

Topic = Into the Woods

Starting point (Hook): Investigation- A visit from a strange creature!

Role play area: Animal explorers.

Trips/visitors: Trip to Mallydams?

Topic display: Woodland display.

Literacy display: The fox and the star.

Outcome: Trip to Mallydams

| | | | Creative curriculum/Learning journey | | | |
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| Week | Special events | English Focus text – The Fox and the Star | Science learning Theme/area – Healthy living, survival and basic needs of animals | Geography learning Theme/area – Physical and human features | Art & DT learning Theme/area – Drawing/ sketching, viewfinders, creating a garden scene | Computing learning Theme/area – Beebots/ logo |
| 1 | | <u>The Fox and the Star</u> Getting to know the text. Making predictions, asking and answering questions, discussions, and opinions. Justifying their predictions. Beginning to create a roll on the wall of the wolf to record his feelings. | Naming and labelling body parts, writing what each body part is used for. | Favourite weather; seasonal changes and introduction to a weather diary. | Designing our own fox using drawing to help develop our ideas. | Algorithms- Introduction to algorithms. Children to work in pairs and give one another a set of clear instructions to follow. <u>Link to maths-</u> To describe position, direction and movement, including whole, half, quarter and three-quarter turns. |

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| 2 | <p><u>The Fox and the Star</u> Poetry.</p> <p>Read up to the 'the cool, calm light of star'.</p> <p>Discuss what this means with the children and how the fox feels about the star.</p> <p>Explore the rhythm and pattern of the book read so far and look at its similarities it shares with the song twinkle, twinkle little star.</p> <p>Children to then create their own star in the book.</p> | <p>What is healthy?</p> <p>Children to write their own ideas about what healthy means/what a healthy lifestyle is and record their ideas for display.</p> | <p>Reflecting on our weather diaries, asking and answering questions.</p> | <p>Painting our own fox looking at fine details.</p> <p>Mixing colours.</p> | <p>Beebots/ algorithms- Children to work in pairs and create a route to the find the fox and the star.</p> |
| 3 | <p><u>The Fox and the Star</u> Drama, role play and writing in role.</p> <p>Children to participate in drama activities, for example conscience alleys and freeze frames, to sympathise with different characters feelings.</p> <p>Children to add thought bubbles to the text's illustrations and write a diary entry in the role of the fox.</p> | <p>Children to create their own questions about being healthy.</p> <p>Group questionnaire.</p> | <p>Compare our weather to different countries around the world.</p> | <p>Soft Mo- 3D Fox creations, collecting resources to add to our creations.</p> | <p>Continuation of week 2.</p> |

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| 4 | | <p><u>The Fox and the Star</u> Non-fiction writing. Children to look at the relationship between fox and the beetles and the rabbits and write their own fact files about foxes in the winter.</p> <p>Children to also write their own riddles about an animal using descriptive language and facts.</p> | Use data from questionnaire to create pictogram/bar charts to answer questions about being healthy. | Water – What do we use water for? Exploring different uses for water. | Soft Mo – 3D Fox creations continued. | Pupils to match terminology to images, for example a half turn, a quarter turn etc. |
| 5 | | <p><u>The Fox and the Star</u> Writing-Composition Children to use their prior knowledge of the story and knowledge of other texts to make predictions as to what will happen next.</p> <p>Children to guide the fox (instructions) and to understand and explore two opposing ways of thinking.</p> | <p>Children to come up with their own questions to test/investigations based around healthy foods.</p> <p>Rotation of children's investigations.</p> | <p>What are endangered animals? How might the animals become extinct? How can we protect them?</p> <p>Children to create their own information booklet.</p> | Designing and sketching healthy foods, justifying why they are healthy and not unhealthy. | |
| 6 | | <p><u>The Fox and the Star</u> Writing-Composition Children to write about their own experiences of staying in the dark.</p> <p>Story mapping and retelling, also tracking a</p> | Writing up conclusions. | Children to continue to complete their own information booklet about endangered animals. | | |

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| | | character's emotional journey. | | | | |
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| Week | Maths Key areas to cover | Music Theme/area – | P.E Theme/area – | P.E Theme/area | PSHE/SEAL Theme/area – | R.E Theme/area – |
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| | Measurement involving money and multiplication and division. | World music : Hands, feet, heart | Dance | Gymnastics | Healthy lifestyles and Self-awareness. | Old testament stories |
| 1 | <p>Measurement – Money</p> <p>Recognising and using symbols for pounds (£) and pence (p) and combine amounts to make particular values.</p> <p>Children will count in 1p, 2p, 5p and 10p coins and £1, £2, £5, £10 and £20s.</p> <p>Children will build on counting by bringing pounds and pence together.</p> | <p>Listen to and appreciate music from around the world discussing similarities and differences.</p> | <p>Working towards a class routine to perform at ‘Time to Dance’.</p> <p>Through movement pupils will develop their understanding of magnets, body control, isolations and team building skills.</p> | <p>Premier Sports.</p> <p>Children will be exploring skills of travelling, stillness, balance, turning, rolling, climbing, swinging, weight on hands, placing apparatus and jumping.</p> <p>They will also be creating repeating sequences and short movement phrases, adapting and improving their control of movement.</p> | What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health? | |
| 2 | <p>Measurement – Money</p> <p>Find different combinations of coins that equal the same</p> | <p>Musical activities exploring body percussion (hands and feet).</p> | | | How to make real, informed choices that improve their physical and emotional health. | |

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| | <p>amounts of money.</p> <p>Children will be practically choosing coins to create an amount, exploring how different combination of coins can equal the same amount.</p> | | | | | |
| 3 | <p>Measurement – Money</p> <p>Solve simple problems in a practical context involving addition and subtraction of money, including giving change.</p> <p>Recapping how to use bar models.</p> | <p>Musical activities exploring body percussion (hands and feet).</p> | | | <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> | <p>Exploring Old Testament stories</p> |
| 4 | <p>Multiplication and division.</p> <p>Recalling and using multiplication and division facts for the 2, 5 and 10 times tables.</p> <p>Children will be making equal groups to demonstrate their understanding of the new language.</p> <p>Children will also be</p> | <p>Continuation of musical activities performing their short pieces to the class.</p> | | | <p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> | <p>To hear, read and explore key imagery that speaks of God in the Old Testament; stories of significant people in the Old Testament.</p> |

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| | linking stem sentences, repeated addition and multiplication together. | | | | | |
| 5 | <p>Multiplication and division.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</p> <p>Solving problems using materials, arrays, repeated addition and mental methods.</p> | Exploring different beats in music and how it determines the songs tempo. | | | The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises. | Continuation of week 4. |
| 6 | <p>Multiplication and division.</p> <p>Exploring and showing that the multiplication of two numbers can be done in any order (commutative) and division of one number cannot.</p> | Discovering improvisation. | | | Children to create an information booklet, containing top tips about how to stay healthy and physically active, also top tips about how to manage our feelings. | |