

Week/ Date	Literacy	Numeracy	Topic: Project Work Science/History Geography/Computing	Ongoing Curriculum Art/D&T /Music	Ongoing Curriculum RE/PSHE	Ongoing Curriculum PE/Forest school
1 w/c 23 <sup>rd</sup> February	Literacy Tree - Text 1 - Week 1 See Lit MTP	Number: place value to 50. See Maths MTP	<p><b>Monday:</b>  <b>Significant People in History:</b> Jane Goodall - link to jungle animals - Gorillas. What environment did she work in? What did she do? Unusual job. She writes books including children's books.  <b>DT Moving Pictures</b> - Link to jungle animals in text and discussion of animals in science to create moving animals using split pins. Extend by using strings to move parts. When contrasting the external features of animals, make jungle animal masks. Focus on skills of cutting and tying.  <b>Science: Animals</b> - WALT: <u>Understand the terms carnivores, herbivores or omnivores. Sort common animals into categories based on what they eat.</u></p> <p>Chn to look at the gorillas Jane Goodhall works with... 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 draw a gorilla picture. Chn to then use split pins to join the animals limbs to make a moving picture.</p> <p><b>Wednesday:</b>  <b>Computing: E-Safety; Active Bytes</b>                      See separate planning.</p> <p><b>Thursday:</b>  <b>Science:</b>  <b>Animals</b> - <u>Link to day and night processes by looking at nocturnal and diurnal animals. WALT: Name a variety of common animals.</u>                      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,</p>	<p><b>Music-</b> Kapow - Pitch: Superheroes                      Lesson 1: <b>Recognising sounds</b>                      WALT: <u>Recognising low and high sounds in a superhero theme tune.</u></p> <p><b>Art Skills:</b>                      WALT: <u>Draw realistic animals.</u>                      - over two lessons.                      Week one- look at different jungle animals. Discuss body shapes. Children to draw outline of body.</p>	<p><b>PSHE: Jigsaw Puzzle 4: Healthy me</b>                      Being Healthy                      Piece one:  <b>WALT:</b>  <u>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</u>  <u>I feel good about myself when I make healthy choices</u></p> <p><b>Rainbow time.</b></p>	<p><b>P.E:</b>                      DANCE- SPACE TRAVEL- Lesson 1 of 3.                      See separate planning.  <b>P.E.</b> with PE Coach - see separate plan</p>

			<p>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 on what they eat.</p>			
<p>2 w/c 2<sup>nd</sup> March</p>	<p>Literacy Tree - Text 1 - Week 2 See Lit MTP</p>	<p><u>Number: place value to 50.</u> See Maths MTP</p>	<p><b>Monday 2<sup>nd</sup> March - St Davids day - assembly</b> <b>Wednesday 4<sup>th</sup> March- World Wildlife Day- Whole school assembly.</b> <b>Thursday 5<sup>th</sup> March - World Book day</b></p> <p><b>Wednesday:</b> <b>Geography: Compare setting to local area:</b> 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. <u>WALT: Compare the jungle to our local area.</u> 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. 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>Thursday- World book day- see separate plans.</p>	<p><b>Music-</b> Kapow - Pitch: Superheroes Lesson 2: <b>Pitch patterns</b> <b>WALT:</b> Exploring pitch by <u>creating a simple superhero theme tune using a low- and a high-pitched note.</u></p> <p><b>Art Skills:</b> <u>WALT:</u> Draw realistic animals - over two lessons. Week two- Children will develop their drawings by adding detail using a range of art media, including wax crayons and colouring pencils. The teacher will model and discuss how varying pressure affects line thickness and colour.</p> <p><b>Art:</b> <b>Monday:</b> <b>History/ Science/ Art: Significant People in</b> <b>History:</b> Jane Goodall - link to jungle animals - Gorillas.. <u>WALT:</u> Name a variety of <u>common animals including fish, amphibians, reptiles, birds and mammals</u> Adult and chn to discuss Jane Goodhall. Link to jungle animals and gorillas. What</p>	<p><b>PSHE: Jigsaw Puzzle 4: Healthy me</b> Healthy Choices Piece two: <b>WALT</b> <u>I know how to make healthy lifestyle choices</u> <u>I feel good about myself when I make healthy choices</u></p> <p><b>RE</b> <b>Week 4</b> <b>What do Christians and Humanists Believe About God?</b> <u>WALT: Wonder about the Christian salvation story.</u> <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</p>	<p><b>Forest school</b> <b>Spring Hunt (10-15 mins)</b></p> <p><u>WALT: Look closely at nature, notice new leaves, buds, flowers, and insects, and record what we find.</u></p> <p>Walk around the outdoor area looking for: New leaves or bud. Flowers or insects. Warmer sunshine Children tick, draw, or talk about what they find.</p> <p><b>P.E.</b> with PE coach - see separate plan</p>

				<p>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.</p> <p>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. Discuss charcoal, wax crayons etc.</p>	<p>(including humans) through what Jesus did.</p> <p>Evidence of key beliefs: adults scribe children's talk.</p> <p>Key question 2: What questions do you have about the salvation story? Tell the salvation story (Easter) using Godly Play, asking the wondering questions through it and at the end ask the children the key question.</p> <p>Evidence of key belief: adults scribe children's talk during the telling of the story, photo of the activity, children write questions in speech bubbles.</p> <p>Finish by talking about how Christians believe Jesus was the perfect example of a human and not only that, but he died on the cross to show forgiveness to everyone for their wrongdoing. That he came alive again to give everyone the chance of new life.</p>	
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<p>3 w/c 9<sup>th</sup> March</p>	<p>Literacy Tree - Text 1 - Week 3</p> <p>Literacy Tree- Text 2- Week 1 See Lit MTP</p>	<p><u>Number: place value to 50.</u> See Maths MTP</p>	<p>Monday 9<sup>th</sup> March - International women's day- assembly Friday 13<sup>th</sup> March- Mothering Sunday - cards in the afternoon</p> <p>Monday- International women's day activity <u>Women Who Went to Space!</u></p> <p><u>WALT: Understand the importance of international women's day.</u></p> <p>International Women's Day is celebrated every year on 8th March. It is a day to, Celebrate women and girls, Say thank you for what women do, Learn about strong, brave, and kind women, Talk about fairness and equality (everyone being treated kindly and equally)</p> <p>Explain that we have been looking at space stories in Literacy. Explain that it is very exciting discussing the world, space and where we live and comparing it to other places. Explain today we are looking at the first women who went to space. "Who knows what an astronaut is?" "Where do astronauts go?" Show a picture of space and Earth "Do you think girls can be astronauts too?" Show pictures and tell short stories: Valentina Tereshkova: "She was the first woman ever to fly into space. She was very brave!" "Which astronaut do you like most?" "Would you like to go to space?" Children to pretend to float like astronauts children to walk on the moon in slow motion. Adult take pictures. In groups children to make either: An astronaut helmet (paper plate with a face window), OR A drawing of themselves as an astronaut</p> <div data-bbox="600 1161 831 1353" data-label="Image"> </div> <div data-bbox="920 1098 1160 1353" data-label="Image"> </div> <p>Wednesday:</p>	<p><b>Music-</b> Kapow - Pitch: Superheroes. Lesson 3: <b>Changing tempo</b> <u>WALT: Developing superhero theme tunes by adding tempo changes to make them more exciting.</u></p> <p><b>Art skills:</b> <u>WALT: Draw a face with features that are proportional and the correct shape.</u></p> <p>Children will use mirrors to observe their own faces, discussing the shapes and placement of facial features. Children will use a ruler to draw a fine vertical and horizontal line across a lightly drawn oval face shape to create a guide (cross). The teacher will model and discuss proportion, size and spacing of features, focusing on eye placement. Children will use pencils to draw the oval face shape, add the guiding cross lightly, and draw the eyes in the correct position.</p>	<p><b>PSHE: Jigsaw Puzzle 4: Healthy me</b> Clean and Healthy Piece three: <b>WALT:</b> <u>I know how to keep myself clean and healthy, and understand how germs cause disease/illness</u> <u>I know that all household products including medicines can be harmful if not used properly</u> <u>I am special so I keep myself safe</u></p> <p><b>RE</b> No R.E <b>WALT: Make mother's day cards by following instructions.</b> Explain to the children, that there is a special day coming up called Mother's Day. Mother's Day is a time when some people say thank you to someone who looks after them and loves them. "Families can look different. Some children have one mum. Some children have two mums. Some children do not have a mum living with them. Mother's Day is about showing kindness to someone who cares for you. If you would like to make a card for someone who feels like a mum to you, that is absolutely fine. That person could be: your mum, your nan, your aunt, your carer, or another grown-up who looks after you. Children to follow instructions to make a Mothers day Card.</p>	<p><b>P.E:</b> DANCE- SPACE TRAVEL- Lesson 2 of 3. See separate planning.</p> <p><b>P.E.</b> with PE coach - see separate plan</p>
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**Science: Animals** -WALT: Understand the terms carnivores, herbivores or omnivores. Sort common animals into categories based on what they eat.

Explain to the chn we have been looking at this all term.  
Explain that today children are using a mind map to sort different animals into each group.

Children to complete sheet independently.

**Thursday:**

**Computing**

**Discovering Technology (TIL- Core)** link to cultural awareness how different job roles use technology

**WALT:**


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.

See separate planning.



<p>4 w/c 16<sup>th</sup> March</p>	<p>Literacy Tree - Text 2 - Week 2 See Lit MTP</p>	<p><b>Number:</b> <b>Multiplication and division.</b> See Maths MTP</p>	<p>Monday 16<sup>th</sup> March- Parents day Tuesday 17<sup>th</sup> March - St Patrick's day - assembly Friday 20<sup>th</sup> - Comic Relief - Fundraising - Donations - probably wear red to school or spotty - see what theme they have.</p> <p><b>Wednesday: Geography</b> <u>WALT: Compare jungle climate and weather to our local weather.</u> Explain to the children we are looking at weather and climates today. What Is Weather? "What is the weather like today?" "Is it sunny, rainy, cold, or warm?" Weather is what the sky is like outside today. A jungle is a place far away where it is hot and wet most of the time. "What can you see? Do you think it rains a lot there? Show pictures of your local area." "Does it look the same as the jungle?" "Is it always hot and wet here?" Adult to put on the board, draw two simple columns: Jungle/Our Area <i>Talk through differences</i></p> <p>In groups, Children to have different pictures of the climate/ clothing etc. Children to then sort this into jungle, and our local area using sorting hoops.</p> <p>Thursday: <b>Comic Relief 20.03.26</b> <b>Cultural awareness</b> <u>WALT: Understand what Comic Relief does.</u> 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>Music-</b> Kapow - Pitch: Superheroes. Lesson 4: Superhero theme tune <u>WALT: Consider the features of superhero theme tunes and work collaboratively to create original superhero compositions.</u></p> <p><b>Art skills:</b> WALT: Draw a face with features that are proportional and the correct shape. Children will use mirrors to observe their own faces, discussing the shapes and placement of facial features. The teacher will model and discuss proportion, size and spacing of features. Children will use pencils to draw and add facial features, including the nose, mouth, ears and eyebrows. Adults will consistently reinforce how varying pencil pressure can change line quality and appearance.</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>Rainbow time.</b></p>	<p><b>Forest school Water Week</b> WALT: Explore how water moves, practise pouring and filling, and solve problems to move water without spilling.</p> <p>Water Stations Set up stations: Pouring &amp; filling Guttering water run Sponge squeeze challenge Floating &amp; sinking Problem-Solving Challenge (10 mins) "Can you move water from here to there without spilling?"</p> <p><b>P.E.</b> with PE coach - see separate plan</p>
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<p>5 w/c 23<sup>rd</sup> March</p>	<p><b>Literacy Tree</b> - Text 2 - <b>Week 4</b> <b>Assessment week.</b> See Lit MTP</p>	<p><b>Assessment week:</b> <b>Number:</b> <b>Multiplication and division.</b></p>	<p><b>Assessment week</b></p> <p><b>Monday:</b> <b>Science/ DT jungle animals masks</b> <u>WALT: Follow instructions to make a Jungle mask.</u> Explain to the children that we are going to make jungle animal masks. Tell them that we will use paper plates as a base and follow instructions to create the jungle animal of their choice. Children will be provided with pictures of jungle animals to help them, and they will use a range of materials, such as crayons, markers, construction paper, and other craft supplies, to decorate and make their masks.</p>  <p><b>Wednesday and Thursday:</b> Fantastic Finishers.</p>	<p><b>Music-</b> Kapow - Pitch: Superheroes. Lesson 5: <b>Final performance</b> Performing compositions considering pitch and tempo.</p> <p><b>Art skills:</b> <u>WALT: Make more detailed drawings of plants and trees.</u> Adult will model how to start with basic shapes such as stems, trunks, and leaves, then gradually add details like leaf veins, bark texture, and flower shapes. Children will discuss and observe the size, proportion, and placement of each part of the tree before drawing. Using pencils, colouring pencils, and crayons, children will discuss line pressure and different strokes can create texture and depth.</p>	<p><b>PSHE: Jigsaw Puzzle 4: Healthy me</b> Road Safety Piece five: <b>WALT</b> <u>I know how to keep safe when crossing the road, and about people who can help me to stay safe</u> <u>I can recognise when I feel frightened and know who to ask for help</u></p> <p><b>RE - Friday</b> <i>Week 5 What do Christians and Humanists Believe About God?</i> <u>WALT sequence the salvation story.</u> 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. <b>Evidence of key belief: adults scribe children's talk. Stuck next to pictures in floor book.</b> 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. <b>Evidence: some picture sequences with children's talk as they completed the sequences.</b> 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><b>P.E:</b> DANCE- SPACE TRAVEL- Lesson 3 of 3. See separate planning. <b>P.E.</b> with PE coach - see separate plan</p>
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					<p>Children find out that Humanists don't believe in a god so they decide for themselves what is right and wrong.</p> <p>Key question 4: Which actions do you think are right or wrong?</p> <p>Evidence: Children cut out photos of people doing different things and sort them into right and wrong things by talking with a partner or small group</p> <p>Key question 5: Have you ever done anything wrong? Is there anything you are sorry about?</p> <p>Children close their eyes while reflective music is playing and think about this. Could look at a candle to help them focus.</p>	
6 w/c 30 <sup>th</sup> March	Theme week.	<p><u>White rose papers.</u> See Maths MTP</p>	<p>3<sup>rd</sup> April - Bank Holiday. <b>Theme 2 days</b>  <b>1<sup>st</sup>/2<sup>nd</sup> April - "Easter/Seasons"</b>  Monday 30<sup>th</sup> March - World Autism Day- Assembly and wearing blue.  Wednesday 1<sup>st</sup> April - Thursday 2<sup>nd</sup> April - <b>Easter theme days</b>  Wednesday 1<sup>st</sup> April - Easter Disco  Thursday 2<sup>nd</sup> April AM- Easter Church assembly  Weds pm - Easter crafting with parents and then Bonnet parade</p>		<p><b>PSHE: Jigsaw Puzzle 4: Healthy me</b>  Happy, healthy me  Piece six:  <b>WALT</b>  <u>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</u></p>	<p><b>Forest school Sensory trail</b>  <u>WALT: Use our senses to explore the outdoor area.</u></p> <p>Children to have different stations.  Children to use their senses to describe the outside area.  Sound Spot  Smell Garden  Texture Tunnel  Balance &amp; Body Station  Colour Hunt</p> <p><b>P.E.</b> with PE coach - see separate plan</p>