

Topic = All creatures great and small

Hook: Creating snail story stones - where in the world will they travel?

Outcome: Class exhibitions

Role play area Yr1- Pet shop

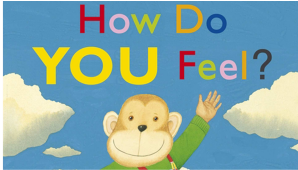

Trips/visitors:




Topic display: A map to show where our snail stones have travelled to (our local area).

Also - a map to show where different animals live.

English display: Snail and the Whale with keys words/children's work.



			Creative curriculum/Learning journey			
Week	Special events	Literacy Focus text - The snail and the whale.	Science learning Theme/area - Animals and habitats	Geography learning Theme/area - Name and locate. Hot and cold parts	Art & DT learning Theme/area - Collage and textures	Computing learning Theme/area - E safety
1	4 day week	<p>'How Do You Feel?' Anthony Browne</p> 	<p>Class rules and routines, Jigsaw PSED, What we want to learn about our topic, one to one reading, getting to know our new groups, sharing stories and talking about our favourites.</p> 	<p>The children will be creating drawing around and decorating their own handprints because we work together to follow the rules. They will also be signing the rules and fingerprinting them too!</p>		
2		<p>The Snail and the Whale Julia Donaldson- Getting to know the text. Making predictions on the basis of what has been read so far.</p> <p>Writing speech and thought bubbles for the snail.</p>	<p>Discussing and labelling the different parts of a snail and also a whale!</p>	<p>Looking at a world map and discussing where the snail might like to go/where we have been before. Talk about food, temperature, weather.</p>	<p>Exploring different ways of making spirals - using a variety of materials.</p>	<p>Online safety - Hectors world</p> <p>Identifying what personal information means.</p>
3		The Snail and the	Sorting things that	Looking at a world	Creating 'a	Online safety -

		<p>Whale Julia Donaldson- Exploring the features of a sentence. Using adjectives to describe settings in the story as well as our new settings.</p>	<p>are living, non-living, never lived.</p>	<p>map and discussing where the snail might like to go/where we have been before. Talk about food, temperature, weather.</p>	<p>whale splashing in the sea' collage using tissue paper.</p>  <p>Large spirals with repeating patterns.</p>  <p>Designing our settings for the snail and the whale to visit.</p>	<p>Hectors world</p> <p>Discussions about protecting our personal information.</p>
4		<p>Sequencing the story, learning the story (TFW). Writing up parts of the story.</p>	<p>How habitats are suited to and provide for the animals needs.</p>	<p>Discuss what may have caused the Whale to get stuck on the beach - link to whale stuck on the River Thames.</p> 	<p>Create our snail story stones.</p> <p>Using shoe boxes to begin creating our settings.</p> <p>Add characters to our settings. The children will be able to choose from a variety of</p>	<p>Online safety - Hectors world</p> <p>Planning how to protect ourselves online.</p>

					techniques.	
5		TFW - changing characters in the story to help us create our own.	Naming and describing different animals around the world (link to book) Carnivore, herbivore and omnivore.	Exploring map - naming 7 continents and 5 oceans. Ongoing updates - where in the world have the snails travelled? (Secret Stones Bexhill)	Create background settings for story retelling. Make 'new character' puppets (link to TFW).	Computer skills e.g. logging on, typing, opening programmes
6		Animal facts. Link to new animals/characters that we have introduced to the story (TFW).	Matching animals to their habitats.	Exploring world map - naming 7 continents and 5 oceans.	Add final touches and use puppets/settings to retell the story. Also - our new stories (TFW).	Computer skills e.g. logging on, typing, opening programmes - Drawing a picture of a whale/snail on 2Simple.
7		Poetry - small and large creatures.	Matching animals to their habitats - continued.	Talk about the different animals the whale saw on his trip around the world - locate on world map.	Clay snails - add hamma beads.	Using school website

Week	Maths Key areas to cover	Music Theme/area - Zootime & Harvest	P.E Theme/area - Team games (netball)	P.E Theme/area - Hockey	PSHE-Jigsaw- Being Me in My World	R.E Theme/area - Creation stories
1	Introduction tasks and assessments. Introduce our Chantry Challenges			Premier sports sessions.	Introductions Class expectations and responsibilities. Rules and routines.	Creation stories
2	White Rose. Number and place value- Sorting objects into groups.	Zootime (reggae) pathway step 1	Throwing- accuracy with a target.		Special and Safe - help others feel welcome.	
3	White Rose. Number and place value. Counting objects one at a time and matching them to numerals.	Zootime (reggae) pathway step 2	Chest passes- Catching with a partner/ group.		My Class - Try to make our school community a better place.	
4	White Rose. Number and place value. Counting forwards and backwards.	Zootime (reggae) pathway step 3	Different types of pass- chest pass, bounce pass, shoulder pass.		Rights and Responsibilities - Think about everyone's right to learn.	
5	White Rose. Number and place value. Children use the language 'equal to', 'more', 'less', 'greater than', 'fewer' and 'less than' to compare groups of objects.	Zootime (reggae) pathway step 4	Rules of netball- not moving with the ball, throwing and catching hoop game		Rewards and Feeling Proud - Care about other people's feelings.	

6	White Rose. <u>Number and Place Value.</u> Reasoning and problem solving.	Harvest songs	Mini game-throwing at hoop on floor to score 3:3 games.		Consequences - Work well with others.	
7	White Rose. Assessments and consolidation	Zootime (reggae) pathway step 5	Mini game-standing in hoop to score-using skills from the past few weeks.		Owning Our Learning Charter - Choose to follow the learning charter.	