

Termly Plan

Teacher: Mrs Thompson and Miss Sharp Term: 5 Class: Little Acorns Year: 2022-23

	LOT and FOREST links	Starting Point and prior knowledge	Week by Week learning of knowledge and skills progressing towards end points:						END POINTS (KPIs)
			1	2	3	4	5	6 Composite knowledge task	
Communication and Language Speaking Listening, Attention and Understanding	Naming and comparing flowers, plants and trees at school and in Brook village	Marvellous Me - Our bodies and how we change as we get older. Traditional Tales - Jack and the Beanstalk Lifecycle of a bean Real-life Superheroes - When I grow up I will be ...	"Once there were giants" Discuss how they have changed since they were babies and what they would like to do when they grow up. Discuss differences between baby and adult animals	"The Teeny Weeny Tadpole" and non-fiction books about frogs Discuss the changes that take place when a tadpole grows into a frog.	"Errol's Garden" Discuss characters in the story Talk about plants that children may have at home and how they can help to care for them.	"Seed to Sunflower" Discuss how we can grow flowers, what plants need to grow and how we can take care of them.	"From a tiny seed to a mighty tree" Discuss the lifecycle of an Oak Tree and compare similarities and differences to other trees. Talk about why we need trees	"Jasper's Beanstalk" Discuss characters, setting and events in the story and compare to "Jack and the beanstalk" from Term 4.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships Heartsmart: Too much selfie isn't healthy!		Boris the Robot story Class rules and routines Circle time rules	Fake is a mistake: Boris and the Scrapman's lies Differentiate between words that are true and untrue.	Fake is a mistake: Cheer up Boris! Be kind and encouraging to others.	Fake is a mistake: How Rabbit got his long ears Understand that it is important to be honest and always tell the truth.	Fake is a mistake: Hat game Understand that being yourself is the best you can be.	Fake is a mistake: Thankful heart List the things we are thankful for.	Fake is a mistake: Tell me about you Tell others something special about our homes and families.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
Physical Development Fine Motor Skills Gross Motor Skills.		Bats and balls introduced during CIA	Ball Skills Develop the ability to control a ball in a range of ways.	Ball Skills Develop the ability to throw accurately at a target.	Ball Skills Use throwing skills in a small-sided game.	Ball Skills Use a bat or racket to move and control an object.	Ball Skills Develop the ability to catch and bounce a ball.	Ball Skills Develop the ability to kick a ball.	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Literacy Word Reading Comprehension Writing Handwriting	Naming and comparing flowers, plants and trees at school and in Brook village	Phase 3, sets 8 - 11 Marvellous Me - Our bodies and how we change as we get older. Traditional Tales - Jack and the Beanstalk Lifecycle of a bean Real-life Superheroes - When I grow up I will be ...	Phonics Bug Club, Revision on Unit 9 and practise sentence writing	Phonics Bug Club, Revision on Unit 10 and practise sentence writing	Phonics Bug Club, Revision on Unit 11 and practise sentence writing	Phonics Bug Club, Unit 12 CVCC words Irregular Words "said" and "have"	Phonics Bug Club, Unit 12 CCVC words Irregular Words "like", "so" and "do"	Phonics Bug Club Revise Unit 12 so far: CVCC, CCVC and irregular words and practise sentence writing	Revision on Bug Club Phase 3, Units 8-11, Bug Club Phase 4, Unit 12 Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate - where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
			Comprehension Use story to discuss how humans and animals change from baby to adult.	Comprehension Discuss characters and retell key events in the story. Use non-fiction to find out about frog lifecycles.	Comprehension Discuss characters and retell key events in the story. Use non-fiction to find out about plants	Comprehension Use non-fiction to find out about how to grow a sunflower and what they need to grow	Comprehension Use non-fiction to find out about the life cycle of an oak tree	Comprehension Discuss characters and retell key events in the story. Compare story to "Jack and the Beanstalk"	
			Writing Write a sentence to say what they would like to be when they grow up	Writing Write sentences to describe the life cycle of a frog	Writing Draw a plan of a garden and label it	Writing Write instructions to grow a Sunflower	Writing Write a caption to describe the lifecycle of an Oak Tree	Writing Write sentences to describe events in the story	
			Handwriting One Armed Robot Letters - r, m, n, h, b, k, p	Handwriting One Armed Robot Letters - r, m, n, h, b, k, p	Handwriting One Armed Robot Letters - r, m, n, h, b, k, p	Handwriting One Armed Robot Letters - r, m, n, h, b, k, p	Handwriting One Armed Robot Letters - r, m, n, h, b, k, p	Handwriting One Armed Robot Letters - r, m, n, h, b, k, p	
Mathematics Number Numerical Patterns	Look for patterns, including symmetrical patterns, in the environment	Composition of numbers to 10 Subitising Number bonds to 10 Greater than/Less than Distributing quantities equally	White Rose: To 20 and beyond Build and identify numbers to 20	White Rose: To 20 and beyond Counting patterns beyond 10	White Rose: To 20 and beyond Spatial Reasoning 1: Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	White Rose: First, Then, Now Using the First, Then, Now structure to add	White Rose: First, Then, Now Using the First, Then, Now structure to subtract	White Rose: First, Then, Now Spatial Reasoning 2: Understand that shapes can be combined or separated to make new shapes	Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

<p>Understanding the World</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Planting Sunflowers and Beans</p> <p>Looking at different flowers and plants in Brook village</p> <p>Comparing lambs in the field to adult sheep</p> <p>Looking at the Oak Tree in the Year R garden</p>	<p>Naming spring flowers</p> <p>Growing beans in “Jack and the Beanstalk” week</p> <p>Human body in “Marvellous Me” topic</p>	<p>Understand and describe changes to humans and animals as they grow into adults</p>	<p>Lifecycle of a frog</p>	<p>Name and compare different plants and flowers</p>	<p>Follow instructions to plant a Sunflower and say what it needs to grow</p>	<p>Lifecycle of an Oak Tree</p>	<p>Name parts of a plant</p> <p>Plant beans and observe changes over time</p>	<p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p> <p>Music</p>	<p>Sketching trees and plants in the garden</p> <p>Water-colour painting of an Oak Tree</p>	<p>Water colour painting</p> <p>Collages</p>	<p>Draw/paint pictures of what they would like to be when they grow up</p>	<p>Frog life-cycle collages</p>	<p>Create artwork to depict their imaginary dream gardens using paints, pencils or crayons</p>	<p>Sunflower craft activity using tissue paper and pasta</p>	<p>Water-colour painting of an Oak Tree</p>	<p>Bean/Seed art - use seeds & beans to make a picture or pattern</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p> <p>Learn a song inspired by sea creatures and explore how different sea creatures move. Make a sea-themed soundscape using vocal and body percussion sounds. Sing a song with ‘stepping’ and ‘jumping’ notes and a call-and-response structure.</p> <p>Explore dynamics with actions. Play percussion instruments along to a track varying the dynamics. Create characters based on music.</p>
			<p>Down there under the sea Lesson 1: The Big blue ocean.</p>	<p>Down there under the sea Lesson 2: Sounds like the sea.</p>	<p>Down there under the sea Lesson 3: Swim and sing.</p>	<p>It’s so quiet. Lesson 1: Move to the music and understand dynamics.</p>	<p>It’s so quiet. Lesson 2: Explore dynamics through instruments.</p>	<p>It’s so quiet. Lesson 3: Creating characters and stories related to dynamics.</p>	

