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Literacy Theme	Adventure/Quest/ Patterned and repeated language		Non-fiction/research/information text		Poetry- composing and rehearsing phrases and sentences orally
	Sir Charlie Stinky Socks and the Really Big Adventure by Kristina Stephenson Associated texts:		CLPE Power of Reading Sequence The Emperor's Egg by Martin Jenkins and Jane Chapman (Walker)		CLPE Power of Reading Sequence The Puffin Book of Fantastic First Poems Ed. June Crebbin Poetry Poem: 'Ice' by Dorothy Aldis, p.30
Written Outcomes	<ul style="list-style-type: none"> • Response to an illustration, write a thank you letter to Father Christmas, include key features and key words • Role play and drama: story map Sir Charlie Stinky Socks • Sequencing a story • Collective retelling of the story in the correct order using story making words and actions • Creating a story map and using it to retell the story 	<ul style="list-style-type: none"> • Innovated story and story map • Retell the story using the map, story words and actions to sequence the narrative 	<ul style="list-style-type: none"> • Response to an illustration • Setting description-create and describe an arctic landscape, (rich vocabulary and language) • Role play and drama-: Role play being a penguin family (a colony) using different sized polystyrene balls to represent eggs and a huddle and balance on feet, move like a penguin • List and captions-items for explorers to take on an arctic adventure (Immersive experiences) • Collaborative writing - setting description • Poetry - focusing on language. 	<ul style="list-style-type: none"> • Penguin Fact file • Collaborative writing • Create a class book to model features of information texts headings, sub headings, captions, diagrams, labels, photographs. • Key features of a fact file (labels/captions/photographs /descriptive phrases, questions and sentences) • Top five facts about penguins 	<ul style="list-style-type: none"> • Poetry • Think and write words to describe ice using onomatopoeic words elicited collectively to create group poems in the style of the poem • Create a bank of class onomatopoeic words to describe ice. Create a display of poems on ice shapes/snowflake shaped paper.
SPaG Focus	<ul style="list-style-type: none"> • Spell the days of the week and CEW words 	<ul style="list-style-type: none"> • Suffix -s • Suffix-es 	<ul style="list-style-type: none"> • Spelling CEW words • Application of phonic knowledge 	<ul style="list-style-type: none"> • Question marks • Punctuate two sentences using capital letters and full stops 	<ul style="list-style-type: none"> • Suffix _ing
History	Key Question: Why did they build castles a long, long time ago?				

<div>Castles</div> <div>Keystage history</div> <div>(Keystage history)</div>	<div>What do we know about castles?</div> <div>WALT: communicate own experiences and knowledge about castles</div> <div>Castle</div> <div>Fortress</div> <div>Control</div> <div>Surrounding land</div> <div>Attack</div> <div>Defend</div> <div>Protect</div> <div>Timeline</div>	<div>What clues does Chepstow Castle hold ?</div> <div>WALT: describe places and features</div> <div>IAT: use geog/science vocab</div> <div>IAT: make deductions</div> <div>IAT: use primary/secondary evidence</div> <div>Position</div> <div>Drawbridge</div> <div>Moat</div> <div>Keep</div> <div>How do we know that they were also intended for defence?</div> <div>WALT: listen to opinions</div> <div>IAT: use pictures and primary resources to look at structures</div> <div>Defend</div> <div>Arrow loop</div> <div>Barbican</div> <div>Battlements</div> <div>Drawbridge</div> <div>Portcullis</div> <div>Dungeon</div>	<div>How is the castle similar/different to homes today?</div> <div>WALT: express own views, compare and empathise</div> <div>IAT: investigate properties</div> <div>Same</div> <div>Different</div> <div>Artefacts</div>	<div>If you were a Lord what would your castle look like?</div> <div>WALT: give an opinion based upon knowledge gained</div> <div>Develop</div> <div>Improve</div> <div>Moat and bailey</div> <div>Stone keep</div> <div>Concentric castle</div> <div>Courtyard castle</div> <div>Fortified Manor house</div>	<div>Why did they build castles a long, long time ago?</div> <div>Why do you think that they are not built today?</div> <div>WALT: give an opinion based upon knowledge gained</div> <div>Comfort</div> <div>Cannons and mortar</div> <div>Cannonballs</div> <div>Gunpowder</div>
<div>Music</div> <div>Kapow Primary</div> <div>Classic music, dynamics and tempo (Theme: Animals)</div>	<div>Key Question: Which words can I use to talk about a piece of music? Can I explain what effects each musical word can create?</div>				
	<div>Which instruments can represent animals?</div> <div>WALT: use percussion and my body expressively in response to music</div> <div>What animal does the music make them think of and how did the music make you think of that animal?</div> <div>WALT: sing a song in sections</div>	<div>How can I improve my performance?</div> <div>WALT: Perform a song</div>	<div>What is tempo, dynamics and why do we need to play at the same speed?</div> <div>WALT: use instruments to create different sounds</div>	<div>What is a musical composition and why do we need to organise our music?</div> <div>WALT: create and choose sounds</div>	
	<div>Key Question: How can I design a puppet and use a template?</div>				

<p>Art and DT</p> <p><i>Kapow Primary</i></p> <p>Textiles Puppets</p>	<p>Which joining technique do you like the best and can I explain why I like it best?</p> <p>WALT: join fabrics together using different methods</p> <p>Join/joining Method Technique Safety pin Staple</p>	<p>How will I join my two pieces of fabric? Why did I choose this technique?</p> <p>WALT: use a template to create my design</p> <p>Design Criteria Template Fabric Inspiration Hand puppet</p>	<p>What will I need to decorate my puppet and how will I attach decorations to my puppet?</p> <p>WALT: join two fabrics together accurately</p> <p>Flexible Align/Aligned Pinning Stapling Gluing Accurately</p> <p>What techniques will I use to attach decorations to my puppet? Why?</p> <p>WALT: embellish my design using joining methods</p> <p>Embellish Attach Secure Mistakes Materials Joining techniques Decorations</p>	<p>How could I make my puppet better?</p> <p>WALT: Say what I like and dislike about my puppet</p> <p>Like Dislike Improve Modify Difficult Better Evaluate/Reflect</p>
<p>RE</p> <p>Colour key: Making sense Understanding impact Making connections</p> <p><u>Our Friend Jewish celebrations:</u></p>	<p>1.2 Who do Christians say made the world? (Referenced to Gloucestershire Agreed Syllabus)</p>			
	<p>Who made the world?</p> <p>Can you retell the story of creation from Genesis?</p> <p>WALT: retell the story of creation from Genesis 1:1-2.3 simply</p> <p>WALT: recognise that 'Creation' is the beginning of the 'big story' of the Bible</p> <p>Add to our class 'Spiritualitree'</p> <p>Beginning Creation Genesis Creator retell</p>	<p>What does the story tell us about what God is like?</p> <p>WALT: say what the story tells Christians about God, Creation and the world</p> <p>Loving Powerful Forgive/Forgiveness Forgiving Parent</p>	<p>Can you think of a time of the year when Christians think about God as Creator and say thank you?</p> <p>WALT: Give at least one example of what Christians do to say thank you to God for Creation.</p> <p>Harvest Thanksgiving Peter Praise Prayer Harvest Festival</p>	<p>If God made the world, how should people live? Why does a creator want their creation looked after?</p> <p>WALT: Think, talk and ask questions about living in an amazing world</p> <p>Respect Compassion Loving Caring Community Environment</p>

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Maths	Place Value (Within 20)		Addition and Subtraction (Within 20)		
	<ul style="list-style-type: none"> Step 1 Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 	<ul style="list-style-type: none"> Step 7 1 more and 1 less Step 8 The number line to 20 Step 9 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 	<ul style="list-style-type: none"> Step 12 Order numbers to 20 End of Unit Assessment Step 1 Add by counting on within 20 Step 2 Add ones using number bonds 	<ul style="list-style-type: none"> Step 3 Find and make number bonds to 20 Step 4 Doubles Step 5 Near doubles Step 6 Subtract ones using number bonds Step 7 Subtraction - counting back 	<ul style="list-style-type: none"> 8 Subtraction - finding the difference End of unit assessment
Science 	Animals-Are all animals the same?				
	<p>What is a mammal?</p> <p>WALT: identify mammals as an animal that has fur or hair on its body. IAT: explain the difference between mammals that can be kept as pets and mammals that live in the wild</p> <p>Mammal Fur/Hair Pet Wild Characteristics</p>	<p>What features do all birds have?</p> <p>WALT: explore and identify different birds and their features</p> <p>Birds Common birds Wings Beaks Feathers Flightless Swimming birds Collect Data Tally marks</p>	<p>What features do fish have?</p> <p>WALT: explore different types of fish and their features</p> <p>Fish Scales Gills Breathe Underwater Same Different</p> <p>What features do amphibians have? WALT: explore different amphibians and their features</p> <p>Amphibian Land Damp habitats Different to Similar to Frog/Newt/Toad</p>	<p>What features do reptiles have?</p> <p>WALT: explore different reptiles and their features</p> <p>Reptile Dry scales Features Land reptiles Aquatic reptiles Different to Similar to Lizard/Snake/Crocodile/Turtle</p>	
PE	Can I use controlled dribbling and fundamental skills in an invasion game?				

Pro-Stars (PPA Cover) Sports Coach	<p>Can I kick a ball toward a stationary target?</p> <p>WALT: kick accurately towards a target</p> <p>IAT: kick the ball confidently with the inside of a foot</p>	<p>Can I dribble a ball with control at different speeds?</p> <p>WALT: develop knowledge of stronger and weaker sides of the body</p> <p>IAT: dribble around various cones and objects</p>	<p>Can I kick a ball with accuracy with both feet?</p> <p>WALT: kick the ball confidently with the inside of your foot</p> <p>IAT: kick accurately towards a target</p>	<p>Can I control and dribble a ball with a hockey stick?</p> <p>WALT: travel whilst moving a ball with your feet or apparatus</p> <p>IAT: develop knowledge of stronger and weaker sides of the body</p>	<p>Can I dribble with speed and accuracy in competitive situations?</p> <p>WALT: dribble around various cones and objects</p> <p>IAT: travel whilst moving a ball with your feet or apparatus</p>
<div>  Keeping Myself Safe (Week 5) Children's Mental Health week 5th-11th Feburary 2024</div>	Key Question(s): Scarf- How can I keep safe?				
	<p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/super-sleep-1</p> <p>Scarf Lesson Title: Super Sleep</p> <p>Why do you think we all need a good night's sleep?</p> <p>WALT: Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</p> <p>IAT: identify simple bedtime routines that promote healthy sleep</p> <p>Air Sleep Exercise Healthy Routine</p>	<p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/who-can-help-1-1</p> <p>Scarf Lesson Title: Who can help?</p> <p>Who can help me when I feel unsafe?</p> <p>WALT: Recognise emotions and physical feelings associated with feeling unsafe;</p> <p>IAT: identify people who can help them when they feel unsafe.</p> <p>Feelings Nervous Safe Unsafe Share Worried Scared Uncomfortable</p>	<p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/good-or-bad-touches</p> <p>Scarf Lesson Title: Good or bad touches?</p> <p>What are the names of parts that are private?</p> <p>WALT: Understand and learn the PANTS rules;</p> <p>IAT: name and know which parts should be private;</p> <p>IAT: explain the difference between appropriate and inappropriate touch;</p> <p>IAT: understand that they have the right to say "no" to unwanted touch;</p> <p>IAT: start thinking about who they trust and who they can ask for help.</p> <p>Share Body Private Safe Unsafe Uncomfortable Worried Scared Nervous</p>	<p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/sharing-pictures</p> <p>Scarf Lesson Title: Sharing Pictures</p> <p>How can we keep safe if we use the internet - now and as we get older?</p> <p>WALT: know ways to keep safe when using the internet</p> <p>Internet Uncomfortable Safe Unsafe Personal Information Permission</p>	