</p> <p>FOREST SCHOOL: DAYTIME WALK.. Go on daytime walk (experiences include; leaf jumping, collecting flowers and making a picture and looking for natural materials.</p> <p>Technology: Remind children of E-Safety rules whilst using technology. (Active Bytes) Talk about E-Safety and how to stay safe online by not clicking on things you are unsure about and understanding what a trusted adult is. Use the laptop computers to research nocturnal animals. Look at photographs, listen to animal sounds and videos of nocturnal animals.</p>	
<p>Week 3 5th - 9th May</p> <p>Cave Baby</p> <p>5th May Bank Holiday</p>	<p>PSHE Jigsaw Puzzle 5: Relationships Piece 3. Make friends, make friends, never ever</p>	<p>PE CH Multi-skills activities</p>  <p>Letter formation: Ongoing practise of writing letter shapes</p>	<p>Model to the children what the tempo is and get them to repeat the pattern back.</p> <p>Model to the children what a lifecycle of the owl looks like and</p>	<p><u>Session 1</u></p> <p>Session 2 from Literacy tree unit. Children to read the whole story. Talk about the different characters. Sequence key events. Children to write captions to introduce the characters e.g this is a woolly mammoth.</p>	<p>Little Wandle Phase 4 short vowels CCVCC CCCVC CCCVCC longer words</p> <p>Tricky words were here little says</p>	<p>Mastering Number recap that there are 5 fingers on 1 hand consolidate their use of finger patterns to represent the composition of 5.</p>	<p>Introduce Snow Flake camping out at night.</p> <p>Discover nocturnal animals and describe features including owls, bats, badgers, hedgehogs and foxes.</p>	<p>Music Kapow Music and movement. Lesson 3: Exploring Tempo</p>

	<p>break friends! Part 2 Intention: I can think of ways to solve problems and stay friends</p>	<p>for children's names. Practise one armed robots letters b m n r p h</p>	<p>model how to use the creative materials.</p> <p>Introduce the Christian book to the children and ask them to repeat it. With repetition they will understand what the book is and why it is used.</p>	<p><u>Session 2</u> Session 3 from Literacy tree unit. Discuss what a noun is. Explain we will expand these by describing them. Children to match adjectives to nouns for the bear. Children to have a go at writing expanded noun phrases for one of the characters. E.g bear.</p> <p><u>Session 3</u> Session 4 from Literacy tree unit. Continue to discuss adjectives and nouns. Children to illustrate the hare and write a title e.g the smooth bouncy hare.</p>	<p>Review all Tricky words taught so far.</p>	<p>use their fingers to represent the composition of 5 identify a missing part of 5. identify when a set of objects has 5/NOT 5 identify that 6 can be composed of 5 and 1, and 7 can be composed of 5 and 2. identify arrangements of 6 or 7 objects represent numbers 6 - 9 on their fingers as '5 and a bit'.</p>	<p>What do owls eat? Where do they live?</p> <p>Discuss lifecycle of an owl and use creative materials to represent this.</p> <p>FOREST SCHOOL: Talk about art mediums both natural materials and pastels. Crayons, pencils, charcoal and wax. Make bark and leaf rubbings.</p>  <p>RE: Summer A Special books - The Bible Learning intention: To be able to name the book that is special to Christians - The Bible. To think about a book that is special to us. <i>Key Question: What is the Bible?</i> <i>Key Question: Why is the Bible special to Christians?</i> <i>Key Question: Have I got a special book(S)?</i></p>	
<p>Week 4 12th - 16th May</p> <p>Cave Baby</p> <p>Somerset Day 11.05</p>	<p>PSHE Jigsaw Puzzle 5: Relationships Piece 4. Falling out</p>	<p>PE CH Multi-skills activities</p> <p><u>Letter formation:</u> Ongoing practise of</p>	<p>Discuss with the children what a habitat is, asking for their ideas as well. Discuss what a woodland habitat</p>	<p><u>Session 1</u> Session 6 from Literacy tree unit. Introduce cave sentences are sentences that are good</p>	<p>Little Wandle Phase 4 longer words compound words</p> <p>Tricky words</p>	<p>Mastering Number recap the numbers 6 to 9 in the '5 and a bit' structure</p>	<p>Discuss what a habitat is and talk about features of a woodland habitats. Discuss similarities and differences across</p>	<p>Music Kapow Music and movement. Lesson 4:</p>

<p>International Day of Families 15.05 International Day of Families (15.05.2025)</p>	<p>Part 2 Intention: I am starting to understand the impact of unkind words</p>	<p>writing letter shapes for children's names. Practise one armed robots letters b m n r p h</p>	<p>is and how it is used by the animals. Discuss what animals could be found in the habitat.</p> <p>Model making a tent with the children and then ask them to repeat the instruction. If anyone gets confused ask the children to help each other before asking an adult.</p> <p>Discuss and model to the children what a tree is and why it is useful to our world. Also, talk about the growth of a tree, that not every tree is the same height.</p>	<p>enough to stay inside the cave - other sentences get 'thrown away'. Cave sentences must have capital letters and full stops. Model reading sentences orally from the text. Children to touch their heads at the start of the sentence and stomp at the end of the sentence in the style of a cave child. Repeat with several different sentences</p> <p><u>Session 2</u> Session 7 from Literacy tree unit. Writing sentences about the hare.</p> <p><u>Session 3</u> Session 8 from Literacy tree unit. Writing super sentences about the hare using conjunction 'and'</p>	<p>there when what one</p> <p>Review all Tricky words taught so far.</p>	<p>recap that 10 can be composed of 5 and 5 identify when 10 is shown using structured arrangements of objects. match numerals to quantities shown as the 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. use structured arrangements to find missing parts of 10 solve problems involving the composition of 10. identify pairs of numbers that make 10 in unstructured arrangements identify a missing part of 10 in structured arrangements.</p>	<p>habitats in relation to woodlands.</p> <p>Talk about care to care for the natural world. Participate in a 'camping style' activity where children can experience camping, den building. Hot chocolate and other camping style games. (team building). Including experiences such as mud pies, box sledging, rolling down a hill, playing a board game, listening to a book under a tree and den building.</p> <p>Use senses to explore woodland habitat- hear, see, smell, taste, feel. Listen to videos of sounds in a woodland area.</p> <p>FOREST SCHOOL: Make observational drawings of a tree and talk about tree growth (fantastic finisher)</p>	<p>Exploring Tempo and Pitch through Dance.</p> <p>Lesson 1. Explore clay texture and clay tools. Practise manipulating clay by making shapes and patterns. Build up skills for lesson 2: making a clay owl or tree.</p>
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<p>Week 5 19th - 23rd May</p> <p>Cave Baby</p> <p>World Bee day 20.5</p> <p>Walk to school week 20.5=23.5</p> <p>FANTASTIC FINISHERS ASSESSMENT</p>	<p>PSHE Jigsaw</p> <p>Puzzle 5: Relationship s Piece 5</p> <p>Falling out Part 2</p> <p>learning Intention: I can use Calm Me time to manage my feelings</p> <p>Intention: I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p>	<p>PE CH Multi-skills activities</p> <p>Letter formation:</p> <p>Ongoing practise of zigzag letters Practise x v w z</p>	<p>Discuss with the children why do the seasons change including the weather and trees. Model to the children's what types of questions they should be asking.</p> <p>Discuss and model to the children how to describe and name features of an animal within a woodland habitat. Recap on previous learning.</p> <p>Listen to the Creation Story and ask questions, using talking partners, to respond to the story.</p>	<p><u>Session 1</u></p> <p>Session 10 from Literacy unit- receive sorry letter and create a shared write.</p> <p><u>Session 2 / 3:</u></p> <p>Assessment write: Write an apology letter from cave baby.</p>	<p>Little Wandle Phase 4</p> <p>root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p>Tricky words out today</p> <p>Review all Tricky words taught so far.</p>	<p>Mastering Number</p> <p>join in with a backward count from 5 to 1</p> <p>order towers of cubes or number plates from 1-10 on a class number track.</p> <p>use language to describe positions on a number track.</p> <p>identify whether numbers are before or after 5 on the number track</p> <p>begin to understand the rules for simple linear track games.</p> <p>reason about the position of numbers on a number track</p> <p>describe and follow the rules for simple, linear track games.</p>	<p>Talk about seasonal changes including weather and tree changes.</p> <p>Name and describe features of animals within a woodland habitat.</p> <p>RE:Special books- the bible</p> <p>Learning intention: To listen and respond to the Creation Story. To understand that this a story from the Bible that is special to Christians</p> <p><i>Key Question: What is the Bible and why is it special?</i></p> <p><i>Key Question: How was our world created?</i></p> <p><i>Key Question: What do you think about The Creation Story?</i></p>	<p>Music Kapow Music and movement. Lesson 5: Music and Movement Performance.</p> <p>Create leaf art with focus on making a picture of a nocturnal animal or a feature of the woodland habitat.</p> 
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