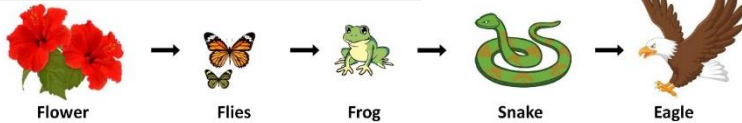


Science – What is special about animals and where they live?

Food Chains



Famous Scientists



Darwin Goodall Linnaeus

What do all living things do?

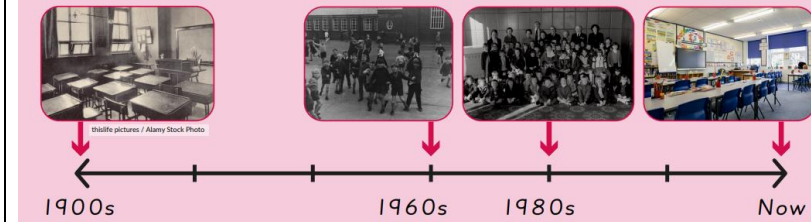
- Movement
- Respire (breathe)
- Sensitivity
- Nutrition
- Excretion (get rid of waste)
- Reproduce (have babies)
- Grow.

Key vocabulary

- Carnivore**- eats meat.
- Omnivore**- eats plants and meat.
- Herbivore**- eats plants
- Amphibian**- live on land and water.
- Reptile**- cold blooded with skeleton inside body, dry scales, or hard skin.
- Bird**- warm blooded and lay eggs. Body covered in feathers.
- Mammal**- warm blooded vertebrates.
- Fish**- lives in water and has fins for swimming and gills for breathing.
- Insect**- have bodies with 3 segments, protected by hard shell.
- Minibeast**- small creatures without backbones.
- Vertebrate**- has a backbone.

History – What was it like to be a child at our school in the past?

Timeline of schools in the past



Key vocabulary

- Past** – a time before the moment of speaking or writing.
- Present** – period of time occurring now
- Different** – not the same as another
- Same** – not different
- Artefact** – an object of historical interest
- Timeline** – ordering events in time
- Modern** – the present

English

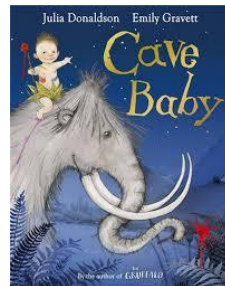


We will be looking at 'The Colour Monster' by Anna Llenas. Shared reading lessons will focus on making simple, verbal predictions. The children will reinforce their understanding of the story through retelling. Towards the end

of the unit, children will be taught how to plan and write a description for their own 'colour monster' by selecting a different colour and emotion. They will use the skills taught and include them in their writing.

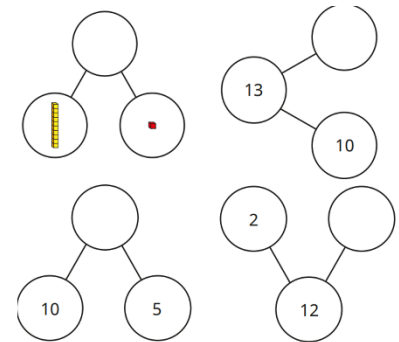
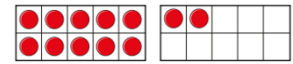
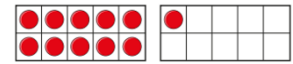
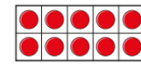


We will be exploring 'Cave Baby' by Julia Donaldson. The children begin by sharing experiences of times they have been 'naughty' or done 'naughty' things. Children will explore the text, looking at the various animals and joining in as the text is read, e.g. 'Sabre-Toothed Tiger'. By the end of the first week, children will know the text and be able to retell it using actions. Children then go on to explore the features of single-clause sentences and create their own and eventually retelling the story in sequences of sentences and writing sorry letters in role.

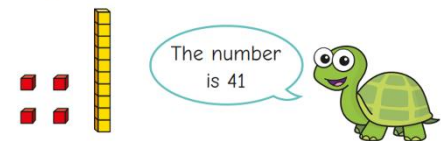


Maths

- Step 1 Count objects within 10
- Step 2 Represent numbers to 10
- Step 3 Count on and back within 20
- Step 4 Understand 10
- Step 5 Understand 11 – 15
- Step 6 Understand 16 – 20
- Step 7 1 more
- Step 8 1 less
- Step 9 Number lines
- Step 10 Estimate on number lines
- Step 11 Less than, greater than, equal to
- Step 12 Compare numbers
- Step 13 Order numbers



Tiny uses base 10 to make a number.



Complete the sentences.



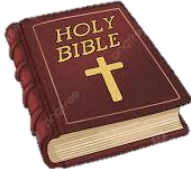



12 has ten and ones.



15 has ten and ones.

Do you agree with Tiny? _____

Explain your answer.

<p>R.E. The Bible. Why is the Bible such a special book? The aim of this unit is to: Widen the children’s understanding of the Bible, its contents, presentation and importance to Christians. Begin to develop children’s understanding of holy books in the lives of people of all world faiths. Key Vocabulary: Bible, Old Testament, New Testament, Holy, Gospel, Word of God, Mary Jones, Dead Sea Scrolls.</p> 	<p>PSHE Family and Friendships</p>
<p>P.E. day – Thursday Dance – Super Heroes</p> 	<p>Music Dynamics (Seaside)</p> 
<p>Art Explore and Draw</p> 	<p>Computing Exploring Purple Mash</p> 