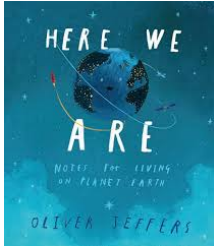
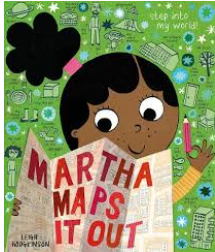
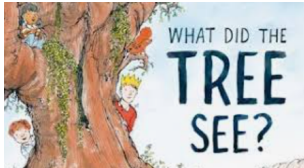
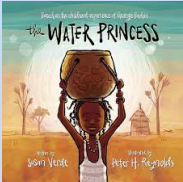
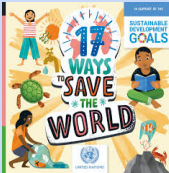
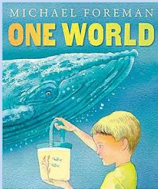
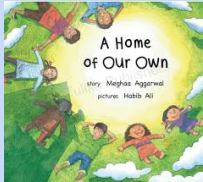


## How can I be a change-maker?



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
<b>Texts</b>	  				
<b>Additional Texts</b>	   				
<b>Links to previous learning.</b>	<ul style="list-style-type: none"> <li>• Links to 'Under the Sea' (marine conservation)</li> <li>• Links to previous topic - farming / use of land</li> </ul>				
<b>Enhancements, trips and visits</b>  <i>*Weekly litter picks in both outdoor environments. Gardening club</i>	Earth Day      'Eco brick' making      Bug Hotel construction (sanctuary)      World's Largest Lesson      Making paper      Library Trip				

up and running on a Friday morning before school.



	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Literacy</b>	<p>Hook- children to find a globe and notes on how to save our planet. Link to world Earth day. Create own 'to do list' for our planet.</p> <p>Create Earth Day posters to promote climate action and looking after our planet.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>We will continue to explore Here We Are. We will use adjectives to describe the illustrations of people.</p> <p>We will write notes for the future.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Hook- walk in our local area and library. We will find a map that we need to follow and will add to it once we have been on our trip. We will use the text Martha Maps It Out to explore map work and draw our journey to school.</p> <p>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.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>We will continue to use the text Martha Maps it Out.</p> <p>We will use our maps from the previous week and add labels to our maps, for example post box, library, church etc.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Hook- find a note and a map (link to previous books). We will then explore and mind map what the tree on the KS1 playground has seen. We will use old maps to discuss how Beaver Road and the area has changed and what the tree may have seen. We will then introduce the story 'What Did The Tree See?' We will use this text to help us consider what changes have happened to our locality and what changes it may see in the future.</p> <p>Hot seat the tree to find out what it may have seen. The children will spend time researching the events and different things that the tree has seen and return to this text in the first half term of summer 2.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>
<b>Maths</b>	<p>Mastering Number Term 3 Week 24</p> <p>Review the composition of the numbers 6 to 9 using the '5 and a bit' structure, and then</p>	<p>Mastering Number Term 3 Week 25</p> <p><b>Ordinality</b></p>	<p>Mastering Number Term 3 Week 26</p> <p><b>Subitising beads on a rekenrek.</b></p> <p>Visualising and describing arrangements of objects to</p>	<p>Mastering Number Term 3 Review and Assess</p> <p><b>Comparing quantities Early Learning Goal: Compare quantities up to 10 in different contexts, recognising when one</b></p>	<p>Mastering Number Term 3 Review and Assess</p> <p><b>Understanding of numbers to 10 Early Learning Goal: Have a deep understanding of number to 10, including the composition of each number</b></p>

	<p>begin to explore how 10 can be composed.</p> <p>Develop a sense of the 'ten-ness of 10' by making their own collections of 10 objects.</p>	<p>Considering where numbers to 10 are in relation to each other.</p> <p>Through practical activities and games, the children will reason about numbers and think carefully about which is more or less.</p> <p>They will use linear number tracks to play games that encourage them to compare numbers that are far apart, near and next to each other. (For example, 10 is a lot more than 2 but 5 is only 1 more than 4.)</p>	<p>deepen the children's number sense.</p> <p>To be able to demonstrate these key skills:</p> <ul style="list-style-type: none"> <li>perceptual subitising (recognising small amounts without counting) of up to 4 clearly defined objects in different contexts</li> <li>perceptual subitising to 5 – saying an amount to 5 shown in a familiar, structured arrangement, e.g. finger patterns, die patterns, number plates or dots on a 10-frame</li> <li>auditory subitising – correctly saying when they have heard 2, 3 or 4 drum beats</li> <li>conceptual subitising to 5 – quickly saying the groups that they have seen in standard and non-standard arrangements, and naming the whole amount, e.g. <i>I know it's 5 because I can see 4 and 1 more.</i></li> </ul>	<p><b><i>quantity is greater than, less than or the same as the other</i></b></p> <p>To be able to demonstrate these key skills:</p> <ul style="list-style-type: none"> <li>comparing groups of the same object with a big difference in number, and then a small difference</li> <li>comparing by looking, then by matching 1-to-1</li> <li>understanding when groups have an equal amount</li> <li>comparing groups of objects that are of different sizes, colours or attributes</li> <li>beginning to generalise about '1 more/1 less' within 10</li> <li>developing a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2.</li> </ul>	<p>To be able to demonstrate these key skills:</p> <ul style="list-style-type: none"> <li>comparing by looking, then by matching 1-to-1</li> <li>comparing groups of objects that are different sizes/colours/attributes, using the language of comparison</li> <li>showing (through practical activities) an understanding that numbers can be split into smaller parts</li> <li>showing (through practical activities) how to recombine parts to make a whole amount</li> <li>showing that some numbers to 10 can be split into 2 equal parts</li> <li>knowing that 5 is a key anchor in our number system, from which other numbers may be derived</li> <li>beginning to generalise about '1 more than/1 less than' within 10</li> <li>developing a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but 4 is only a little bit more than 2.</li> </ul>
<b>PSED</b>	<p>EARTH DAY</p> <p>Think Equal Programme</p>				
<b>PD</b>	<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>				
<b>C&amp;L</b>	<p>Link events and themes in stories to own experiences and talk about how things might be</p>	<p>Use new vocabulary of environmental terms and meanings in context.</p>			<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge</p>

	similar or different using how/why language.		and vocabulary.
<b>UW</b>	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	Use the text 'What did the Tree See?' to explore what our tree in the KS1 playground has seen. Use maps from a long time ago to show children how the land that our school is built on has changed.
<b>EAD</b>	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.
<b>Phonics</b>	Essential Letter and Sounds Phonics Programme		

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