





Curriculum | Medium Term Plan - Spring 2022

<p>Challenge Pack:</p>	<p>Comics Can - How can we celebrate real life heroes through time?</p>	<p>Challenge outcome:</p>	<p>Children to host a real life heroes celebration where they can share their learning of the lives of real life heroes through art, writing and oracy.</p>	<p>NC Year: Length of term:</p>	<p>1 13 weeks</p>
<p>Summary</p>	<p>Children will use knowledge of heroes though history, Art work representing heroes and English outcomes to host a real life heroes celebration.</p>	<p>Hook:</p>	<p>Visit from a superhero and a real life hero. A superhero will visit year 1 and talk about being a hero, how to help others and to introduce the challenge pack.</p>		
<p>Key texts:</p>	<p>Fiction: Traction Man Superhero Instruction Manual A Superhero Like You</p> <p>Non-Fiction: Dream Big Little Leader by Vashti Harrison Leaders: My First Leaders by Maria Isabel Vegara</p>	<p>Trips and visits:</p>	<p>N/A</p>	<p>Inspire sessions:</p>	<p>N/A</p>
 <ul style="list-style-type: none"> I can look out to an audience. I can smile whilst I am delivering talk. I can stand still and calmly 	 <ul style="list-style-type: none"> I can use a limited vocabulary well. I can speak in coherent sentences 	 <ul style="list-style-type: none"> I can say sentences that are related to the central theme or topic. 	 <ul style="list-style-type: none"> I can find the confidence to speak in front of an audience. 		

	Maths:	English:	Class reader: Phonics:	NICER:	Discrete/Special events:
04.01.22	<p>Area of learning: Addition</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Add by counting on within 20 - Add ones using number bonds - Find and make number bonds to 20 <p>Mental maths focus: add a single digit to a single digit</p>	<p>Purpose: To Entertain</p> <p>Text type: Character description</p> <p>Text used: Traction man</p> <p>Knowledge and Skills: Read and RIP <i>Recognise nouns (singular and plural) as objects, people, places and use them appropriately</i> <i>Use capital letters for the names of people, places, days of the week and the personal pronoun I</i></p>	<p>Year 1 sounds: ir</p> <p>CEW: they</p> <p>Reading lesson: To listen to new vocabulary in stories (description paragraph) (vocabulary) - know when a new word is heard - know how to use the word in a sentence</p>	<p>What is Comics Can?</p> <p>Complete Explore the Challenge sheet</p> <p>Read A Superhero Like You by Dr Ranj - CAF everyday heroes in our lives (linking to Autumn learning about jobs in the community and Reception people who help us).</p> <p>Hook - talking to a real life and a role play hero.</p> <p>History H1.3e As Historians WALT: distinguish between fact and fiction (superheroes) Outcome – Children will sort factual and fiction heroes and be able to explain the difference.</p> <p>PSHE B1.4 As Citizens WALT: show and express our emotions Outcome – Children will share feelings in different scenarios (circle time).</p> <p>Link to challenge outcome (for weeks learning) – children will have an understanding of the difference between real and fictional heroes.</p>	<p>Epiphany (6 January)</p>
Homework	<p>Number bond or timetables practise: 2x table (learn a song, CAF the TT they remember)</p>	<p>Spellings: bird, first, shirt, girl, dirty, stir, chirp, circle, they</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: CAF heroes already known.</p>	
10.01.22	<p>Area of learning: Subtraction</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Subtraction - not crossing 10 - Counting back <p>Mental maths focus: subtract a single digit from a single digit</p>	<p>Purpose: To Entertain</p> <p>Text type: Character description</p> <p>Text used: Traction man</p> <p>Knowledge and Skills: <i>Understand the job of an adjective and begin to use them to create simple noun phrases</i></p>	<p>Year 1 sounds: ur</p> <p>CEW: said</p> <p>Reading lesson: To use the clues from pictures to suggest how a</p>	<p>To be a hero</p> <p>Killer question What emotions and behaviours does a superhero show?</p> <p>PSHE C1.2 As Citizens WALT: describe what values/behaviours a person can show that would make them a hero</p>	<p>World Religion Day (16 January)</p>

		<p><i>Begin to identify and use adjectives to create simple noun phrases</i></p>	<p>character is feeling Text: Traction Man - know how to say how a character is feeling based on picture clues - know how to understand what a character is feeling - explain how a character's feelings change in a story (inference)</p>	<p>Outcome - Children will be able to use key words to describe what makes a hero.</p> <p>PSHE C1.2 As Citizens WALT: describe what a role model is so that we can identify real life heroes Outcome - Children are able to identify role models in their life and explain why.</p> <p>PSHE B1.3 As Citizens WALT: list a normal range of emotions (happiness, sadness, anger, fear and surprise) Outcome - Children are able to list a range of emotions.</p> <p>PSHE B1.3 As Citizens WALT: identify emotions that a superhero shows Outcome - Look at images of superheroes and identify the emotion they are displaying.</p> <p>Link to challenge outcome (for weeks learning) – children will know the values and behaviours of a role model.</p>	
Homework	Number bond or timetables practise: 2x table (in order 0-6x)	Spellings: church, burn, nurse, turn, curl, curve, burst, purse, said	Reading book/ Reading Plus	Flipped homework: Draw an image of a role model to you and list adjectives to describe them	
17.01.22	<p>Area of learning: Subtraction</p> <p>Knowledge and skills: - Subtraction - crossing 10 - Counting back</p> <p>Mental maths focus: subtraction facts for numbers to 10</p>	<p>Purpose: To Entertain Text type: Character description Text used: Traction man</p> <p>Knowledge and Skills: <i>Understand the job of an adjective and begin to use them to create simple noun phrases</i> <i>Begin to identify and use adjectives to create simple noun phrases</i> Sentence stems in use Shared write Plan</p>	<p>Year 1 sounds: er</p> <p>CEW: love</p> <p>Reading lesson: To make predictions based on the cover and title Text: Superhero Hotel - know how to use the cover and images to say what the text will be about</p>	<p>Heroes through history</p> <p>Killer Question <i>How does what they achieved compare to the achievements of what another hero achieved?</i></p> <p>History H1.1a / 1.1c As Historians WALT: sequence and describe events in our own lives and beyond our living memory (using the term past) Outcome – Children to put famous heroes on a timeline using the term past.</p> <p>History H1.2f As Historians WALT: identify similarities and differences between life in the past and the present Outcome – Children to use timeline from above choosing two heroes (one past, one present day). They</p>	<p>Dr Martin Luther King Jr Day (17 January) Tu B'Shevat (Arbor Day) (17 January)</p>

			- know the purpose of a blurb (prediction)	can compare heroes such as Florence Nightingale and a nurse from today. Recognise Martin Luther King Jnr day. Link to challenge outcome (for weeks learning) – children will understand heroes through history, both in their life and beyond their living memory.	
Homework	Number bond or timetables practise: 2x table (6-12x)	Spellings: hammer, paper, spider, sister, finger, shower, tower, person, love	Reading book/ Reading Plus	Flipped homework: Research facts about Martin Luther King Jnr.	
24.0.22	<p>Area of learning: Place value</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Counting to 50 by making 10s - Numbers to 50 - Counting forwards and backwards within 50 <p>Mental maths focus: counting forwards within 50</p>	<p>Purpose: To Entertain</p> <p>Text type: Character description</p> <p>Text used: Traction man</p> <p>Knowledge and Skills: <i>Understand the job of an adjective and begin to use them to create simple noun phrases</i> <i>Begin to identify and use adjectives to create simple noun phrases</i></p> <p>Write Edit Publish</p>	<p>Year 1 sounds: oo (food)</p> <p>CEW: some, come</p> <p>Reading lesson: To locate and retrieve the answer from a text about the character Text: Superhero Hotel</p> <ul style="list-style-type: none"> - know how to listen to texts being read - know that answers to questions are written in the text (retrieval) 	<p>Heroes of Today</p> <p>Killer Question <i>Who are some of our national heroes from the past?</i> <i>When did they live?</i> <i>What did they achieve?</i></p> <p>History H1.3c As Historians WAL: about the life of Marcus Rashford and his achievements Outcome - Children will be able to recall and order key events in Marcus Rashford's life (links to hero events)</p> <p>History H1.2f As Historians WAL: compare the present and the past so that we can understand the impact of Marcus Rashford's achievements Outcome - Children will be able to explain how and why Marcus Rashford has made positive changes.</p> <p>Link to challenge outcome (for weeks learning) – children will be aware of a real life hero from their life time and understand his achievements.</p>	<p>Burns Night (25 January) Holocaust Memorial Day (27 January)</p>
Homework	Number bond or timetables practise: 2x table (in order 0-12x)	Spellings: food, tooth, moon, boots, broom, spoon, room, shoot, some, come	Reading book/ Reading Plus	Flipped homework: Research facts about Marcus Rashford.	5SB Class assembly, 2KK INSPIRE
31.01.22	<p>Area of learning: Place value</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Tens and ones within 50 - Represent numbers to 50 	<p>Purpose: To Entertain</p> <p>Text type: Comic story about a hero</p> <p>Text used: Dream Big Little Leader by Vashti Harrison</p>	<p>Year 1 sounds: ou</p> <p>CEW: of</p> <p>Reading lesson:</p>	<p>Heroes round the world</p> <p>Killer Question <i>Who are some global heroes from the past?</i> <i>When did they live?</i> <i>What did they achieve?</i></p>	<p>LGBT+ History Month (starts 1 February) Chinese New Year (1 February)</p>

	<p>Mental maths focus: counting backwards within 50</p>	<p>Leaders: My First Leaders by Maria Isbael Vegara</p> <p>Knowledge and Skills: Read and RIP <i>Understand the job of an adjective and learn a range of them to use in writing</i> <i>Understand how to order sentences</i></p>	<p>To briefly summarise and order events using sentence stems (fiction) Text: Superhero Hotel - know how to identify the main events in a story - know how to use props to talk about characters and key events (sequencing/summarising)</p>	<p>History H1.3c As Historians WAL: about the life of Mary Seacole and her achievements Outcome - Children will be able to recall and order key events in Mary Seacole's life.</p> <p>History H1.2f As Historians WAL: compare the present and the past so that we can understand the impact of Mary Seacole's achievements Outcome - Children will be able to explain how and why Mary Seacole has made positive changes.</p> <p>Link to challenge outcome (for weeks learning) – children will be aware of a real life hero from the past (beyond their living memory).</p>	<p>Candlemas (2 February) World Cancer Day (4 February)</p>
Homework	<p>Number bond or timetables practise: 2x table (muddled up)</p>	<p>Spellings: ground, mouse, mountain, hour, mound, mouth, house, loud, of</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Research facts about Mary Seacole.</p>	<p>5SU Class assembly 2AP INSPIRE</p>
07.02.22	<p>Area of learning: Place value</p> <p>Knowledge and skills: - One more one less (within 50) - Compare objects within 50</p> <p>Mental maths focus: one more within 50</p>	<p>Purpose: To Entertain Text type: Comic story about a hero Text used: Dream Big Little Leader by Vashti Harrison Leaders: My First Leaders by Maria Isbael Vegara</p> <p>Knowledge and Skills: <i>Understand what a noun phrase is</i> <i>Begin to identify and use use adjectives to create simple noun phrase</i> <i>Write sentences: sequencing them to form a short narrative</i></p> <p>Plan Freeze framing Use speech bubbles to think about what a hero might say (Use of ICT comic strips)</p>	<p>Year 1 sounds: ow (blow snow) CEW: are</p> <p>Reading lesson: To briefly summarise and order events from text using sentence stems (paragraph of text linked to Marcus Rashford or Mary Seacole) (non-fiction) - draw a picture to summarise the text (non fiction)</p>	<p>How can we use ICT responsibly?</p> <p>ICT C1.4a As Digital Technicians WALT: use technology safely and respectfully As Digital Technicians WALT: keep personal information private Outcome – Children to know how to stay safe and use technology respectfully by creating a class set of rules.</p> <p>PSHE B1.7 As Citizens WALT: know what to do if I feel unsafe when using the internet Outcome – Children to have a class discussion on what to do if they feel unsafe.</p> <p>ICT As Digital Technicians WALT: become familiar with using the camera app for filming Outcome – Children will know how to use the record, flip camera, time lapse and filter tools on Camera. They will create a clip showcasing ways to stay safe online.</p>	<p>Charles Dickens' birthday (7 February) Safer Internet Day (8 February) Darwin Day (12 February)</p>

				Link to challenge outcome (for weeks learning) – discrete	
Homework	Number bond or timetables practise: 2x table (check)	Spellings: snow, glow, show, flow, elbow, crow, low, slow, are	Reading book/ Reading Plus	Flipped homework: To chat with your family how to use technology responsibly.	5RG Class assembly 2SP INSPIRE
14.02.22	<p>Area of learning: Place value</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Compare numbers within 50 - Order numbers within 50 <p>Mental maths focus: one less within 50</p>	<p>Purpose: To Entertain</p> <p>Text type: Comic story about a hero</p> <p>Text used: Dream Big Little Leader by Vashti Harrison Leaders: My First Leaders by Maria Isbael Vegara</p> <p>Knowledge and Skills:</p> <p><i>Understand what a noun phrase is</i></p> <p><i>Begin to identify and use adjectives to create simple noun phrase</i></p> <p><i>Write sentences: sequencing them to form a short narrative</i></p> <p>Write Edit Publish</p>	<p>Year 1 sounds: recap</p> <p>Reading lesson: To listen to a range of poems Text: Poems Out Loud! - know how to identify rhyming words - know how to suggest which rhyming word may come next</p>	<p>Celebrations</p> <p>Killer question What are the different celebrations in our community?</p> <p>RE As Theologians WALT: discuss the term celebration. <i>Outcome</i> – Children will understand the term ‘celebration’ and give examples.</p> <p>RE As Theologians WALT: identify the names of festivals celebrated in the community <i>Outcome</i> – Children to label different celebrations (pics provided).</p> <p>RE As Theologians WALT: make links between celebrations and our school values <i>Outcome</i> – Children to discuss how our school values link to a range of celebrations.</p> <p>Link to challenge outcome (for weeks learning) – Children will develop their understanding of different celebrations and consider elements that they could replicate to produce a celebrations of real heroes.</p>	Valentine's Day (14 February)
Homework	Number bond or timetables practise: 2x table (timed challenge)	Spellings: they, said, love, some, come, of, are (CEW focus)	Reading book/ Reading Plus	Flipped homework: To CAF celebrations already known.	6MA INSPIRE Everybody write day
21.02.22				<i>Half Term</i>	

28.02.22	<p>Area of learning: Place value</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Count in 2s - Count in 5s <p>Mental maths focus: 2 more</p>	<p>Purpose: To Inform</p> <p>Text type: Instructions</p> <p>Text used: Superhero Instruction Manual</p> <p>Knowledge and Skills:</p> <p>Read and RIP</p> <p><i>Understand what time order is</i></p> <p>Use of simple adverbials of time</p> <p><i>Understand what a verb is</i></p>	<p>Year 1 sounds:</p> <p>ew</p> <p>CEW: here, there, where</p> <p>Reading lesson:</p> <p>To recognise and join in with predictable phrases (poetry)</p> <ul style="list-style-type: none"> - know that predictable phrases reoccur and know when to join in with them 	<p>How can we represent heroes through Art?</p> <p>Killer question</p> <p>Can you name a famous artist or musician of the past? What is their work like?</p> <p>Art A2.1b</p> <p>As Artists WALT: why artists are important to society</p> <p>Outcome - Children are able to say what qualities artists have that are like heroes.</p> <p>Art A2.1c</p> <p>As Artists WALT: name some artists</p> <p>Outcome – Children will be able to name a range of artists and complete thinking hat questions based on their art.</p> <p>Art A2.1d (over multiple lessons)</p> <p>As Artists WALT: identify and practice techniques</p> <p>Outcome - Chn will explore the style of Roy Lichenstein and identify what skills the artist uses: sketch, lines, shapes, speech bubbles etc. Children to have a go at imitating the techniques used exploring will tools with help them to achieve the different effects.</p>	<p>Women's History Month (begins 1 March)</p> <p>St David's Day (1 March)</p> <p>Isra and Mi'raj (1 March)</p> <p>Shrove Tuesday (1 March)</p> <p>Ash Wednesday (Lent begins) (2 March)</p> <p>World Book Day (3 March)</p>
Homeavork	<p>Number bond or timetables</p> <p>practise: 5x table (learn a song, CAF the TT they remember)</p>	<p>Spellings:</p> <p>blew, screw, knew, few, chew, brew, new, stew, here, there, where</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework:</p> <p>To choose an artist to complete thinking hat questions on.</p>	
07.03.22	<p>Area of learning: Measure</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Compare lengths - Compare heights - Measure lengths (non standard) <p>Mental maths focus 2 less than a number</p>	<p>Purpose: To Inform</p> <p>Text type: Instructions</p> <p>Text used: Superhero Instruction Manual</p> <p>Knowledge and Skills:</p> <p><i>Identify bossy verbs</i></p> <p><i>Use bossy verbs in command sentences</i></p> <p>Shared write</p>	<p>Year 1 sounds:</p> <p>ie</p> <p>CEW: is, his</p> <p>Reading lesson:</p> <p>To listen to a story and make predictions</p> <p>Text: Superkid</p> <ul style="list-style-type: none"> - know how to listen to a story being read - know how to say what has happened so far - know how to say what I think 	<p>How can we represent heroes through Art?</p> <p>Killer question</p> <p>Can you name a famous artist or musician of the past? What is their work like?</p> <p>Art A2.1d / 2.3c (over multiple lessons)</p> <p>As Artists WALT: imitate an artist's techniques to create a hero portrait</p> <p>Outcome - Children will draw a portrait of a hero of their choice using the techniques practiced to imitate Roy Lichenstein.</p> <p>Link to Challenge Outcome: Children will be able to display their art work and then explain why they chose that individual as their hero.</p>	<p>International Women's Day (8 March)</p>

			will happen next (prediction)	<p>PSHE A1.14 As Citizens WALT: know how to keep certain parts of my body private and covered and follow the pants rule Outcome – SM to speak to children (arrange with SM)</p> <p>PSHE A1.13 As Citizens WALT: identify who to speak to if I feel unsafe with my body Outcome – SM to speak to children (arrange with SM)</p>	
Homework	Number bond or timetables practise: 5x table (in order 0-6x)	Spellings: fried, tried, cried, lie, pie, spies, flies, died, is, his	Reading book/ Reading Plus	Flipped homework: To practice sketching techniques.	6JD INSPIRE
14.03.22	<p>Area of learning: Measure</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Introduce the ruler - Measure length - Adding length problems <p>Mental maths focus: double numbers (to 10)</p>	<p>Purpose: To Inform</p> <p>Text type: Instructions</p> <p>Text used: Superhero Instruction Manual</p> <p>Knowledge and Skills: Write Edit Publish</p>	<p>Year 1 sounds: ie (chief)</p> <p>CEW: has</p> <p>Reading lesson: To use sentence stems when composing an answer to a retrieval question Text: Superkid - know how to listen to texts being read - know how to read/listen to questions about a text</p>	<p>Can you name different parts of the human body?</p> <p><u>Killer question</u> Can you identify important parts of the human body? Where are they found in the body? What are the five senses of a human? Which parts of our body do we use with each of the 5 senses?</p> <p>Science S1.1k As Scientists WALT: identify and name the basic parts of the human body Outcome – Children to sing a body parts song. Then they can discuss as a class body parts already know. In pairs they will name their own body parts.</p> <p>Science S1.1k As Scientists WALT: draw and label the basic parts of the human body Outcome – Children to draw around a peer. Using labels (premade) children to put these on the corresponding body part.</p> <p>Science S1.1l As Scientists WALT: identify the 5 senses Outcome – Children to be aware of the 5 senses and sing a senses song.</p> <p>Science S1.1l As Scientists WALT: identify which part of the body is associated with each sense Outcome – Children to match part of the body with the sense it supports.</p>	<p>Pi Day (14 March)</p> <p>St Patrick's Day (17 March)</p> <p>Purim (17 March)</p> <p>Holi (18 March)</p>

Homeavorte	Number bond or timetables practise: 5x table (6-12x)	Spellings: field, chief, thief, relief, belief, piece, movie, shield, has	Reading book/ Reading Plus	Flipped homework: CAF senses already known and how I use them.	1FG Class assembly 6MC INSPiRE
21.03.22	<p>Area of learning: Weight and mass</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Introduce weight and mass - Measure mass - Compare mass <p>Mental maths focus: 10 more (multiples of 10)</p>	<p>Purpose: To Inform</p> <p>Text type: Factfile</p> <p>Text used: Dream Big Little Leader by Vashti Harrison Leaders: My First Leaders by Maria Isbael Vegara</p> <p>Knowledge and Skills: Read and RIP <i>Recognise verbs as action words</i> <i>Learn different verb forms (past and present)</i> <i>Know how to change words to the past tense (adding suffix ed)</i></p>	<p>Year 1 sounds: or</p> <p>CEW: push, pull, full</p> <p>Reading lesson: To talk about our favourite books - use vocabulary that is relevant to the book including character's names - talk about my favourite part of the story and explain why</p>	<p>Why is it important for our bodies to exercise?</p> <p>Killer questions</p> <ul style="list-style-type: none"> Why is it important for a human to exercise? What is a balanced diet? Why is it important for a human to eat a balanced diet? What does being hygienic mean? Why is this important? <p>Science S1.1m As Scientists WALT: describe the importance for humans of exercise Outcome – Children to discuss why it is important to exercise and to take part in a guided exercise.</p> <p>Science S1.1m As Scientists WALT: understand what a balanced diet is Outcome – Children complete a balanced diet (healthy plate) activity. Make links to school healthy snacks policy.</p> <p>Science S1.1m As Scientists WALT: understand what the term hygienic means and why it is important Outcome – Children to be aware of ways to have good hygiene and why this is important.</p> <p>Link to challenge outcome (for weeks learning) – discrete</p>	<p>International Day for the Elimination of Racial Discrimination (21 March) World Poetry Day (21 March) World Down Syndrome Day (21 March) World Water Day (22 March) Mother's Day (27 March)</p>
Homeavorte	Number bond or timetables practise: 5x table (in order 0-12x)	Spellings: cork, fork, pork, short, corn, torch, storm, born, push , pull, full	Reading book/ Reading Plus	Flipped homework: To think about a healthy breakfast, lunch and dinner meal.	1TG class assembly 4PA INSPiRE

28.03.22	<p>Area of learning: Capacity and volume</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Introduce capacity and volume - Measure capacity - Compare capacity <p>Mental maths focus:</p> <p>10 less (multiples of 10)</p>	<p>Purpose: To Inform</p> <p>Text type: Factfile</p> <p>Text used:</p> <p>Dream Big Little Leader by Vashti Harrison</p> <p>Leaders: My First Leaders by Maria Isbael Vegara</p> <p>Knowledge and Skills:</p> <p><i>Recognise regular and irregular verbs</i></p> <p><i>Writing in the past tense</i></p> <p>Shared write</p>	<p>Year 1 sounds:</p> <p>air</p> <p>CEW: put, our</p> <p>Reading lesson:</p> <p>Phonics check</p>	<p>How we can display superhero qualities?</p> <p>PSHE C1.1</p> <p>As Citizens WALT: discuss trying my best and when this is good enough</p> <p>Outcome – Children to make links to their perseverance tool and understand why it is important to try our best.</p> <p>PSHE A1.8</p> <p>As Citizens WALT: show how to be polite and have good manners</p> <p>Outcome – Children to be aware of how to show politeness and good manners including oracy links (eye contact, etc).</p> <p>PSHE C1.6</p> <p>As Citizens WALT: describe ways in which we show thanks to others and help others (links to superheroes)</p> <p>Outcome – Children to discuss how we can show thanks. Children to work in small groups to write a thank you card for a real life hero.</p> <p>Link to challenge outcome (for weeks learning) – children will have an understanding of behaviours and traits which are superhero focused.</p>	<p>April Fool's Day (1 April)</p> <p>Ramadan begins (2 April)</p> <p>World Autism Awareness Day (2 April)</p>
Homework	<p>Number bond or timetables practise: 5x table (muddled up)</p>	<p>Spellings:</p> <p>air, chair, dairy, fairy, repair, stairs, pair, hair, put, our</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework:</p> <p>To create a poster to show how I am polite and respectful at school.</p>	<p>1SS Class assembly 4PM INSPiRE</p>
04.04.22	<p>Assessment week/PUMA</p>	<p>Purpose: To Inform</p> <p>Text type: Fact file</p> <p>Text used:</p> <p>Dream Big Little Leader by Vashti Harrison</p> <p>Leaders: My First Leaders by Maria Isbael Vegara</p> <p>Knowledge and Skills:</p> <p>Write</p> <p>Edit</p> <p>Publish</p>	<p>Year 1 sounds:</p> <p>soft c</p> <p>CEW: once</p> <p>Reading lesson:</p> <p>PUMA</p>	<p>Challenge Outcome</p> <p>Children will carry out their challenge outcome by inviting in parents and heroes from the community to celebrate them and share their learning.</p> <p>Children will complete the TASC wheel to evaluate their outcome.</p> <p>Easter</p> <p>RE</p> <p>As Theologians WALT: become familiar with the Easter story</p> <p>Outcome – Children to use role play and oracy to retell the Easter story.</p> <p>RE</p> <p>As Theologians WALT: understand why Easter matters to Christians</p>	<p>World Health Day (7 April)</p> <p>Passover (begins 15 April)</p> <p>Good Friday (15 April)</p> <p>Easter Sunday (17 April)</p> <p>Easter Monday (18 April)</p>

				Outcome – Children to understand why Easter is an important celebration for Christians.	
Homework	Number bond or timetables practise: 5x table (check)	Spellings: space, race, fancy, twice, mice, fence, slice, spice, once	Reading book/ Reading Plus	Flipped homework: To watch a video about the Easter story and recall 3 key events.	4OS INSPIRE