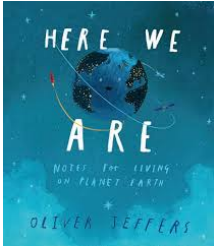
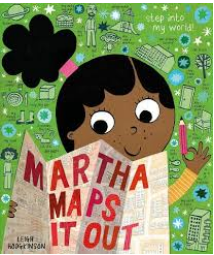
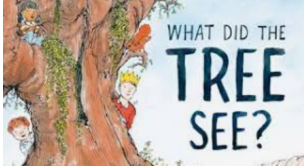
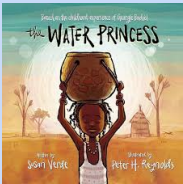
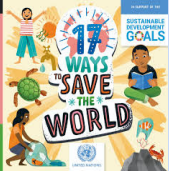
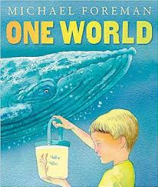
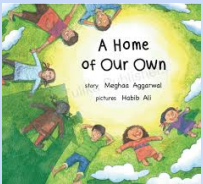


How can I be a change-maker?



Age Related Expectations. Teaching and learning to be differentiated by short term planning. Consolidation and revisit of key skills, knowledge and understanding through enhanced provision.

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5
Texts					
Additional Texts					
Links to previous learning.	<ul style="list-style-type: none"> • Links to 'Under the Sea' (marine conservation) • Links to previous topic - farming / use of land 				
Enhancements, trips and visits	Earth Day 'Eco brick' making Bug Hotel construction (sanctuary) World's Largest Lesson Making paper Library Trip				
<i>*Weekly litter picks in both outdoor environments. Gardening club</i>					

up and running on a Friday morning before school.



	Week 1	Week 2	Week 3	Week 4	Week 5
Literacy	<p>Hook- children to find a globe and notes on how to save our planet. Link to world Earth day. Create own 'to do list' for our planet.</p> <p>Create Earth Day posters to promote climate action and looking after our planet.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>We will continue to explore Here We Are. We will use adjectives to describe the illustrations of people.</p> <p>We will write notes for the future.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Hook- walk in our local area and library. We will find a map that we need to follow and will add to it once we have been on our trip. We will use the text Martha Maps It Out to explore map work and draw our journey to school.</p> <p>Compare and contrast 'Martha Maps it out' with 'Here We Are' (both visual representations of our planet'. Draw out geographical vocabulary / early concepts. Use BIG thoughts, BIG questions, BIG dreams as a stimulus for writing.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>We will continue to use the text Martha Maps it Out.</p> <p>We will use our maps from the previous week and add labels to our maps, for example post box, library, church etc.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Hook- find a note and a map (link to previous books). We will then explore and mind map what the tree on the KS1 playground has seen. We will use old maps to discuss how Beaver Road and the area has changed and what the tree may have seen. We will then introduce the story 'What Did The Tree See?' We will use this text to help us consider what changes have happened to our locality and what changes it may see in the future.</p> <p>Hot seat the tree to find out what it may have seen. The children will spend time researching the events and different things that the tree has seen and return to this text in the first half term of summer 2.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>
Maths	<ul style="list-style-type: none"> To be able to sort 2-D shapes on the basis of one and two criteria To use 2-D shapes to recognise, continue and create patterns 	<ul style="list-style-type: none"> To add by combining two groups. To see addition as commutative. 	<ul style="list-style-type: none"> To add by combining two groups. To see addition as commutative. 	<ul style="list-style-type: none"> To be able to count up to 20 objects and place them in order (× 3) To be able to find one more and one greater than a number within 20 	<ul style="list-style-type: none"> To be able to count up to 20 objects and place them in order (× 3) To be able to find one more and one greater than a number within 20

	<ul style="list-style-type: none"> To be able to describe and sort 3-D shapes on the basis of one and two criteria To recognise, complete and create patterns using 3-D shapes To develop their reasoning skills using the known properties about shape . 	<ul style="list-style-type: none"> To explore subtraction as partitioning into two sets and as taking away. To comparative language when comparing two amounts. To solve problems involving doubling and halving. To see the relationship between doubling and halving. 	<ul style="list-style-type: none"> To explore subtraction as partitioning into two sets and as taking away. To comparative language when comparing two amounts. To solve problems involving doubling and halving. To see the relationship between doubling and halving. 	<ul style="list-style-type: none"> To be able to find one fewer and one less than a number within 20 To apply knowledge of one more, one fewer, one greater and one less ($\times 2$) To investigate number combinations within 20 To explore ordinal numbers and consolidate patterns 	<ul style="list-style-type: none"> To be able to find one fewer and one less than a number within 20 To apply knowledge of one more, one fewer, one greater and one less ($\times 2$) To investigate number combinations within 20 To explore ordinal numbers and consolidate patterns
PSED	<p>EARTH DAY</p> <p>Think Equal Programme</p>				
PD	<p>Develop control when balancing on different uneven surfaces. Use a cup shape to catch a tennis ball. Hit a ball towards a target with control. Retrieve a ball whilst it's rolling away and block the ball and stop it from going past them. Activities that promote precision and dexterity, e.g. actively participating in small world activities, such as puzzles and arts and crafts. Use of small tools for precise work such as cutting around a circle-shape more accurately. Refining tripod grasp.</p>				
C&L	<p>Link events and themes in stories to own experiences and talk about how things might be similar or different using how/why language.</p>	<p>Use new vocabulary of environmental terms and meanings in context.</p>		<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	
UW	<p>Use World's Largest Lesson resource to explore the 17 Global Goals and associated tasks. Consider the concept of being a 'change-maker' or role model and how local individuals and communities can make changes and impact. Explore stories of well-known change-makers.</p>	<p>Use Global Goal 13 as a stimulus and Maps and plans from 'Martha Maps it out' Use observation, logic using the environment as prompts, personal experiences, story, other research. Use globes, plans, maps and atlases to model and explore spatial elements of place. Build vocabulary relating to spatial description: below, above, next to, surrounded by etc</p>		<p>Use the text 'What did the Tree See?' to explore what our tree in the KS1 playground has seen. Use maps from a long time ago to show children how the land that our school is built on has changed.</p>	
EAD	<p>Pulp scrap paper to make recycled paper and use to draw/write messages for a kindness tree.</p>	<p>Use plastic bottles and plastic waste to make eco bricks and structures.</p>		<p>Use dry leaves, twigs, grass, pine cones and bark to create a bug hotel in our Sanctuary garden. Study and make observations.</p>	

Phonics

Essential Letter and Sounds Phonics Programme

Indoor role-play
Recycling centre
Sensory Kitchen
Library
Book Shop

Outdoor role-play
Bug Hotel
Environmental Weather Station
Large-scale chalk maps