


	PSED	C&L Literacy	Mathematics	Understanding the World	Physical Development	Expressive Art and Design	Phonics
Week 1 25 th February 2019 Launch Week! – London/UK	Talk about their immediate environment. What is our area like? What is the weather like? Have you ever been to London? How do we travel around Peterborough? How could we travel to and around London?	<u>Write a simple sentence</u> Applying knowledge of London, write a sentence about what you would see if you travelled to London. e.g. If I went to London I would see... big ben/ the queen/ a red bus Role play – Fish and Chip Shop	<u>Numicon</u> Explore and identify Numicon. Using the Numicon to make bonds to 5/10. Numicon Bingo – how quickly can you identify each amount/match to the numeral?	Identify different landmarks in London and compare to landmarks/ buildings in their local environment. Important people e.g. the royal family	Fine Motor Skills – tearing paper to use on London landmark collages. Handwriting / Letter formation – chalk, paint brushes, large paper.	PE – Dance (music and movement) Music – Sing Up Sing action songs, sing a melody tunefully, show an awareness of pitch, perform actions correctly, recognise melody patterns, choose and justify percussion choices. ‘Shake your Sillies Out’ ‘Up and Down’ ‘Five Fine Bumble Bees’ Art – collage (London busses) DT –build a replica of a London landmark using different construction materials. Can you design and build your own sky scraper?	Practise recognition and recall of Phase Two and Phase Three graphemes and digraphs – Teach and practise reading CVC, CVVC, CVCC words – Teach and practise spelling CVC words – Recap reading first 16 words – Practise reading high-frequency words – Practise reading sentences

<p>Week 2 4th March 2019 London – Naughty Bus/World Book Week and Pancake Day</p>	<p>Have you ever been on a bus? Where do busses take us? What do busses look like? How do you know you are getting the right bus? Comparing our local busses to London busses. Why is the naughty bus called the 'naughty' bus?</p> <p>Discuss favourite books and characters. Who is the author? Discuss what an author is and compare types of books/characters. Explore and compare homework.</p> <p>Making Pancakes – meaning of shrove Tuesday and Lent.</p>	<p><u>Labels, Lists and Captions</u></p> <p>Segment to spell words – add labels to a London bus. Write a caption to go with the bus.</p> <p>Role play – write a list e.g. fish, chips, salt, chicken, ketchup</p> <p>Write a meaningful sentence about who they are dressed as for book day.</p> <p>Handwriting Competition</p>	<p><u>Subtraction as Taking Away</u></p> <p>Understanding the concept of taking away – how many objects are left?</p> <p>Naughty Bus link – how many passengers on the bus? How many are getting off? How many are left? Apply to practical maths – subtraction on the bus (inside/outside)</p>	<p>Different methods of transport in and around London/ Peterborough.</p> <p>Explore ramps/ vehicles – which cars are fastest? Which vehicles will travel furthest? How can you speed them up? Slow them down?</p>	<p>Fine Motor Skills – threading</p> <p>Handwriting/ Letter formation</p> <p>Tearing paper/ sticking/ painting – using different tools effectively to create a Gruffalo collage.</p>	<p>PE – Dance (music and movement)</p> <p>Music – Sing Up Sing action songs, sing a melody tunefully, show an awareness of pitch, perform actions correctly, recognise melody patterns, choose and justify percussion choices. 'Shake your Sillies Out' 'Up and Down' 'Five Fine Bumble Bees'</p> <p>Art – Gruffalo Collage</p> <p>DT –build a replica of a landmark using different construction materials.</p> <p>Can you create Tower Bridge?</p>	<p>Practise recognition and recall of Phase Two and Phase Three graphemes and digraphs – Teach and practise reading CVC, CVVC, CVCC words – Teach and practise spelling CVC words – Recap reading first 16 words – Practise reading and writing high-frequency words – Practise reading sentences</p>
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<p style="text-align: center;">Week 3 11th March 2019 France</p>	<p>Discuss where France is. Look at and explore the weather and discuss how it is similar/different. Discuss how we would get there and compare building and transport to our knowledge of our local environment and London.</p>	<p>Instructional Writing How to Make Bread</p> <p>Explore key steps for making bread. Apply phonic knowledge to writing key words. Identify and use 'bossy verbs' Identify and use time connectives Sequence events</p> <p><i>Looking at books in different languages</i></p>	<p><u>Measures – comparing height</u></p> <p>Build a replica of the Eiffel tower. Use non-standard units of measure to measure how tall the building is. Can you build one that is taller? Compare heights. Can you build a skyscraper that is taller than 1m? Shorter than 1m? Estimate/Check by measuring.</p>	<p>Identify different buildings in France/Paris.</p> <p>Understand how different types of transport work and which we would need to use to travel to a different country.</p> <p>Identify the flag and foods – compare to our flag and foods.</p> <p>Shopping trip to Aldi to buy traditional French food (bread/croissants) – bake and taste.</p>	<p>Balancing pick up sticks to create the Eiffel Tower.</p> <p>Cutting Skills – cutting around and labelling key buildings (sort into London/France)</p> <p>Handwriting/ Letter formation practice</p>	<p>PE – Dance (music and movement)</p> <p>Music – Sing Up Sing action songs, sing a melody tunefully, show an awareness of pitch, perform actions correctly, recognise melody patterns, choose and justify percussion choices. 'Shake your Sillies Out' 'Up and Down' 'Five Fine Bumble Bees'</p> <p>Art – Monet's Water Lillies</p> <p>Sponge art in the style of Monet</p> <p>DT – using knex/lego to build a replica of the Eiffel Tower.</p>	<p>Practise recognition and recall of Phase Two and Phase Three graphemes and digraphs</p> <ul style="list-style-type: none"> – Teach and practise reading CVC, CVVC, CVCC words – Teach and practise spelling CVC words – Recap reading first 16 words – Practise reading and writing high-frequency words – Practise reading sentences
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<p>Week 4 18th March 2019 Italy</p>	<p>Easter/RE Read the Easter Story</p> <p>Discuss the meaning of Easter. Why do we celebrate Easter? What special things happen at Easter? How do we celebrate Easter in England? How is it celebrated in Italy?</p>	<p><u>Writing a List</u> What will we need for the perfect pizza? Write a list ready for shopping at Aldi.</p> <p><i>Looking at books in different languages</i></p>	<p><u>Doubling and Halving Numbers</u></p> <p>Find all doubles of numbers to 5.</p> <p>Record using marks they can interpret and explain.</p> <p>Use knowledge of doubling and halving in everyday language and to solve problems (link to making pizzas – half and half. Sharing toppings/Sharing amount/slices – how many slices? How many for me? How many for you?</p>	<p>Can you find Italy on the map? What do you think it looks like? Where is England? Where is France? How would we travel between each country if we wanted to?</p> <p>What landmarks are significant to Italy? What is the weather like?</p> <p>Identify the flag and foods – compare to our flag and foods.</p> <p>Shopping trip to Aldi to buy ingredients to make pizzas</p>	<p>Handwriting/ Letter formation</p>	<p>PE – Dance (music and movement)</p> <p>Music – Sing Up Sing action songs, sing a melody tunefully, show an awareness of pitch, perform actions correctly, recognise melody patterns, choose and justify percussion choices. 'Shake your Sillies Out' 'Up and Down' 'Five Fine Bumble Bees'</p> <p>Art – Mona Lisa. Using wax to create our own versions.</p> <p>DT – select and use materials to design and make a replica of the leaning tower of Pisa.</p>	<p>Practise recognition and recall of Phase Two and Phase Three graphemes and digraphs – Teach and practise reading CVC, CVVC, CVCC words – Teach and practise spelling CVC words – Recap reading first 16 words – Practise reading and writing high-frequency words – Practise reading sentences</p>
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<p>Week 5 25th March 2019 Egypt</p>	<p>Easter/RE Recall information from last week re: Easter Story</p> <p>Why is Easter a special time? Who do we think about during Easter and why? Where might Christians visit during Easter? What is lent?</p>	<p><i>Looking at books in different languages</i></p>	<p><u>3D Shape</u></p> <p>Name and identify common 3D shapes</p> <p>Create models using 3D shapes</p>	<p>Locate Egypt on a map. Egypt is a country within a continent – what is it called? What oceans/seas surround it? Discuss why on the map there is a lot of yellow. What is a desert? How does the weather compare? How are camels adapted to their living conditions?</p> <p>Shopping trip to Aldi to buy ingredients to make Fakfahkina</p>	<p>Handwriting/Letter Formation</p> <p>Threading beads to make Egyptian necklaces</p> <p>Tracing names in hieroglyphics</p>	<p>PE – Dance (music and movement)</p> <p>Music – Sing Up Sing action songs, sing a melody tunefully, show an awareness of pitch, perform actions correctly, recognise melody patterns, choose and justify percussion choices. ‘Shake your Sillies Out’ ‘Up and Down’ ‘Five Fine Bumble Bees’</p> <p>Art – Tutankhamun paintings</p> <p>DT – create a model of a pyramid using 3D shape nets</p>	<p>Practise recognition and recall of Phase Two and Phase Three graphemes and digraphs – Teach and practise reading CVC, CVVC, CVCC words – Teach and practise spelling CVC words – Recap reading first 16 words – Practise reading and writing high-frequency words – Practise reading sentences</p>
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<p>Week 6 1st April 2019 India/Easter</p>	<p>Easter/RE</p> <p>What significance does the Egg have to the Easter story? What significance does the hot cross bun have to the Easter story? What significance does the chick have to the Easter story? What significance does the palm cross have to the Easter story?</p>	<p><u>Labels/Captions and Meaningful sentences</u></p> <p>Label the different significant items we have at Easter. Explain what each represents through a simple sentence.</p> <p>Cards</p> <p><i>Looking at books in different languages</i></p>	<p><u>Addition/Bonds within 10</u></p>	<p>Visit to Church to celebrate Easter</p> <p>Compare how Easter is celebrated in different parts of the world</p> <p>Shopping trip to Aldi to buy ingredients to make Fakfahkina</p>	<p>Handwriting/ letter formation</p>	<p>PE – Dance (music and movement)</p> <p>Music – Sing Up Sing action songs, sing a melody tunefully, show an awareness of pitch, perform actions correctly, recognise melody patterns, choose and justify percussion choices. ‘Shake your Sillies Out’ ‘Up and Down’ ‘Five Fine Bumble Bees’</p> <p>Art – Easter Chicks Indian Art – Elephant</p>  <p>DT – Easter Nests</p>	<p>Phonics Assessments</p>
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