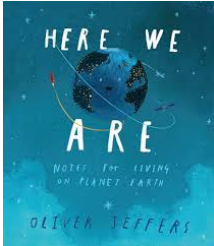
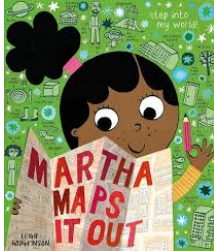
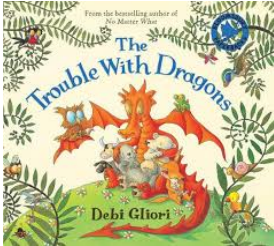
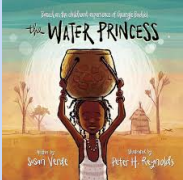
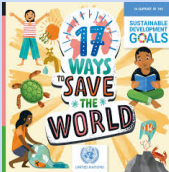
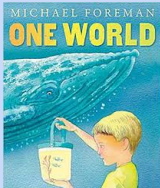
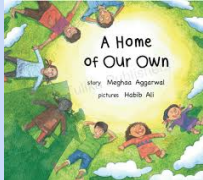







How can I be a change-maker?



Age Related Expectations. Teaching and learning to be differentiated by short term planning. Consolidation and revisit of key skills, knowledge and understanding through enhanced provision.

	Wk 1 -	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
Texts	  					
Additional Texts	   					
Links to previous learning.	<ul style="list-style-type: none"> Links to 'Under the Sea' (marine conservation) Links to previous topic - farming / use of land 					
Enhancements, trips and visits <i>*Weekly litter picks in both outdoor environments. Gardening club up and running on a Friday morning before school.</i>	<div> <div> Earth Day  </div> <div> 'Eco brick' making  </div> <div> Bug Hotel construction (sanctuary)  </div> <div> World's Largest Lesson  </div> <div> Making paper  </div> </div>					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Literacy	Make an oral version and visual record of places visited in 'Here We Are'. Explore the purpose of Jeffers' book (notes for living on planet Earth). Link in Global Goals and 'Worlds' largest lesson' and think about what a 'to do list' is. Create own 'to do list' for our planet.		Compare and contrast 'Martha Maps it out' with 'Here We Are' (both visual representations of our planet'. Draw out geographical vocabulary / early concepts. Use BIG thoughts, BIG questions, BIG dreams as a stimulus for writing.		Explore the problem with dragons presented in the story (making everything hotter, seas start to rise, eat all the food, make noise etc...) Look at the advice given through the story and link to our own lives. Make an advice slip for better living.	
Maths	<p>Mastering Number-Composition.</p> <p>Children will look at different attributes when sorting and be able to develop their own criteria for sorting.</p> <p>Patten, shape, space and measure. Continue to give children opportunities to develop their understanding of capacity.</p>	<p>Mastering Number-Cardinality, ordinality and counting.</p> <p>Engage with activities that draw attention to the purpose of counting and begin to identify missing numbers in a counting sequence.</p> <p>Patten, shape, space and measure focus on 2D and 3D shape names and properties.</p>	<p>Mastering Number-Subitising. Children will continue to develop their subitising skills by subitising increasingly complex arrangements.</p> <p>Patten, shape, space and measure focus on 2D and 3D shape names and properties</p>	<p>Mastering Number-composition. Children will consolidate their understanding of the composition of 5.</p> <p>Patten, shape, space and measure focus on map skills and further developing this skill from Spring.</p>	<p>Mastering Number-composition. Children will review their composition of numbers 6 to 9 by using 5 and a bit structure. Children will begin to look at the composition of 10.</p> <p>Patten, shape, space and measure focus on money. Identifying different amounts and use 5p and 1p coins to support Mastering Number focus for the week.</p>	<p>Mastering Number-Comparison. This week, children will focus on ordinality and where numbers are in relation to 10.</p> <p>Focus on estimating.</p>
PSED	Think Equal programme	EARTH DAY Think Equal Programme	Think Equal Programme	Think Equal Programme	Think Equal Programme	Think Equal Programme
PD	<p>Develop control when balancing on different uneven surfaces.</p> <p>Use a cup shape to catch a tennis ball.</p> <p>Hit a ball towards a target with control.</p> <p>Retrieve a ball whilst it's rolling away and block the ball and stop it from going past them.</p> <p>Activities that promote precision and dexterity, e.g. actively participating in small world activities, such as puzzles and arts and crafts.</p> <p>Use of small tools for precise work such as cutting around a circle-shape more accurately.</p> <p>Refining tripod grasp.</p>					
C&L	Link events and themes in stories to own experiences and talk about how things might be similar or different using how/why language.		Use new vocabulary of environmental terms and meanings in context.		Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	

UW	Use World's Largest Lesson resource to explore the 17 Global Goals and associated tasks. Consider the concept of being a 'change-maker' or role model and how local individuals and communities can make changes and impact. Explore stories of well-known change-makers.	Use Global Goal 13 as a stimulus and Maps and plans from 'Martha Maps it out' Use observation, logic using the environment as prompts, personal experiences, story, other research. Use globes, plans, maps and atlases to model and explore spatial elements of place. Build vocabulary relating to spatial description: below, above, next to, surrounded by etc	Take inspiration from some of our most well-known environmental change-makers, e.g. Chris Packham. Use Sanctuary environment to explore and suggest different measurements that could be taken. Make an environmental measuring station to look at weather conditions, plant growth, rainfall etc. Use recycled elements to
EAD	Pulp scrap paper to make recycled paper and use to draw/write messages for a kindness tree.	Use plastic bottles and plastic waste to make eco bricks and structures.	Use dry leaves, twigs, grass, pine cones and bark to create a bug hotel in our Sanctuary garden. Study and make observations.
Phonics	Essential Letter and Sounds Phonics Programme		

Indoor role-play Recycling centre Sensory Kitchen Library Book Shop	Outdoor role-play Bug Hotel Environmental Weather Station Large-scale chalk maps
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