




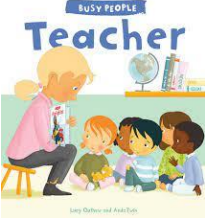
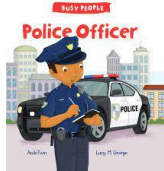


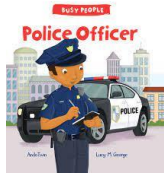
# Curriculum | Medium Term Plan - Spring 2022

<b>Challenge Pack:</b>	<b>A Real World - How can we recognise people who help us?</b>	<b>Challenge outcome:</b>	Children will host a tea parties for families where they will display their work and share with them what they have learned about.	<b>NC Year:</b> <b>Length of term:</b>	<b>R</b>
<b>Summary</b>	Children will be exploring different occupations and will be working towards creating their own tea party to thank the people who help us. This challenge pack links to ballot spice as we will be using the spices to create something yummy to give to our parents	<b>Hook:</b>	Visit from some of our school staff, local Police, Fire service, dental nurse (they usually contact the school). Videos of local doctors and nurses		
<b>Key texts:</b>	<p><b>Fiction:</b></p> <p><b>Board books:</b>                  Where's Mrs Doctor? By Ingela Arrhenius                  Big Steps books                  People Who Help Us books                  Clive is a Teacher by Jessica Spanyol</p> <p><b>Picture books:</b>                  A Superhero Like You by Dr Ranj                  Busy People books                  Dylan books</p> <p><b>Non-Fiction:</b>                  Shine a Light At the Hospital by Carron Brown                  What do Grown Ups Do All Day? by Virginie Morgand                  Little Explorers When I grow up by Dynamo</p>	<b>Trips and visits:</b>	Visit from police officers Visit from the fire brigade Visit from school DSL Visit from school office support	<b>Stay 'n' Play sessions</b>	TBC
 <ul style="list-style-type: none"> <li>To speak audibly so they can be heard and understood</li> <li>To use gestures to support meaning in play</li> </ul>	 <ul style="list-style-type: none"> <li>To use talk in play to practice new vocabulary</li> <li>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'</li> </ul>	 <ul style="list-style-type: none"> <li>To use 'because' to develop their ideas</li> <li>To make relevant contributions and asks questions</li> <li>To describe events that have happened to them in detail</li> </ul>	 <ul style="list-style-type: none"> <li>To look at someone who is speaking to them</li> <li>To take turns to speak when working in a group</li> </ul>		

	Maths:	English:	Class reader:  Phonics:	NICER:	Discrete/Special events:
04.01.22 Week 1	<p><b>Area of learning:</b> Numbers (White rose – Alive in 5 – Phase 4)</p> <p><b>As mathematicians,</b> WALT: link the number symbol (numeral) with its cardinal number value. (Introducing Zero)</p> <p><b>As mathematicians,</b> Compare numbers to 5</p>	<p><b>Purpose:</b> children to explore non-fiction books that are related to people who help us</p> <p><b>Text type:</b> What do grown-ups do all day</p>  <p><b>Knowledge and Skills:</b></p> <p><b>As Readers,</b> WALT: read some letter group that each represent one sound and says sounds for them read initial sound in CVC words and have a go at reading the words.</p> <p><b>As Writers,</b> WALT: write some of or all of our name To write about someone who helps them at home</p>	<p>As learners and listeners, recap/repeat all the previous sounds and tricky words.</p> <p>Encourage blending and segmenting and hearing initial sounds in words.</p>	<p><b>Introducing the new challenge pack</b></p> <p><b>Killer questions</b> Who lives at home with you? How many people live at home? What are their names? What do they look like? What do you do together? Who helps you at home? How? What do you already know about people who help us?</p> <p><b>As Thinkers,</b> WALT: comment on familiar situations in the past Think about the things they did with their family in the holidays. As Talkers, to say how their family helped them at home? And how this made them feel? (UW, PSE, CL) (Red hat)</p> <p><b>As thinkers,</b> WALT: articulate our ideas so that we can talk in full sentences Think of ideas on people who help us? Tasc wheel (PSE, CL) (White hat) CAF –</p> <p><b>As explorers,</b> WALT name and describe people who are special to us This week the focus is on exploring people who help us by looking at own immediate family. Who helps us at home? (UW, PSE, CL) (Red hat)</p> <p><b>As Artists,</b> WALT: explore a range of artistic effects to express our ideas Create a picture of a person in our family who help us to send home to our grown-ups. (EAD) (Independence)</p> <p><b>As mathematicians.</b> WALT: Compose and decompose shapes To create a family home using 3d shapes and identify the 2d shapes within them (Math)</p>	<p><a href="#">Epiphany</a> (6 January)</p>

				Set the children the task of finding out what their grownups do for their jobs? Are they shop keeps, dentists, moms, dads etc...	
<b>Homework</b>	<b>Number bond or timetables practise:</b>	<b>Spellings:</b>	<b>Reading book/ Reading Plus</b>	<b>Flipped homework:</b>	
	<p><b>Area of learning:</b> Numbers (White rose – Alive in 5 – Phase 4)</p> <p><b>As mathematicians,</b> WALT: explore the composition of 4 and 5</p> <p>Area of learning: White rose – Growing 6, 7 and 8 – Phase 5</p> <p><b>As mathematicians,</b> WALT: Link the number symbol (numeral) with its cardinal number value. Growing 6, 7, 8</p>	<p><b>Purpose:</b> children to explore non-fiction books that are related to people who help us</p> <p><b>Text type:</b> Non-fiction Busy people – Teachers</p>  <p><b>Knowledge and Skills:</b> As Readers, WALT: Reread books to build their confidence</p> <p><b>As Writers,</b> WALT: spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>To write a letter to say thank you to the office staff/ Mrs Mahal</p>	<p>As learners and listeners, to listen and learn the new sound 'ch'. Blend and segment the sounds in words like 'chip', 'chop' and 'chin'.</p> <p>As learners and listeners, to listen and learn the new tricky words 'he' &amp; 'she'. MTYT the tricky word and practice writing on a wipe board.</p> <p>As Writers, to write the tricky words 'the', 'I' &amp; 'to'.</p>	<p><b>Mini hook: <u>Visit from Sam and Mrs Mahal</u></b></p> <p><b>Killer questions</b> Who do you think helps you at school? How do they help you? If you are stuck, who can you go to?</p> <p><b>As Talkers,</b> WALT: articulate our ideas so that we can talk in full sentences share ideas and name people who help us at school (teachers, office staff, dinner ladies, ...) (UW, CL) CAF –</p> <p><b>As Thinkers,</b> WALT: build constructive and respectful relationships Discuss what the office staff do to help us? They will be visiting us this week. 12<sup>th</sup> January Think of questions to ask them. (PSE) (Yellow hat, Questioning)</p> <p><b>As Thinkers,</b> WALT: build constructive and respectful relationships To discuss what Mrs. Mahal does to help us? She will be visiting us this week. 15<sup>th</sup> January Think of questions to ask her. Link this how Mrs. Mahal keeps us safe at school (CL, UW, PSE) (Yellow hat, Questioning)</p> <p><b>As active learners,</b> WALT: develop our small motor skills Draw a picture of the office staff or Mrs Mahal to show them that we are grateful for all of their help (PD, EAD) (Independence)</p> <p><b>As Writers,</b> make and write thank you cards (Lit) (Making Links, Perseverance) (CP)</p>	<p><a href="#">World Religion Day</a> (16 January)</p>

				<p><b>As collaborators,</b> WALT: work together to share ideas, resources and skills To think how can we be kind to each other and help our friends. Link it to our school values FIDES. 'Do good as you go'. Work together to create a friendship display (EAD, PSE) (Yellow hat)</p>	
<p>Homework</p>	<p><b>Number bond or timetables practise:</b></p>	<p><b>Spellings:</b></p>	<p><b>Reading book/ Reading Plus</b></p>	<p><b>Flipped homework:</b></p>	
	<p><b>Area of learning:</b> White rose – Growing 6, 7 and 8 – Phase 5</p> <p><b>As mathematicians,</b> WALT: compare numbers Making pairs</p> <p><b>As mathematicians,</b> WALT: compare numbers Combining two groups</p>	<p><b>Purpose:</b> children to explore non-fiction books that are related to people who help us</p> <p><b>Text type:</b> Busy people – Police</p>  <p><b>Knowledge and Skills:</b> <b>As Readers,</b> WALT: Blend sounds into words so that they can read short words</p> <p>Read CVC words/captions on the board about how police officers help us.</p> <p><b>As Writers,</b> WALT: form lower case and capital letters correctly write an invitation to the police officers</p>	<p>As learners and listeners, to listen and learn the new sound 'sh'. Blend and segment the sounds in words like 'shop', 'ship', 'shed' and 'shell'.</p> <p>Sentence - 'I went to the shop.'</p> <p>As learners and listeners, to listen and learn the new tricky word 'we'. MTYT the tricky word and practice writing on a wipe board.</p> <p>As Writers, to write the tricky words 'the', 'I' &amp; 'to'.</p>	<p><b>Exploring Police officers</b></p> <p><b>Killer questions</b> How do police officers help us? How do we know that they are police officers? What do they do? What do we know about police officers? What do they wear?</p> <p><b>As Explorers,</b> WALT, talk about their immediate community What do the police officers do to help us? Link it to Road safety and how police keep us safe on the roads (UW, CL) (Yellow/Black hat)</p> <p><b>As mathematicians,</b> WALT: continue, copy and create repeating patterns To discuss some of the features of a police car (flashing lights, siren, pattern on the reflective stip. They will then create their own police car using the patterns (M) (Noticing)</p> <p><b>As Planners,</b> WALT: use our questioning tool so that we can think of questions to ask the police (Planning, Managing distractions) Show an image of a police officer in his/her uniform. Discuss different police items and ask the children to describe them (CL, UW) (White hat, Noticing)</p> <p><b>As Artists,</b> WALT: explore, use and refine a variety of artistic effects to express their ideas and feelings Make a junk model of a police car/station, paint a policeman/woman, make police hats, collage a policeman template and make police badges (PD, EAD, PSE) (Planning, Green hat, Independence, Collaboration)</p>	<p><a href="#">Dr Martin Luther King Jr Day</a> (17 January) <a href="#">Tu B'Shevat (Arbor Day)</a> (17 January)</p>

				Cones and traffic signs (UW, PSE, EAD) (Collaboration)	
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	
24.0.22 Week 4	<p><b>Area of learning:</b> White rose – Growing 6, 7 and 8 – Phase 5</p> <p><b>As mathematicians,</b> WALT: Compare length</p> <p><b>As mathematicians,</b> WALT: Compare height</p>	<p><b>Purpose:</b> children to explore non-fiction books that are related to people who help us</p> <p><b>Text type:</b> Busy people – Police</p>  <p><b>Knowledge and Skills:</b></p> <p><b>As Readers,</b> WALT: Blend sounds into words so that they can read short words</p> <p>Read CVC words/captions on the board about how police officers help us.</p> <p><b>As Writers,</b> WALT: form lower case and capital letters correctly</p> <p>Write thank you letters to the police</p>	<p>As learners and listeners, to listen and learn the new sound 'th'.</p> <p>Blend and segment the sounds in words like 'thin', 'thick' and 'teeth'.</p> <p>Sentence - 'The stem is thin.'</p> <p>As learners and listeners, to listen and learn the new tricky words 'me' &amp; 'be'. MTYT the tricky word and practice writing on a wipe board.</p> <p>As Writers, to write the tricky words 'the', 'I' &amp; 'to'.</p>	<p><b>Visit from Police officers</b></p> <p><b>Killer questions</b> How do police officers help us? How do we know that they are police officers? What do they do? How did you feel during their visit?</p> <p><b>As explorers,</b> WALT: Ask questions to find out more and to check they understand what has been said to them</p> <p>Visit from local police 25th January at 9am. Prior to that, ask the children what would they like to ask the officers. – ensure that you keep 2 metres distance from them at all times</p> <p><b>As thinkers,</b> WALT, Use a PMI so that express our feelings and consider the feelings of others</p> <p><b>As detectives,</b> create finger prints in tough spot using flour or using ink pads. Use magnifying glasses to look closely at the pattern on the finger prints. Compare the size of their fingerprints (UW, Math) (Noticing)</p> <p><b>As Explorers,</b> WALT: Use our noticing torch so that we can describe what they see, hear and feel outside</p> <p>Be detectives and use magnifying glasses to explore and see what can they find in their environment outside (UW) (Noticing)</p>	<p><a href="#">Burns Night</a> (25 January)</p> <p><a href="#">Holocaust Memorial Day</a> (27 January)</p>
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	5SB Class assembly 2KK INSPiRE

**Area of learning:**

White rose – Growing 6, 7 and 8 – Phase 5

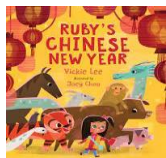
**As mathematicians,**

WALT: use the language of time

(this is not in the new framework)

**Purpose:** children to explore a story that is linked to Chinese new year for the children to explore

**Text type:** Fiction - Ruby's Chinese new year – Vickie Lee

**Knowledge and Skills:**

**As Readers,** WALT: Read a few common exception words  
Children to use their noticing torch to look for the tricky words in the book

**As Writers,** WALT: Spell words by identifying the sounds and then writing the sounds with letters

Children to draw a story map and then use their sounds to label them

As learners and listeners, to listen and learn the new sound 'ng'.  
Blend and segment the sounds in words like 'king', 'ring' and 'sing'.

Sentence - 'The king is sad.'

As learners and listeners, to listen and learn the new tricky word 'was'.  
MTYT the tricky word and practice writing on a wipe board.

As Writers, to write the tricky words 'the', 'I' & 'to'.

**Chinese New Year – Year of the Tiger****Killer questions**

What do you celebrate?  
How do you celebrate it?  
Who is invited?  
How do you feel whilst you are celebrating?  
What do you eat on the celebrations?  
What do you wear?

**As Talkers,** WALT: recognise that people have different beliefs and people celebrate special things in different ways

Share ideas about different celebrations. Children share what do they celebrate? CAF (UW, CL)

**As Explorers,** WALT: talk about non-fiction to talk about new knowledge  
Find facts about Chinese New Year (UW, Math, CL)  
(White hat):

- Chinese calendar - There are 12 animals. This year is the year of tiger
- Lantern Festival - show a picture of a lantern and ask the children if they know what it is. Chinese people finish celebrating their New Year by making paper lanterns to welcome the season Spring.
- Dragon – symbol of power, strength and good luck.

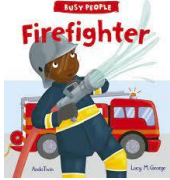
**As Artists,** WALT: work collaboratively to share resources and skills  
Create their own tigers or create one as a whole class (EAD, PD, PSE) (Green hat, Collaboration)


**As movers,** WALT: ☑Progress towards a more fluent style of moving, with developing control and grace  
Can they engage in dragon dancing outside (EAD, PD)

**As explorers,** WALT: ☑Know and talk about the different factors that support their overall health and well-being  
Tasting Chinese food such as noodles. Link it to healthy eating (PD) (Red hat)


**[LGBT+ History Month](#)**

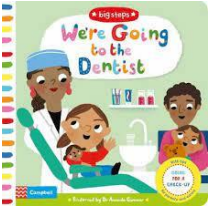
(starts 1 February)  
**[Chinese New Year](#)** (1 February)  
**[Candlemas](#)** (2 February)  
**[World Cancer Day](#)** (4 February)

				<p><b>As Mathematicians</b>, make paper lanterns and create patterns on them using finger painting (Math) (Absorption, Independence, Making links)</p> <p>As Explorers, to explore numbers 1-10 in Chinese (Math) (Making links)</p> <p>As Writers, to make and write Happy Chinese new year cards (Lit) (Independence, Perseverance)</p>	
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	5SU Class assembly 2AP INSPIRE
07.02.22 Week 6	<p><b>Area of learning:</b> White rose – Growing 6, 7 and 8 – Phase 5</p> <p><b>As mathematicians</b>, WALT: explore the composition of 4 and 5</p> <p><b>As mathematicians</b>, WALT: Link the number symbol (numeral) with its cardinal number value. Growing 6, 7, 8</p>	<p><b>Purpose:</b> children to explore non-fiction books that are related to people who help us</p> <p><b>Text type:</b> Busy people – Firefighters</p>  <p><b>Knowledge and Skills:</b></p> <p>As Writers, make invitation cards (EAD, Lit) (Making Links)</p> <p>As Learner, practise the ‘Stop, Drop and Roll’ technique. Teach our friends how to do it (PD, PSE) (Collaboration)</p>	<p>As learners and listeners, Recap/repeat all the previous sounds, words, sentences and tricky words.</p> <p>As Writers, to write the tricky words ‘the’, ‘I’ &amp; ‘to’.</p>	<p><b>Fire Fighters</b></p> <p><b>Killer questions</b> What do you already know about firefighters? What do you want to find out about fire fighters? What is their job? What do they do? How do you know that they are fire fighters?</p> <p><b>As Thinkers</b>, WALT: connect one idea or actions to another using a range of connectives. What do we know about the fire service? How do they help us? What do we do if there is a Fire Drill in school, or at home? Talk about phoning 999 (PSE, UW, CL) CAF</p> <p><b>As Learners</b>, Know and talk about the different factors that support their overall health and well-being To explore fire safety – in case of fire how we keep ourselves safe? ‘Stop, Drop &amp; Roll’ technique and its purpose (PD) (White hat)</p> <p><b>As Drawers</b>, WALT: develop their small motor skills so that they can draw To draw and label a fire engine (PD, EAD, Lit) (Independence, Making Links)</p> <p><b>As Creators</b>, WALT: create collaboratively, sharing ideas Make a class Fire Safety poster (Lit) (Collaboration)</p> <p><b>As Explorers</b>, how would they feel if we asked firefighters to come and see us next week so that we can ask them questions and see their fire engine</p>	<p><a href="#">Charles Dickens’ birthday</a> (7 February) <a href="#">Safer Internet Day</a> (8 February) <a href="#">Darwin Day</a> (12 February)</p>

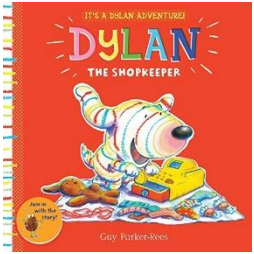
				As Artists, junk model and design own fire engine. What does a fire engine need to be able to help people? (EAD, PD, PSE, Math) (Planning)	
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	5RG Class assembly 2SP INSPIRE
14.02.22 Week 7	<p>Assessment week</p>	<p><b>Purpose:</b> children to explore non-fiction books that are related to people who help us</p> <p><b>Text type:</b> Busy people – Firefighters</p>  <p>Assessment week</p>	Phonics assessment	<p><b>Visit from Fire Fighters</b></p> <p><b>Killer questions</b></p> <p>What do you already know about firefighters?          What do you want to find out about fire fighters?          What is their job?          What do they do?          How do you know that they are fire fighters?          How did you feel when they visited us?          What did you learn from them?          How could you keep safe when there is a fire?</p> <p><b>As Talkers</b>, WALT: use our planning so that we can think of questions to ask the firefighters to find out more information (CL) CAF</p> <p><b>As thinkers</b>, WALT: use talk so that we can share how to manage ourselves          How do we keep ourselves safe? (PSED, CL) (Managing distractions, Making Links, Yellow/Black hats)</p> <p><b>As Artists</b>, WALT: Explore, use and refine a variety of artistic effects to express their ideas and feelings          Make own firefighter's hat using paper plates (EAD) (Independence, Absorption)</p> <p><b>As Actors</b>, to act out being firefighters with peers (PD, EAD) (Collaboration)</p> <p><b>As Listeners and Talkers</b>, WALT: articulate our ideas and thoughts in well formed sentences          Share likes and dislikes about the fire visit (CL, PSE) (Red hat)</p> <p><b>As Observers</b>, to observe change and see what happens to the texture of the shaving foam after water been added.</p>	<p><a href="#">Valentine's Day</a> (14 February)</p>



				Put down pretend fire – put shaving foam in the tough spot. Add red & gold glitter and numbered flame cards to the tray. Use water spray and aim at numbered flame cards. (Math, UW, PD) (Noticing)	
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	6MA INSPIRE  Everybody write day
21.02.22				Half Term	
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	
28.02.22 Week 1	<p><b>Area of learning:</b> White rose – Phase 6 - Building 9 and 10</p> <p><b>As mathematicians,</b> WALT: count beyond 10</p> <p><b>As mathematicians,</b> WALT: comparing numbers (1-10)</p>	<p><b>Purpose:</b> children to explore non-fiction books that are related to people who help us</p> <p><b>Text type:</b> Shine a light at the hospital</p>  <p><b>Knowledge and Skills</b></p> <p><b>As Readers,</b> WALT: Read a few common exception words Children to use their noticing torch to look for the tricky words in the book</p> <p><b>As Writers,</b> WALT: Spell words by identifying the sounds and then writing</p>	<p>As learners and listeners, to listen and learn the new sound 'ai'. Blend and segment the sounds in words like 'pain', 'paint' and 'maid'.</p> <p>Sentence - 'The hen laid an egg.'</p> <p>As learners and listeners, to listen and learn the new tricky word 'my'. MTYT the tricky word and practice writing on a wipe board.</p> <p>As Writers, to write the tricky</p>	<p><b>Doctors/ Vets</b></p> <p><b>Killer questions</b> What do we know about doctors? Who do they help us? Where do we find a doctor? Who do we call if we need help? If an animal is poorly who would you call? What is the difference between a doctor and a vet?</p> <p><b>As talkers,</b> WALT: learn and use new vocab throughout our day (CL) Whilst learning new information about doctors, can they then use that information in their CP</p> <p><b>As explorers,</b> WALT: Know and talk about the different factors that support their overall health and well-being What do the doctors say to make sure you do? Eat healthy ... we are going to try different healthy foods (PD)</p> <p><b>As explorers,</b> WALT: Manage our own needs (PSE) Complete the glitter germ activity and work on hand washing</p> <p><b>As healthy humans,</b> WALT: talk about how physical activity supports their health (PD)</p>	<p><a href="#">Women's History Month</a> (begins 1 March) <a href="#">St David's Day</a> (1 March) <a href="#">Isra and Mi'raj</a> (1 March) <a href="#">Shrove Tuesday</a> (1 March) <a href="#">Ash Wednesday (Lent begins)</a> (2 March) <a href="#">World Book Day</a> (3 March)</p>

			<p>words 'the', 'l', 'to', no' &amp; 'go'</p>	<p>Children to engage in a range of physical activities outdoors and be encouraged to talk about how they are feeling and the changes to their heart beat etc (PD)</p> <p><b>As explorers</b>, WALT: talk about places in their community that is important to them Children to talk about their own doctors</p> <p><b>As explorers</b>, WALT: draw information from a simple map Children to look at the local area to find their doctors (supported by the teachers)</p> <p>Chick eggs to be brought in ...</p>	
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	
07.03.22 Week 2	<p><b>Area of learning:</b> White rose – Phase 6 - Building 9 and 10</p> <p><b>As mathematicians</b> WALT: automatically recall number bonds to 10</p> <p>Split into two 1-5 and then 6-10</p>	<p><b>Purpose:</b> children to explore non-fiction books that are related to people who help us</p> <p><b>Text type:</b> we're going to the dentist</p>  <p>Knowledge and Skills</p> <p><b>As Readers</b>, WALT: Blend sounds into words so that they can read short words</p> <p><b>As Writers</b>, WALT: Spell words by identifying the sounds and then writing</p>	<p>As learners and listeners, to listen and learn the new sound 'ee'. Blend and segment the sounds in words like 'keep', 'feet' and 'feel'.</p> <p>Sentence - 'Keep the sheep in.'</p> <p>As learners and listeners, to listen and learn the new tricky word 'you'. MTYT the tricky word and practice writing on a wipe board.</p> <p>As Writers, to write the tricky words 'the', 'l', 'to', no' &amp; 'go'.</p>	<p><b>Dentists</b></p> <p><b>Killer questions</b> How many times a day are you supposed to brush your teeth? What foods/drinks are healthy for our teeth? What foods/ drinks are unhealthy for our teeth? How long are you supposed to brush your teeth for?</p> <p><b>As healthy humans</b>, WALT: talk about how tooth brushing supports their health (PD)</p> <p><b>As doers</b>, WALT: Develop their small motor skills Children to use brushes to engage in teeth brushing practice etc using large apparatus (PD)</p> <p><b>As explorers</b>, WALT: Know and talk about the different factors that support their overall health and well-being Sort the foods into healthy and bad foods (PD)</p> <p><b>As talkers</b>, WALT: learn and use new vocab throughout our day (CL) Whilst learning new information about dentists, can they then use that information in their CP</p> <p><b>As Artists</b>, WALT: Explore, use and refine a variety of artistic effects to express their ideas and feelings Explore different marks and colours they can make using tooth brushes</p>	<p><a href="#">International Women's Day (8 March)</a></p>

Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	6JD INSPiRE
14.03.22 Week 3	<p><b>Area of learning:</b> White rose – Phase 6 - Building 9 and 10</p> <p><b>As mathematicians</b> WALT: Select, rotate and manipulate shapes</p>	<p><b>Purpose:</b> children to explore non-fiction books that are related to people who help us</p> <p><b>Knowledge and Skills</b></p> <p><b>As Readers,</b> WALT: Read simple phrases and sentences</p> <p><b>As Writers,</b> WALT: Blend sounds into words so that they can read short words</p>	<p>As learners and listeners, to listen and learn the new sound 'igh'.</p> <p>Blend and segment the sounds in words like 'night', 'light' and 'right'</p> <p>Sentence - 'Fox might get the hens.'</p> <p>As learners and listeners, to listen and learn the new tricky word 'her'. MTYT the tricky word and practice writing on a wipe board.</p> <p>As Writers, to write the tricky words 'the', 'I', 'to', no' &amp; 'go'.</p>	<p><b>Transport Drivers</b></p> <p><b>Killer questions</b> What different types of transport drivers we know of? What do taxi drivers do? What do bus drivers do? What do lorry/truck drivers do? What do delivery drivers do?</p> <p><b>As listeners,</b> WALT: describe what they can see, hear, and feel outside. UW (Noticing) Can they hear different modes of transport</p> <p><b>As artists,</b> WALT: Create collaboratively, sharing ideas, resources, and skills. EAD (collaboration, noticing, managing distractions)</p> <p>Use the outdoor construction tools to create different modes of transport</p>	<p><a href="#">Pi Day</a> (14 March) <a href="#">St Patrick's Day</a> (17 March) <a href="#">Purim</a> (17 March) <a href="#">Holi</a> (18 March)</p>
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	1FG Class assembly 6MC INSPiRE
21.03.22 Week 4	<p><b>Area of learning:</b> White rose – Phase 6 - Building 9 and 10</p> <p><b>As mathematicians</b> WALT: Continue, copy and create repeating patterns.</p>	<p><b>Purpose:</b> children to explore non-fiction books that are related to people who help us</p>	<p>As learners and listeners, to listen and learn the new sound 'oa'.</p> <p>Blend and segment the sounds in words like 'oat', 'goat', toad' and 'coat'.</p>	<p><b>Shop Keepers</b></p> <p><b>Killer questions</b> What do we already know about shopkeepers? What do they do? What kind of things can you buy from a shop? Where do they get their food from? Can your grownups order online?</p> <p><b>As talkers,</b> WALT: learn new vocabulary</p>	<p><a href="#">International Day for the Elimination of Racial Discrimination</a> (21 March) <a href="#">World Poetry Day</a> (21 March) <a href="#">World Down Syndrome Day</a> (21 March) <a href="#">World Water Day</a> (22 March)</p>

		<p><b>Text type:</b> Dylan: the Shop keeper</p>  <p><b>Knowledge and Skills</b></p> <p><b>As Readers,</b> WALT: Read simple phrases and sentences Children to read a shopping list for items needed for challenge outcome food</p> <p><b>As Writers,</b> WALT: Blend sounds into words so that they can read short words Can they write a shopping list of what we need to buy for the outcome</p>	<p>Sentence - 'A boat on the river.'</p> <p>As learners and listeners, to listen and learn the new tricky words 'they' &amp; 'all'. MTYT the tricky word and practice writing on a wipe board.</p> <p>As Writers, to write the tricky words 'the', 'I', 'to', no' &amp; 'go'</p>	<p>Children to share their ideas of what they already know about shop keepers and what they want to find out. CAF, Noticing, white hat (CL)</p> <p><b>As mathematicians,</b> WALT: compare weight Children to compare different weight in items typically found in shops</p> <p><b>As actors,</b> WALT Develop storylines in their pretend play. Role play shops. EAD- (imitation, collaboration)</p> <p><b>Killer questions</b> What do we want to make for our challenge outcome? What resources will we need? What do we want to make for our challenge outcome? What resources will we need?</p> <p><b>As collaborators,</b> WALT: share ideas so that we can plan our outcome Children to CAF their ideas of what they want to make and then use their ideas for the children to create during CP</p>	<p><a href="#">Mother's Day</a> (27 March)</p>
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	1TG class assembly 4PA INSPiRE
28.03.22 Week 5	Teachers to discuss the topic which the children have struggled with to cover this week	<p><b>Purpose:</b> children to create their invitations to their families for our challenge outcome</p> <p><b>Knowledge and Skills</b></p> <p><b>As Writers,</b> WALT: Blend sounds into words so that they can read short words</p> <p><b>As Readers,</b> Re-read what we have written to check that it makes sense.</p>	<p>As learners and listeners, to recap/repeat all the previous sounds and some of the green words.</p> <p>As learners and listeners, to listen and learn the new tricky word 'are'. MTYT the tricky word and practice writing on a wipe board.</p>	<p><b>Preparations for challenge outcome</b></p> <p><b>Killer questions</b> Who do you want to invite? Why? What are you going to say to say thank you to those who help you? What can you smell? What do you think it tastes like? What does it actually taste like?</p> <p>Children to finalise their creations for the challenge outcome which is inviting parents in for a tea party</p> <p><b>As Bakers,</b> WALT: Create the Ballot Street challenge item –to make biscuits using Ballot Street spice. – talk to the children about how important it is to make sure we wash our</p>	<p><a href="#">April Fool's Day</a> (1 April) <a href="#">Ramadan begins</a> (2 April) <a href="#">World Autism Awareness Day</a> (2 April)</p>

			<p>As Writers, to write the tricky words 'the', 'I', 'to', no' &amp; 'go'.</p>	<p>hands before we work with food, especially with all these germs going around</p> <p>Discuss the ingredients and method. As Explorers, to use senses to describe the smell of the spice and how the texture of the biscuit dough changed after was baked (PSE, PD, EAD) (Managing distractions, Noticing, Collaboration)</p> <p><b>CHALLENGE OUTCOME Wednesday 30<sup>th</sup> March – parents/ families are invited in for a tea party</b></p> <p><b>As Talkers</b>, WALT: use a PMI so that we can share ideas and feelings PMI (likes/dislikes) the challenge outcome (CL, PSE) (Red/Yellow/Black hats)</p> <p>Tell the children we have completed our challenge pack and we have learned about different occupations. As Doers, what would you like to be when you grow up and why? (PSE, CL, UW) (Red hat)</p>	
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	1SS Class assembly 4PM INSPIRE
04.04.22 Week 6	Assessment	<p>Assessment</p> <p>Easter story (UW)</p>	<p>As learners and listeners, to recap/repeat all the previous sounds, words, sentences and tricky words.</p> <p>As Writers, to write the tricky words 'the', 'I', 'to', no' &amp; 'go'.</p> <p>Phonics assessment</p>	<p><b>Easter</b></p> <p><b>Killer questions</b> What do you celebrate? How do you celebrate it? What is Easter? What happened in the story?</p> <p><b>As listeners</b>, WALT: understand the importance of listening so that we can follow instructions Create their Easter cards</p> <p><b>As doers</b>, WALT: Develop their small motor skills Children to create their pom pom chicks – they will need to wrap the wool around a card board ring and then use the scissors to cut it off (PD). Noticing, managing distractions</p> <p><b>As artists</b>, WALT use a range of artistic effects to create Children to use sponges, paint, potatoes or whatever to create their stamp chicks (EAD) Managing distractions, noticing</p> <p><b>As explorers</b>, WALT: draw information from a simple map</p>	<p><a href="#">World Health Day (7 April)</a> <a href="#">Passover</a> (begins 15 April) <a href="#">Good Friday</a> (15 April) <a href="#">Easter Sunday</a> (17 April) <a href="#">Easter Monday</a> (18 April)</p>

				Children to follow a map given to them by their teachers to go and find their eggs (UW) collaboration, noticing, managing distractions	
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	4OS INSPiRE