

## Enrichments

Nature walk in the local area  
Circus workshop

## Key texts

Spring 1 – Little Red Riding Hood and other traditional tales.

Spring 2 – Stanley's Stick

If you go down to the woods...

## Word of the week

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
<u>Spring 1</u>	glimpse	unusual	revolting	common	capture	arrange
<u>Spring 2</u>	likely	journey	wonder	fragile	injure	justice

	<u>What will I know?</u>	<u>How will I learn it?</u>	<u>Vocabulary</u>
<b>History</b>	Use words and phrases; old, new, young, days, months Tell the difference between past and present in their own and other peoples lives Show knowledge and understanding about the past in different ways	<b><u>Through enquiry questions:</u></b> <b>Did Eastham always look like this?</b> sort photos and other evidence sources into past and present <b>What happened in Eastham a long time ago?</b> Learn about the circus and entertainment <b>Why were the animals rescued?</b> What do Chester Zoo do – conservation ect. <b>Is a circus still fun without animals?</b> Link to social justice.	year, decade, century, modern, date order, a long time ago, before I was born, then, now, explain, source, evidence, famous, opinion, sequence, recent, when, where.  Chester Zoo, Eastham, woods, circus, event, animals, health, rescue.  compassion, kindness, well-being, flourish, fair, social justice, ethics.
<b>Geography</b>	Understand seasonal changes Understand how places are linked to other places e.g road, trains Name, describe and compare familiar places	<b><u>Through enquiry questions:</u></b> <b>What can I find on a nature walk in Winter?</b> Go on a nature walk in the local area, map the walk, create nature sticks to retell the journey, record findings <b>How can we travel from Eastham to Chester?</b> Explore modes of travel, map the journey for the animals <b>What places are there near us that look after animals?</b> <b>What can I find on a nature walk in Spring?</b> go on a nature walk in the local area, map the walk, create nature sticks to retell the journey, record findings, compare to autumn/winter walk	explain, source, evidence, where, observe, place, link, map, journey, local, familiar, compare, describe.  Eastham, woods, animals, season, month, spring, summer, autumn, winter, change, weather, temperature, sun, wind, rain, climate, transport, road, rail, travel, ferry, car, train, Chester Zoo.
<b>Art/DT</b>	<b>ART: DRAWING</b> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Start to record simple media explorations.	Use forest school session to do different bark rubbings. Use different media to make different types of marks – hatching, scribbling, stippling and blending. Try the above again whilst experiencing with tone. Learn about observational drawing and skills when doing	Artist, artwork, materials, create, technique, improve, natural, print, repeated pattern, drawing, pattern, line, form, colour, texture, shape, space, pencil, pens, crayons, chalk, pastels, mark making, control, tone, stippling, cross-hatching, blending, tone, tools, hands, area, shades, primary colours, secondary colours, observation,

	<p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures. Look at and talk about own work and that of other artists and the techniques they had used.</p> <p><b><u>ART: COLLAGE/DIGITAL MEDIA</u></b> Arrange and glue materials to different backgrounds. Work on different scales. Collect, sort, name match colours appropriate for an image. Think about colour, shape and texture. Create and arrange shapes appropriately.'</p> <p><b><u>DT: COOKING</u></b></p>	<p>this. Take our art books to forest school to practise observational drawing – annotate what we like or don't like. Create a final observational drawing of something in forest school.</p> <p>Create a title page and research Clare Thompson. Look at Clare Thompson's work and annotate things we like/dislike, key media she uses and note parts we might like to use in our art work. Design our 'forest people' and note items we might use in forest school to make them. Try and make our 'forest people' – annotate what works well and what we want to improve next time. Remake our 'forest people' for our final piece. Final piece - Paint our background and then cut and stick our 'forest people' on them</p> <p>Carrot breakfast pancakes Grated carrot and chickpea burgers Morrocan carrot and orange salad</p>	<p>Cutting, hygiene, cooking, measuring, nutrients, safety, purpose, sensory, evaluation, taste, texture, recipe, grate, mix, blend</p>
<p><b>Computing</b></p>	<p><b><u>Computer science</u></b> I know what a command is I know how basic symbols can be used to execute movement in a robot I know what a directional command is</p> <p><b><u>Information technology</u></b> I know how to search for a website I know how to use a search bar to find information I need I know how to use laptops and ipads to access information I need to I know that a simulation is a representation of the real world I know what is the same and different between a simulation and a real-world counterpart I know what a bar graph is</p>	<p><b><u>Computer science</u></b> Plan a journey for the animals and use commands to move them – off grid lesson Code studio – Programming with Scrat. Lessons 1-12</p> <p><b><u>Information technology</u></b> Use Google Earth to find Chester, Eastham, M53, Train line from Liverpool through Eastham to Chester. Create a bar graph of our favourite animals at Chester Zoo.</p> <p><b><u>Digital Literacy</u></b> Use Puppetpals to make an animal from Eastham talk about why they wanted to leave. Use Puppetpals to make an animal from Chester Zoo explain why Chester Zoo is better.</p>	<p>Command, computing, programming, coding, Bot, instructions, direction, simulation, symbol, execute, puppetpals, bar graph, Google Earth</p>

	<p><b>Digital literacy</b>  I know which app picture will open the camera app independently.  I know which button will take a photograph on the ipads independently  I know that icons direct me to applications  I know which icon will record me speaking</p>	<p>Use the camera app to film a video explaining how Chester Zoo helps the animals.</p>	
<p><b>Music</b></p>	<p><i>Identify tempo, texture, articulation &amp; dynamics when listening to music</i>  <b>Improvise, compose and perform</b> using the notes C, D, E &amp; F, G, A  &amp; <b>pentatonic scales from C &amp; F (CDEGA; FGACD)</b>  <b>Improvise, compose &amp; perform: a simple melody using 2, 3, 4 or 5 notes</b>  <b>Play and perform an instrumental part by ear or notation (glockenspielen)</b></p>	<p><b>1) Focus: Tempo &amp; Dynamics</b>  <b>Core Piece:</b> Cinderella, Op. 87: 37 – Waltz-Coda by Sergei Prokofiev  <b>Key Styles:</b> Waltz, funk, Pop, Reggae  <b>2)Focus: Combining Pulse, Rhythm &amp; Pitch</b>  <b>Core piece:</b> The Planets, Op. 32 – I. Mars, The Bringer Of War by Gustav Holst  <b>Key Styles:</b> Jazz, Swing, 20<sup>th</sup> century</p>	<p>See knowledge mat: rhythm, pitch, tempo, dynamics (loud, quiet), improvise, sequence, stimuli, repeated rhythm pattern (ostinato)graphic notation (symbols).</p>
<p><b>Science</b></p>	<p><b>Animals Including Humans</b>  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  <i>Researching, classifying, recording</i>  Identify and names variety of common animals that are carnivores, herbivores and omnivores.  <i>Researching, classifying, recording</i>  Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  <i>Researching, observing,</i>    <u>Earth and space – Winter</u>  Observe changes across the four seasons  Observe and describe weather associated with the 4 seasons and how the day length varies.  <i>Observing</i>  How does the world change throughout the year?  <i>Questioning and predicting, Recording,</i></p>	<p>Research different animals and which categories they fall into (fish, amphibians, reptiles, birds and mammals).    Research different animals and why they fall into those categories (carnivore, herbivore, omnivore)    Look at what makes each of those animals fit into those categories (fish, amphibians, reptiles, birds and mammals).    Look at different habitats and create our own habitat for an animal.    Create a fatfile about our favourite animal showing what we have learnt.    Complete the next season in our ‘seasons booklet’ which will be completed throughout the year.</p>	<p>Spring, changing, seasons, daylight, common, wild, tree, evergreen, deciduous, bark, roots, crown, leaves, rubbing, plant, animal, reptile, fish, bird, amphibian, mammal, identify, classify, carnivore, herbivore, omnivore, habitat</p>

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	What will I know?		How will I learn it?
Maths sequences	<u>Arithmetic</u>	<u>Addition and Subtraction within 20</u> Add by counting on Add by adding ones Subtract by counting back Subtract by subtracting ones Addition and Subtraction facts <u>Shapes and patterns</u> Recognising 3D shapes Recognising 2D shapes <u>Numbers to 40</u> Counting to 40 Counting in Tens and Ones Comparing Numbers Finding how much more Making number patterns <u>Addition and Subtraction word problems</u> Solving word problems <u>Multiplication</u> Making equal groups Adding equal groups Making equal rows	2 lessons per week – both journal and workbook application to be completed in the lesson (Spring 1) 3 lessons per week - both journal and workbook application to be completed in the lesson (Spring 2) Key skills practised during Continuous provision. Maths No Problem Chapter 7 Maths No Problem Chapter 8 Maths No Problem Chapter 10 Maths No Problem Chapter 11 Maths No Problem Chapter 12
	<u>Mental / Fluency</u>	Explore the composition of 7 and 9 Explore the composition of odd and even numbers Identify the number that is two more or two less than a given odd or even number Explore the aggregation and partitioning structure of addition and subtraction through systematically partitioning and re-combining numbers within ten. Connecting the above to a part whole model. Explore addition and subtraction using number stories, including introducing the 'first, then, now' language structure.	NCETM fluency sessions four times per week Daily counting opportunities Opportunities in Continuous Provision to practise, apply and consolidate skills daily

English sequences	<u>GPAS</u>	Use key skills in a sentence- capital letter, full stop and finger spaces. Use pre-fix un Using -ing where the root word does not change Knowing what a noun and verb are.	To list the items in Little Red Riding Hood's basket To identify what Little Red Riding Hood is doing  <b>NEED TO FINISH</b>
	<u>Reading/Phonics</u>	<u>Phase 5</u> <u>GPC's</u> /ee/ y, /e/ e, /w/ w, /oa/ oe, /igh/ y, /oa/ ow, /j/ g, /f/ ph, /l/ le, /l/ al, /s/ c, /v/ ve, /u/ o-e, /u/ o, /u/ ou, /s/ se, /s/ ce, /ee/ ey, /ur/ or, /u/ oul, /air/ are, /or/ ai, /or/ aur, /or/ oor, /or/ al, /ch/ tch, /ch/ ture, /ar/ al, /or/ a, /o/ a, /air/ ear, /air/ ere, /ur/ ear, /r/ wr, /s/ st. /s/ sc, /c/ ch, /sh/ ch, /z/ /s/ ce se ze.  <u>Tricky words:</u> any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work, once, laugh, because, eye	Read three times per week to build fluency using Little Wandle reading sessions. Session 1 – Decoding Session 2 – Prosody Session 3 – Verbal comprehension  Phonics lessons daily following Little Wandle Spring 1 and Spring 2 Year 1 progression.  Times during the day to consolidate key GPC's or tricky words to aid fluency.  Whole class reading based on Stanley's Stick
	<u>Writing</u>	Write captions and simple sentences Begin to independently write sentences Sequence and retell familiar stories, recalling key facts	Write a summary of Little Red Ridign Hood Plan and write our own twisted tale based on Little Red Riding Hood to give to Pre-School.  <b>NEED TO FINISH</b>
	<u>Vocab/Spelling</u>	Use Phase 5 sounds in spelling and beginning to use alternative sounds. Using reading skills to check spellings	Independently use Grow the code and tricky word mats to write words Daily phonics lessons, keep up and catch up interventions Weekly word of the week sessions to explore vocabulary Daily story time to discuss books and vocabulary used by authors.



	What will I know?		How will I learn it?
Maths sequences	<u>Arithmetic</u>	Shapes and patterns- Recognising 2D shapes Shapes and patterns- Recognising 3D shapes Numbers to 40- Counting to 40 Numbers to 40- Counting in tens and ones Addition and subtraction word problems Money- recognising coins/recognising notes Numbers to 100- counting to 100, finding tens and ones, comparing numbers, making number patterns Fractions- making halves, making quarters, grouping and sharing	Maths No Problem chapter 8 Maths No Problem chapter 10 Maths No problem chapter 11 Maths No Problem- chapter 17 Maths No Problem chapter 15 Maths No problem chapter 14 Practical opportunities to explore shapes within the classroom and outdoors during Continuous Provision Linked Provision activities to consolidate skills
	<u>Mental / Fluency</u>	Explore the composition of the numbers 7 and 9 Explore the composition of odd and even numbers Identify the number that is two more or two less than a given number Partition and recombine numbers Make addition stories	NCETM session four times per week Linked provision activities to consolidate skills First, now, then language used to make addition stories
English sequences	<u>GPAS</u>	Spell some common exception words Add suffix –s and –es for plural marker Add suffixes –ed, -ing Understand which letters belong to which handwriting families	Daily phonics lessons- teaching new tricky words and recapping those previously learnt Write a list of animals and their collective noun using s and –es Write about the past and present using suffixes Daily handwriting practise
	<u>Reading/Phonics</u>	Use sound buttons to read real and pseudo words	Daily opportunities in CP to read words using sound buttons
	<u>Writing</u>	Join words and clauses using and Use capital letters and full stops to demarcate some	Write an animal fact file

		<p>of their writing</p> <p>Write sentences by sequencing them to form short narratives</p>	<p>Write simple sentences during phonics sessions</p> <p>Write a traditional tale with a clear beginning, middle and end</p> <p>Write a setting description</p> <p>Write character descriptions</p> <p>Write a persuasive letter</p>
	Vocab/Spelling	<p>Understand the terminology: letter, capital letter, word, singular, plural, sentence</p>	<p>Write simple sentences and explain the success criteria for a WAGOLL</p>