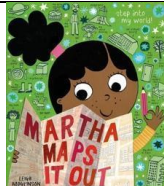


	Week 1 Monday Inset 2-5	Week 2 8-12	Week 3 15-19	Week 4 22-26	Week 5 29-3	Week 6 6-10	Week 7 13-17	Week 8 20-21
Theme	Life cycle of plants Plants in our local area Seasonal changes - summer	Life cycle of minibeasts	Life cycle of humans – thinking about how we have changed	Life cycle of animals e.g. chickens Introduction to farming	Where our food comes from – looking at our local area	How farming has changed over time.	How farming differs in other countries.	
	Growing plants ready for our farm shop Farm shop role play	Caterpillar delivery	Non Uniform Day 19 th	African Dance Workshop 23 Sports Day 24 th	30 th Tractor Visit	Wrestling Day 8 th Thurs 9 th moving up afternoon 1:15 -2:40	Farm shop 17 th Prep for farm shop e.g cooking 16 th Friday 17 th Disco	Tuesday 21 st last day of term, church service and open afternoon from 2pm
Core Text	The Very Hungry Caterpillar			The Little Red Hen		Handa's Surprise		
Vocabulary								
Other Possible Texts	The tiny seed The enormous turnip Supertato	The amazing life cycles of butterflies	Growing up			Martha Maps it out by Leigh Hodgkinson		

								
PSED	<p>To learn about the importance of exercise</p> <p>To explore how exercise affects different parts of the body.</p>	<p>Winning and losing - self regulation techniques (next year swap to sports day week)</p>	<p>To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene.</p> <p>To know and discuss the factors that support their overall health and well-being.</p>	<p>To understand what it means to eat healthily.</p>	<p>To understand the importance of healthy food choices.</p> <p>To explore what it means to have a balanced diet.</p>			
Vocabulary	<ul style="list-style-type: none"> ● exercise ● movement ● healthy ● heart rate ● breathing ● heart ● lungs ● brain ● bones ● muscles 	<p>Team</p> <p>Winning</p> <p>Losing</p> <p>Regulating</p> <p>Following rules</p> <p>Respecting</p> <p>Green zone</p> <p>Zones of regulation</p>	<ul style="list-style-type: none"> ● independent ● care ● well-being ● health ● routine 	<ul style="list-style-type: none"> ● healthy ● balanced ● diet ● vitamins ● nutrients ● heart ● muscles ● bones ● energy ● superfood 	<ul style="list-style-type: none"> ● rainbow ● healthy ● balanced ● diet ● vitamins ● nutrients ● energy ● superfood 			
Communication and Language	<p>Learn new vocabulary to describe my different senses – what I see, hear feel etc.</p> <p>Learn and use new vocabulary.</p> <p>Re-read books so that children learn the language necessary to talk about what is happening in each illustration and relate it to their own ideas.</p> <p>Continue to read fiction and non-fiction stories to extend our knowledge of the world.</p>							

Vocabulary	Senses – hear, see, touch, smell, taste etc. – vocabulary – adjectives Non-fiction Fiction							
Physical Development	Ball skills To develop rolling and tracking a ball	Ball Skills to develop accuracy when throwing to a target	Ball Skills to develop dribbling with hands	Sports Day and Sports Day prep	Ball Skills to develop throwing and catching with a partner	Ball Skills to develop dribbling a ball with your feet	Ball Skills to develop kicking a ball to a target.	
Vocabulary	ball rolling tracking safely	throw target score	dribbling		partner ready throw catch space	dribble	kick	
Literacy	Listen to stories, accurately anticipating key events and respond to what they hear with comments, questions and reactions.	Non-fiction writing Fact file about minibeast Listen to stories, accurately anticipating key events and respond to what they hear with comments, questions and reactions.	Non-fiction sentence writing/ labelling - Caterpillar life cycle writing Listen to stories, accurately anticipating key events and respond to what they hear with	Fiction sentence writing- Retelling the beginning, middle and end of a story Listen to stories, accurately anticipating key events and respond to	Fiction – sentence writing - Use this familiar text as a model for writing my own story about a chosen character Listen to stories, accurately anticipating key events and respond to what they hear with comments,	Fiction – sentence writing – Writing captions using simple sentences Explore stories from other cultures and traditions	Non-fiction - Posters for our farm shop.	Writing about our favourite thing in Lion Class.

			comments, questions and reactions.	what they hear with comments, questions and reactions.	questions and reactions.	Listen to stories, accurately anticipating key events and respond to what they hear with comments, questions and reactions.			
Vocabulary	Non-fiction Labels	Non-fiction Fact file	Non-fiction Describe Description	Fiction Retell Beginning Middle End	Fiction character Setting describe	Fiction caption	Non-fiction Poster Title Image description		
Maths	In this half term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.								
Vocabulary	Consolidating vocabulary previously taught.								
Understanding the World	Changes in living things – think about life cycles and place events in order to show change over time.	Changes in living things – think about life cycles and place events in order to show change over time.	Changes in living things – think about life cycles and place events in order to	Changes in living things – think about life cycles and place	Offer opportunities to sing songs and join in with rhymes and poems about the natural world –	Know some similarities and differences between things in the past	Explore fictional and non-fictional characters from a range of cultures and times in storytelling. Explore fiction and non-fiction texts that offer		

	<p>Hands on experiences to explore the natural world and natural processes e.g. planting, bug hotels</p> <p>Seasonal changes over the year 'now and then'</p>	<p>Seasonal changes over the year 'now and then'</p> <p>Hands on experiences to explore the natural world and natural processes e.g. planting, bug hotels</p> <p>Sikh stories - the milk and the jasmine flower. What do Sikh people learn from the example of Guru Nanak?</p>	<p>show change over time.</p> <p>Know some similarities and differences between things in the past and now e.g. drawing on how they have changed, what they can do now that they couldn't in the past</p> <p>Placing events in chronological order and recognising things that happened before they were born.</p>	<p>events in order to show change over time.</p> <p>Hindu Stories - What does the story of Rama and Sita teach Hindu children?</p>	<p>songs about farming</p> <p>Talk about members of the community.- farming and farmers and their role.</p> <p>Hindu stories - Why is the story of the pearls and the crow told at Divali?</p>	<p>and now e.g. drawing on how they have changed, what they can do now that they couldn't in the past, also farming and transport. Explore fiction and non-fiction texts that offer insight into contrasting environments e.g. Handa's Surprise</p> <p>Hands on experiences to deepen children's understanding of their</p>	<p>insight into contrasting environments e.g. Handa's Surprise</p> <p>What are the similarities and differences between people's special stories?</p>
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			Hindu stories - where do some Hindu families worship God?			local area e.g. tractor visit What are the similarities and differences between people's special stories?	
Vocabulary	Seed Stem Plant Petal Flower Roots Water Sunlight Nutrients Soil Life cycle grow	Life cycle egg Caterpillar Cocoon Butterfly grow	Life cycle Past Present Future Baby Toddler Child Teenager Adult Elderly Changes Over time	Life cycle Animal Egg Chick Chicken Hen	Farming Farm Farmer Grow Community	Local National International Transport Changes (type of transport) Vehicle Developed Improved Travel	Contrasting environment Different Similar Same
Expressive Arts and Design	To explore transient art. Farm Shop Role Play	To make a child led collage using mixed media. Clap, clap, clap	To create landscape collages inspired by the work of Megan Coyle.		To explore fruits and vegetables and differences between them	To design a healthy snack To learn how to use a knife safely and practise cutting with a knife.	

	<p>Clap, clap, clap Compose a three-beat body percussion pattern and perform it to a steady beat Sing a melody in waltz time and perform the actions Transfer actions to sounds played on percussion instruments Listen actively to music in 3/4 time Find the beat and perform a clapping game with a partner</p>	<p>Compose a three-beat body percussion pattern and perform it to a steady beat Sing a melody in waltz time and perform the actions Transfer actions to sounds played on percussion instruments Listen actively to music in 3/4 time Find the beat and perform a clapping game with a partner</p>	<p>To create large pieces of group art. Sing up - clap clap clap</p>	<p>Farm shop role play area Sing up - bow, bow, bow belinda.</p>	<p>To observe and help (where appropriate) with the use of tools to prepare ingredients To make a healthy snack To describe the finished product and evaluate the process. To design food packaging Bow, bow, bow Belinda Invent and perform actions for new verses Sing a song while performing a sequence of dance steps Play a two-note accompaniment, playing the beat, on tuned or untuned percussion Listen to and talk about folk songs from North America</p>
Vocabulary	<ul style="list-style-type: none"> • dab • dot • shiny • silky • slimy • slippery 	<ul style="list-style-type: none"> • transient • collage • fixed • not fixed 	<ul style="list-style-type: none"> • collage • landscape • rip • tear • cut • stick • dab 	<ul style="list-style-type: none"> • seeds • roots • leaves • stem • plant • flower • bud 	<ul style="list-style-type: none"> • design • safety • knife • blade • sharp • tool • edge

	<ul style="list-style-type: none"> • smooth • squelchy • sticky • wet <p>feathers flower buds grass leaves mix pine cones pattern texture twigs</p> <p>happy sad excited worried sleepy fast slow loud quiet</p>	<ul style="list-style-type: none"> • permanent • temporary 	<ul style="list-style-type: none"> • dot • flick • glide • splat • splatter • stroke • swish • wipe • 	<ul style="list-style-type: none"> • juicy • sweet • sour • dry • wet • bitter • chewy • watery 	<ul style="list-style-type: none"> • handle • chop • slice • cut • saucepan • chopping board • hob • boil • blend • mix • sweet • sour • dry • wet delicious • packaging • barcode • ingredients • cardboard • metal • plastic • recyclable • reusable
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