

Wow Starter: Mini beast Hunt

Book Study
Animals of Farthing Wood
This will relate to reading, comprehension
and writing.

Sentence structures, grammar and punctuation will be consolidated and more complex strategies and skills introduced to further

extend knowledge and understanding.
Non-Fiction

To research woodland animals (eg the fox) and create an information fact file using the skills of non-fiction reading and writing.

Final Event: Film afternoon



Teacher: Edix

### LITERACY

### Reading - word reading KS1

• e61 continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is

• e64 read words containing common suffixes • e66 read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

### Reading - comprehension KS1

being said and done

- e70 listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond
- that at which they can read independently • e71 discussing the sequence of events in books
- and how items of information are related • e73 being introduced to non-fiction books that are
- structured in different ways · e75 discussing and clarifying the meanings of words, linking new meanings to known vocabulary • e81 making inferences on the basis of what is

### Writing - transcription - Spelling KS1

• e86 segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

- e87 learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- e88 learning to spell common exception words • e93 apply spelling rules and guidance, as listed in English Appendix 1

### Writing - handwriting KS1

• e96 start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

### Writing - composition KS1

- e100 writing narratives about personal experiences and those of others (real and fictional) • e103 writing for different purposes
- e104 consider what they are going to write before beginning by:
- e105 planning or saying out loud what they are
- going to write about • e106 writing down ideas and/or key words, including new vocabulary
- e110 re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the

### Writing - vocabulary, grammar and punctuation

• e114 learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the

possessive (singular) • e116 sentences with different forms: statement, question, exclamation, command • e117 expanded noun phrases to describe and specify [for example, the blue butterfly] • e119 subordination (using when, if, that, or

because) and co-ordination (using or, and, or but)

# Speaking and listening To participate in class discussions where appropriate. To listen to other and respond appropriately. To ask and answer questions in a range of different contexts. To express personal views, thoughts and opinions

To express personal views, thoughts and opinions.

Circle time.

Opportunities within class and groups situations to discuss a range of issues where the children are invited to

share their own personal thoughts and feeling and to respect those of others.

To develop skills of decision making and the effect

our choices can have on others.

To build on the values of respect and decision making

and how this can relate in particular to christians.

Comprehension

Independent

reading

Grammar

Spelling

Punctuation

Animals Of Farthing Wood

We will be using the White Rose Hub so develop our multiplication and division

We will be using a range of strategies to suppor pictures to help us to consolidate our understanding of multiplication and division in the abstract form.

We shall also continue to consolidate our learning in place value and our timetables.

### Computing:

We will continue to develop our understanding of how to keep safe when using technology. This will then progress onto develop our understanding about algorithms- what they are, how they work and how to write our own.

### Science Animals and their habitats

Throughout this unit we shall be:

identifying living and non-living things developing an understanding that living things need to live in suitable habitats

exploring plants and animals that live in seaside habitats exploring plants and animals in unfamiliar habitats exploring and describing a micro-habitat exploring food chains in a habitat

Children will be creating their own criterions, exploring their local area for habitats, making their own habitat for a researched animal and conducting a mini investigation.

To use painting to create animals linked to Science and English and their different habitats.

To use shading, colour and texture when creating different habitats.

To design and make a bird feeder for our outside area. Consider what other wildlife we could encourage and help look after in our own areas.

### COMMUNICATION AND LANGUAGE

- · sl1 listen and respond appropriately to adults and their peers
- sl2 ask relevant questions to extend their understanding and knowledge
- · sl3 use relevant strategies to build their

## · s14 articulate and justify answers, arguments and

• s15 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

### PSED & RELIGIOUS EDUCATION

### PSED Preparing to play an active role as citizens

- pa12 Listen and respond in group discussions. pa13 Express own views with increasing
- pa15 Identify different choices they can make.

PSED Developing confidence and responsibility and making the most of their abilities KS1 pc22 Share their opinions on things that matter to

PSED Developing good relationships and respecting the differences between people KS1 · pr20 Recognise how their behaviour affects other

- · pr21 Identify and respect the differences and similarities between people. • pr22 Understand there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.
- RE Learning From Religion KS1
- · rf18 Identify what matters to them and others including those with religious commitments. · rf19 Reflect on how moral values relate to their
- · rf20 Recognise that religious teachings and ideas make a difference to individuals, families and the

## The children will be learning through games and dance. In games they will be developing dribbling, kicking and hitting, they be looking at using these skills in competitive situations. In dance the children will be responding to music and creating

patterns with a small group.

Homework project To be announced.

Daily phonics, Lexia and maths whizz

wherever possible to the rights respecting articles and how it relates

RRSA

Link curriculum

to all areas of learnina.

### MATHEMATICS AND COMPUTING

### Number - multiplication and division KS1

· m49 recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

- · m50 calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs
- · m51 show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- m52 solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- · col I know that an algorithm is an instruction in a computer program
- · co4 I can write a simple computer program • co5 I can find and correct a problem in my
- · co6 I can predict what will happen by 'reading' a
- · co10 I can talk about how information technology is used at home, in shops and in other places (mobile phones, internet etc)
- · coll I know how to use equipment safely and respectfully
- · co12 I understand what 'personal information' is and why it must be kept private
- · co13 I know what to do if I am worried about anything when I am using the internet

### UNDERSTANDING THE WORLD

### Working scientifically KS1

have never been alive

- · sc2 asking simple questions and recognising that they can be answered in different ways • sc3 observing closely, using simple equipment
- sc4 performing simple tests
- sc5 identifying and classifying
- · sc6 using their observations and ideas to suggest answers to questions · sc7 gathering and recording data to help in
- answering questions.
- Living things and their habitats KS1 · sc20 explore and compare the differences between things that are living, dead, and things that
- habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other · sc22 identify and name a variety of plants and

· sc21 identify that most living things live in

animals in their habitats, including micro-habitats · sc23 describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

### EXPRESSIVE ARTS AND DESIGN

· ad3 I can use painting to share my ideas. • ad5 I can use colour, texture and pattern in my work

ad6 I can use line ,shape ,form and space in my

### Design KS1

· dt1 I can explain what my design will be like and what it will do, how I am going to create my design and list the materials I will need · dt2 I can explain how my design will meet the

needs of the users

### Make KS1

- · dt7 I can join materials in a variety of ways • dt12 I can create or follow simple recipes
- · dt13 I can explain why I have chosen particular materials, components or ingredients

### **Evaluate** KS1

· dt16 I can talk about how closely my finished product matches my design

· dt17 I can talk about what worked well with my product and how it could be improved

### PHYSICAL EDUCATION

• pel I can run safely, controlling my speed and direction

• pe1.2 I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)

• pe1.5 I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs

• pe2 I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules

• pe2.1 I can think of simple tactics to help attack or defend in a team game

• pe3 I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings



## Animals Of Farthing Wood - Stage Coverage

### UNDERSTANDING THE WORLD

### Working scientifically KS1

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- **sc6** using their observations and ideas to suggest answers to questions
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### Living things and their habitats KS1

- sc20 explore and compare the differences between things that are living, dead, and things that have never been alive
- sc21 identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each
- sc22 identify and name a variety of plants and animals in their habitats, including micro-habitats
  sc23 describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

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### **KS**

- co1 understand what algorithms are
- co4 create simple programs
- co5 debug simple programs
- co6 use logical reasoning to predict the behaviour of simple programs
- co10 recognise common uses of information technology beyond school.
- co11 use technology safely and respectfully
- co12 keep personal information private
- co13 know where to go for help and support when they have concerns about material on the internet

### PHYSICAL EDUCATION

### (S1

- pe1 master basic movements including running
   pe1.2 master basic movements including throwing and catching
- pe1.5 master basic movements and begin to apply these in a range of activities
- pe2 participate in team games
- **pe2.1** in team games, develop simple tactics for attacking and defending
- **pe3** perform dances using simple movement patterns.

### KS1

• ad3 to use painting to develop and share their ideas, experiences and imagination

**EXPRESSIVE ARTS AND DESIGN** 

- ad5 to develop a wide range of art and design
- techniques in using colour, pattern, texture,
- ad6 to develop a wide range of art and design techniques in using line, shape, form and space

### Design KS1

- dt1 design purposeful, functional, appealing products
- dt2 design for themselves and other users based on design criteria

### Make KS1

- dt7 select from and use a range of tools and
- equipment to perform practical tasks such as joining
   dt12 select from and use a wide range of materials
   and components, including ingredients
- dt13 select from and use a wide range of materials and components according to their characteristics

### Evaluate KS1

- dt16 evaluate their ideas
- dt17 evaluate their products against design criteria

### Reading - word reading KS1

 e61 continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

LITERACY

- e64 read words containing common suffixes
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KS1pa12 Listen and respond in group discussions.

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### **RE - Learning From Religion KS1**

help to deal with bullying.

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