

Half Term Plan – Spring Term 2
Bumblebee Class

Theme Focus	Taking off	Taking off	Taking off	Taking off	Taking off	Taking off
Week	1	2	3	4	5	6
Date	25 th Feb	4 th March	11 th March	18 th March	25 th March	4 th April
<p>English phonics</p> <p>Power of reading</p> <p>Talk for writing</p>	<p>Phonics- phase 5d week 14 week 15 Alternative spellings oo ow ng</p> <p>Fantasy story writing The magic bed- John Burningham</p>	<p>Phase 5c- week 16 revision Alternative spelling ar/s</p> <p>Fantasy story writing The magic bed- John Burningham</p>	<p>Phase 5c spelling week 17 oi/r</p> <p>Fantasy story writing The magic bed- John Burningham</p>	<p>Phase 5c week 18 Alternative spelling ar/s</p> <p>Explanation text</p>	<p>Phase 5c week 20 Alternative spelling ear/sh</p> <p>Explanation Text</p>	<p>Assessment week</p> <p>Phonics screening</p>
Maths	<p>Represent and use number bonds and related subtraction facts within 20</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and</p>		Capacity	<p>Place Value Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>Count, read and write numbers to 50 in numerals.</p> <p>Given a number, identify one more or one less.</p> <p>Identify and represent numbers using</p>		3D shape

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	pictorial representations, and missing number problems such as $7 = \square - 9$			objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count in multiples of twos, fives and tens.		
<u>Science</u>	Elicitation WAGBA: exploring what plants need to survive	WAGBA: describing the basic parts of a flower (artwork) (Measure plant if possible- record in a class table/describe how it has changed)	WAGBA: describing the basic parts of a flower (Label flower/describe functions) (Measure plant if possible- record in a class table/describe how it has changed)	XXX (Measure plant if possible- record in a class table/ describe how it has changed)	WAGBA: identifying and naming a variety of common and wild garden plants (Measure plant if possible- record in a class table/ describe how it has changed)	Assessment of learning (Measure plant if possible- record in a class table/ describe how it has changed) Take flower home
<u>DI</u>	Understand where food comes from in the context of looking at different fruits and vegetables. • I can name different fruits and vegetables. • I can explain where some food grows.	To explore and evaluate a range of existing products in the context of tasting salads made mainly from root vegetables. To use the basic principles of a healthy and varied diet to prepare dishes. • I can explore and evaluate existing products. • I can explain why I need to eat fruit and vegetables.	Use the basic principles of a healthy and varied diet to prepare dishes in the context of preparing a salad made from root vegetables. • I can prepare and make a healthy salad made from root vegetables.	To understand where food comes from in the context of the fish we eat. • I can explain where fish comes from and why it is important to eat fish.	Making a Fish Salad Use the basic principles of a healthy and varied diet to prepare dishes in the context of preparing fish salads Select from and use a range of tools and equipment to perform practical tasks. • I can	Select from and use a range of tools and equipment to perform practical tasks in the context of preparing fruit salads. Understand where Food Comes From. • I can explain where different fruits come from. • I can prepare a tasty fruit salad.

