

**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			
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> <b>Getting to know the text.</b>  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.

2	<p><u>The Fox and the Star</u> <b>Poetry.</b></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> <b>Drama, role play and writing in role.</b></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>

4		<p><u>The Fox and the Star</u>  <b>Non-fiction writing.</b>  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>  <b>Writing-Composition</b></p> <p>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>  <b>Writing-Composition</b></p> <p>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.		

		character's emotional journey.				
--	--	--------------------------------	--	--	--	--

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 –
	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.	

	<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>

	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 (<math>\div</math>) 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.	