



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Subject:						
	<p><u>SPaG</u> To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' To explore the prefix un To explore the suffixes ing/ed with no changes To join words and clauses using "and" Genre – retell, persuasion, non chronological report</p>					
	<p>Introduce the Kapok tree and order the story. Orally retell the story. Comprehension Create a story map for the Kapok Tree Targeted retell – just three animals <u>COLLECT –</u> <u>Nouns</u> <u>verbs</u> <u>adjectives</u></p> <p>SPAG/Spelling - CEW Dictated sentences – do, said, full To use a capital letter for names of people, places, the days of the week Handwriting I -</p>	<p>Write a retell the Kapok tree story (over three days). APPLY <u>Nouns</u> <u>verbs</u> <u>adjectives</u></p> <p>Spelling - CEW Dictated sentences – are, ask, so</p> <p>Handwriting Capital letters (first half) To use a capital letter for names of people, and the personal pronoun 'I'</p>	<p>Learn about the uses of the rainforest. Recap learning of letter writing and look at how persuasive letters are written. APPLY <u>Nouns</u> <u>verbs</u> <u>adjectives</u></p> <p>Plan a persuasion letter</p> <p>SPAG/Spelling - CEW Dictated sentences – come, you, some To explore the suffixes ed with no changes Handwriting Capital Letters (second half)</p>	<p>To write a persuasion letter about looking after the rainforest (over three days). APPLY <u>Nouns</u> <u>verbs</u> <u>adjectives</u></p> <p>SPAG/Spelling - CEW Dictated sentences – one, was, by To explore the suffixes ing with no changes Handwriting Practise writing letters in books. Capital letters.</p>	<p>To know about different animals of the rainforest. To explore fact files. Plan a fact file about a rainforest animal SPAG/Spelling - CEW Dictated Sentences – they, pull, once To join words and clauses using "and" Handwriting Review of upper and lower case</p>	<p>To write a fact file about a rainforest animal (over three days). SPAG/Spelling – what CEW do we know? Un- prefix</p> <p>Handwriting Sorting letters into handwriting families</p>
Maths	Number and place value 1 week	ADDITION AND SUBTRACTION 5 weeks				
	LESSON 1 Recap – one lesson Order, place on a number, missing number number-line	WEEK 1 Number bond to 20 Adding bonds – 20 using different models – differentiate	WEEK 2 Adding by counting on – include application to missing number calculations	WEEK 3 Doubles/near doubles using numbers to 20	WEEK 4 Number bond to 20 subtraction bonds – 20 using different models	WEEK 5 Subtraction NOT CROSS 10 counting back, using fingers and number



	<p>Lesson 2 Comparing numbers to 20 use the language of: equal to, more than, less than (fewer), most, least Lesson 3 Given a number – one more and one less to 20 4/5 lessons on Understand teen numbers – partitioning into tens and ones – using a range of models, dienes, PPW bar model adding</p>	<p>to 5-10 where required</p>				<p>line – finding the difference Number bonds assessment</p>
<p>Science</p>	<p>To observe and describe weather associated with the seasons and how day length varies. To identify animals and their structure. Name a variety of common animals including, fish, amphibians, reptiles, birds and mammals To identify and classify by diet a variety of common animals that are carnivores, herbivores and omnivores</p>					
<p>Knowledge to remember and key skills Recap the names of local trees, the parts of a tree and what trees need to survive ready for rainforest topic.- what is the lesson???? Is it rainforest trees?? Names etc?? kapok trees – where in the world – climate of amazon?? The uses of the rainforests. Weather investigation</p>	<p>Knowledge to remember and key skills Knowledge Harvest of rainforest animals. Name common rainforest animals – videos/photographs – link to Geography and rainforest layers. Weather investigation</p>	<p>Knowledge to remember and key skills Facts about common rainforest animals – habitats- nocturnal videos/photographs – link to Geography and rainforest layers. Weather investigation</p>	<p>Knowledge to remember and key skills Sort rainforest animals according to the type of animal they are e.g. fish, amphibians, reptiles, birds and mammals Weather investigation And evaluate/compare to Autumn.</p>	<p>Knowledge to remember and key skills Sort animals according to their diet identifying: carnivores, herbivores and omnivores. Include videos of eating.</p>	<p>Knowledge to remember and key skills Deforestation. Why do they cut it down- what harm does it do? Quiz about rainforest</p>	



<p>D&T</p>	<p>Make a rainforest picture using John Dyer as inspiration Make *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Technical knowledge *build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Ongoing Project: Making printing rollers for Rainforest picture background. Creating leaves and other parts to make a rainforest picture by using the following skills. Roll paper to create tubes for the trees Cut materials safely using scissors Tear paper and curl paper to make leaves and vines.</p>				
<p>Art and Design</p> <ul style="list-style-type: none"> •To use a range of materials creatively to design and make products •To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination •To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space •To explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 					
<p>Take one picture John Dyer</p> <p>Adult led: Make print rollers using kitchen rolls. Make printing pads for leaves using card and straws Independent: Sketch At One With Nature in sketch books.</p>	<p>Take one picture John Dyer</p> <p>Adult led: Use print rollers to make background. Paint paper ready to print leaves on to – use colour mixing skills. Start to make the snake paint background and add circles using kitchen roll ends. Independent: Continue with ‘window frame’ picture you like. Draw that section using pencil and colour using crayons. In sketch books.</p>	<p>Take one picture John Dyer</p> <p>Adult led: Print leaves onto painted paper. Make butterflies – could be done by folding paper. Independent: Observational drawing of a rainforest animal into sketch books.</p>	<p>Take one picture John Dyer</p> <p>Adult led: Trees printing with lolly sticks. Whole class: Change and modify fabrics by fraying, fringing, pulling threads for leaves. Curl paper for vines around a tube shape e.g. pencil</p>	<p>Take one picture John Dyer</p> <p>Completion week. Finish any outstanding tasks and put the elements together to make the picture.</p>	



<p>History</p>	<p>Home learning project The lives of significant individuals in the past who have contributed to national and international achievements. To learn about past and modern-day explorers – this will be extended into a home learning project.</p>				<p>Present explorer projects</p>
<p>Geography</p> <ul style="list-style-type: none"> name and locate the world’s seven continents– light touch to show where the UK and The Amazon Rainforest are. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including forest, river, soil, season and weather use world maps, atlases and globes. 					
<p>To identify seasonal and daily weather patterns in the United Kingdom – link to science and Winter.- indicate dual subject on STP</p> <p>KEY KNOWLEDGE</p> <p>What winter looks like in Nuneaton- does it always snow?</p> <p>Different winter weather – rain, wind, frost, fog, snow. Winter temperatures – thermometer. How we find out the weather forecast (watch one) Daylight hours. What months are winter ones Suitable clothing. Set up a rain gauge to measure rain fall</p>	<p>To identify where in the world the amazon rainforest is. Look at a world map and a globe.- use Google earth Briefly look at continents then identify where we are. Then look at where the Amazon Rainforest is. Discuss the equator and what this is – find video clips to show what it is like there – why is it called RAINforest? Children to identify south America on a map and where the Amazon is. Children to then look at a map of South America identify where the Amazon is and how much is covered by the Amazon</p> <p>KEY KNOWLEDGE Amazon rainforest</p>	<p>To identify Layers of the rainforest linking to science (animals and parts of a tree). Complete over two lessons – looking in depth at 2 layers per lesson Explore what is meant by human and physical features and how the layers of the rainforest is a physical feature – so is part of geography Layers of the rainforest song.- COMPLETE AS A WHOLE AFTERNOON – first part geog and layers second part SCIENCE – where the animals would live in the layers – using REAL images – look in depth at the first 2 layers</p> <p>KEY KNOWLEDGE Human and physical features Physical feature</p>	<p>To identify Layers of the rainforest linking to science (animals and parts of a tree). Complete over two lessons – looking in depth at 2 layers per lesson Explore what is meant by human and physical features and how the layers of the rainforest is a physical feature – so is part of geography Layers of the rainforest song.- COMPLETE AS A WHOLE AFTERNOON – first part geog and layers second part SCIENCE – where the animals would live in the layers – using REAL images – look in depth at the first 2 layers</p> <p>KEY KNOWLEDGE Human and physical features Physical feature</p>	<p>To identify Layers of the rainforest linking to science (animals and parts of a tree) Look at the remaining layers – understory, forest floor</p> <p>KEY KNOWLEDGE Human and physical features Layers –, understory- dark, still and humid. Large, colourful plants - life in the understory – camouflage- animals- jaguars bats, insects – linked to science forest floor – darkest layer – difficult for plants to grow- leaves decay. – Life on the forest floor - armadillos, and anteaters. They all forage on the</p>	<p>Comparison picture of Nuneaton and The Amazon Rainforest. comparing either Hartshill Hayes to the Amazon – as two physical feature comparisons OR To compare human – compare Nuneaton to Rio Consider language of river, soil, forest and weather-</p> <p>KEY KNOWLEDGE Human and physical features Clear definition and examples of constitutes a human feature and what is a physical feature Human- created/adapted by humans – physical – naturally occurring</p>



	through spring 1 (linked to science)	Largest rainforest in the world – why it is called a rainforest South America Brazil Equator Climate	Layers – emergent layer – tallest trees- brazil nut tree – live for 1000 years – life in the emergent layer canopy ,– dense network of leaves tree branches. Blocks out light, wind and rainfall. – life in the canopy – sloth. consider the role they play in the habitat	Layers – emergent layer – tallest trees- brazil nut tree – live for 1000 years – life in the emergent layer canopy ,– dense network of leaves tree branches. Blocks out light, wind and rainfall. – life in the canopy – sloth. consider the role they play in the habitat	decomposing brush to feed on the tasty insects, roots, and tubers. Large predators, such as leopards, stalk through the darkness, and small mammals, such as rats and rodents, hide among the roots of the trees.- the amazon river	
Computing	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 					
	Project EVOLVE baseline knowledge harvest – online reputation, managing online information and health, well-being and lifestyle. 2BeSafe Unit Online reputation lesson 1 Purple Mash Unit Data explorers lesson 1	2BeSafe Unit Online reputation lesson 2 Purple Mash Unit Data explorers lesson 2	2BeSafe Unit Online Bullying lesson 1 Purple Mash Unit Data explorers lesson 3	2BeSafe Unit Health Well-being and Lifestyle lesson 1 Purple Mash Unit Data explorers lesson 4	Project EVOLVE final assessment knowledge harvest – online reputation, managing online information and health, well-being and lifestyle. Purple Mash Unit Data explorers lesson 5	Safer Internet Day – link to RHE Purple Mash Unit Data explorers lesson 6
Music	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 					
		Charanga Model music exploring sounds week 1	Charanga Model music exploring sounds week 2	Charanga Model music exploring sounds week 3	Charanga Model music exploring sounds week 4	Charanga Model music exploring sounds week 5
PE	<ul style="list-style-type: none"> master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities perform dances using simple movement patterns 					

