



		<b>Fun on the Farm</b>				
Year 1		Week 1 23 <sup>rd</sup> February Story teller day 25 <sup>th</sup>	Week 2 2 <sup>nd</sup> March 5 <sup>th</sup> world book day	Week 3 9 <sup>th</sup> March  Farm Trips 9 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> Mothers' day 15 <sup>th</sup>	Week 4 16 <sup>th</sup> March	Week 5 23 <sup>rd</sup> March  26 <sup>th</sup> and 27 <sup>th</sup> -singing festival
<b>English Writing</b>		<p><b>General English Writing learning intention focuses for this half term:</b>                      Spell CEW- See target card for this half terms focus.                      Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.                      To sequence sentences to from short narratives                      To compose a sentence orally before writing it                      To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics                      Sit correctly at a table, holding a pencil comfortably and correctly                      Form lower-case and capital letters in the correct direction, starting and finishing in the right place and understand which letters belong to which handwriting 'families'                      Re-reading what they have written to check that it makes sense                      Discuss what they have written with the teacher or other pupils</p>				
		<p><b>SPaG Focus for this half term:</b>                      To continue to review word types: noun, adjective, verb                      To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark                      To explore suffixes 's' and 'es' (plural)                      To explore suffix 'ed' (past)                      To explore suffixes 'er' and 'est' (comparisons)                      To write the names of the days of the week                      To join words and clauses using "and"- plus additional coordinating – but , so and subordinating conjunction "because"                      To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' and alongside this learn the terminology</p>				
		Description of the wolf Plan 3 days write a description <b>SPaG</b> Dictated sentences including: Friend, here, house	Read <i>The Three Little Pigs</i> . Sequence and orally retell the story.  <b>SPaG</b> Dictated sentences including: Suffix s, es past tense Spellings: Love, of, our	Retell the story of the 3 little pigs. 3 days 1 day on trip  <b>SPaG</b> Dictated sentences including: Suffix 'ing' and 'edt' Spellings: Says school there	Study how to write a recount. (Three days Planning)  <b>SPaG</b> CEW – today, were, Suffixes Er, est  <b>Handwriting</b> Letter families	Write a recount of our farm trip. (Three days writing)  <b>SPaG</b> CEW – where your  <b>Handwriting</b> Ascenders and descenders Days of the week



MATHS		Order, place on a number, missing number number-line-50. Practical.	Comparing numbers to 50 use the language of: equal to, more than, less than (fewer), most, least Given a number – one more and one less to 50- spend separate lessons on 1 more and separate lessons on 1 less	3 days Understand numbers beyond 50 – partitioning into tens and ones – using a range of representations SSM ONE LESSON <b>Length and height</b> Order objects/pictures by height Comparing length using standard measures – cm	Week 1 Revisit arithmetic from spg 1 in MO starters – 1 sequence events - before and after today tomorrow morning, afternoon, evening 2 Days of week- 3 Months of year and years 4 apply the above	<b>Week 2</b> Revisit arithmetic from spg 1 Hours mins second quicker Time to o'clock half past
Science		Describe and compare the structure of a variety of common animals including birds Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.				
		Explore the classification of a variety of farm animals	Explore the diet of farm animals and know what their young are called.	Farm trip Investigation:	Exploration of British birds To name different birds and label their body parts.	???? QUIZ??? School bird watch – make a tally of the birds seen. / change?
History						
D&T		<p><b>Design</b> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking and drawing</p> <p><b>Make</b> select from and use a range of tools and equipment to perform practical tasks including cutting and joining select from and use a wide range of materials and components, including construction materials</p> <p><b>Evaluate</b> evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><b>Cooking and Nutrition (LINK TO RHE)</b> Understand the basic principles of a healthy and varied diet Understand where food comes from.</p>				
		Where does food come from? Fruit and vegetables (LINK TO RHE)	Where does food come from? Meat	Design Learn about the history of ploughs/tractors.	Make Children make a small model of a horse powered	Evaluate the finished plough



			(LINK TO RHE)	Children design own horse powered plough/harvester /tractor with support.	plough in pairs. Use dowel and hacksaws.	
Art and Design	To use a range of materials creatively to design and make products To use sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in shape, form and space Collage – To create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc					
		Farm animal collages	Farm animal collages	Mother's day cards Paper, fold tear, curl, flap,	Paint farm animals	Easter cards – weaving/collage
Geography	Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; Use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map					
		Rural life and a farm –. Key knowledge – What rural life is A rural area is an open swath of land that has few homes or other buildings, and not very many people. A rural area's population density is very low What is a farm? Look at real images – is a farm a human or physical feature? What is their purpose? What takes place on a farm? Where they are located- town/city or country side. Are there any farms nearby? (use google earth) Why are they in the country side? Look at aerial views of a farm compare and contrast to the Whitestone area	Journey to the farm Key knowledge – where it is located? – how the locality is different to the Whitestone area? Map/route the journey on an aerial view	Farm Trip	How milk gets from the farm to the shops <a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-how-our-milk-gets-from-the-farm-to-the-shop/z444d6f">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-how-our-milk-gets-from-the-farm-to-the-shop/z444d6f</a>  Key knowledge- milk comes from cows. How cows are milked. Do we drink it fresh from the cow? How it gets from the farm to the shops  chn could sequence pictures for the journey	Rural life and a farm –. Focusing on a village Key knowledge What a rural area is A rural area is an open swath of land that has few homes or other buildings, and not very many people. A rural area's population density is very low What is a village? a group of houses and associated buildings, smaller than a town, situated in a rural area How it different to Nuneaton? What a town and city is Chn could sort images into town city village – explore the different human features
Computing	Use technology purposefully to create, organise, store, manipulate and retrieve digital content					
		Purple Mash Unit Animated Stories Lesson 1	Purple Mash Unit Animated Stories Lesson 2	Purple Mash Unit Animated Stories Lesson 3	Purple Mash Unit Animated Stories Lesson 4	Purple Mash Unit Animated Stories Lesson 5
Music	To use voices expressively and creatively by singing songs and speaking chants and rhymes.					
		Singing Festival Preparation	Singing Festival Preparation	Farm Trip Singing Festival Preparation	Singing Festival Preparation	Singing Festival Preparation



PE		Physical- run, jump, hit, balance, co-ordination, Social- trust, communication, inclusion, Emotional- determination, confidence, Thinking- identify, comprehension, reflection, planning. Communicate simple instructions, follow instructions, follow path and lead others, listen to others' ideas, solve tasks, work with a partner and small group, understand rules of a game.					
		Get Set 4 PE – Team building PPA (External provider) Sending and receiving	Get Set 4 PE – Team building PPA (External provider) Sending and receiving	Get Set 4 PE – Team building PPA (External provider) Sending and receiving	Get Set 4 PE – Team building PPA (External provider) Sending and receiving	Get Set 4 PE – Team building PPA (External provider) Sending and receiving	Get Set 4 PE – Team building PPA (External provider) Sending and receiving
<b>RHE</b> (Zones of Regulation)		RHE AFL – what is a healthy person? Draw a healthy person. What do they have? What do they do ?	PSHE association - What helps us stay healthy? Fruit and Veg where do they come from. Link to DT objective	Zones of regulation	PSHE association - What helps us stay healthy? People who help us stay healthy – dentist, doctors Link to DT objective	PSHE food - lunchbox PSHE association - What helps us stay healthy? Wk 4 assess. What is a healthy person? Link to DT objective	
<b>RE</b>		K1.3 – How do people with similar worldviews share and celebrate their beliefs? Week 5	K1.3 – How do people with similar worldviews share and celebrate their beliefs? Week 6	K1.3 – How do people with similar worldviews share and celebrate their beliefs? Week 7	K1.3 – How do people with similar worldviews share and celebrate their beliefs? Week 8	K1.3 – How do people with similar worldviews share and celebrate their beliefs? Week 9	