

Spring Term Planning- Down Our Street  
Jan 2020

Theme Focus	Down our street	Down our street	Down our street	Down our street	Down our street	Down our street
Week	1	2	3	4	5	6
Date	6 <sup>th</sup> Jan 2020	13 <sup>th</sup> Jan 2020	20 <sup>th</sup> Jan 2020	27 <sup>th</sup> Jan 2020	3 <sup>rd</sup> Feb 2020	10 <sup>th</sup> Feb 2020
<u>English</u> phonics	Phonics- phase 5d week 12 Alternative spellings oa/m	Phase 5c- week 13 REVISION WEEK	Phase 5c week 14 Alternative spelling oo/y/n	Phase sc week 15 Alternative spelling ow/ng	Phase 5c week 16 Alternative spelling oo	Phase 5c week 17 Alternative spelling oi/r
Power of reading				<b>WRITING COMPETITION- RIDDLES</b>	<b>WRITING COMPETITION - RIDDLES</b>	
Talk for writing	Instructions	Instructions	Instructions			
<u>Maths</u>	Addition and subtraction within 20  Adding by counting on	Addition and subtraction within 20  Add by making 10	Addition and subtraction within 20  Subtraction crossing 10	Measurement – capacity	Measures – weight	Assess

	Find and make number bonds	Subtraction not crossing 10	Related facts  Compare number sentences			
<u>Science</u> <b>Book focus: The Three Little Pigs</b>  <b>Big Question:</b>	Can I distinguish between object and the material from which it is made?  Can I name some common materials?  (material walk)	Can I name a variety of everyday materials?  Can I describe and classify materials according to their properties?	Can I name a variety of everyday materials?  Can I describe and classify materials according to their properties?	Can I perform a simple test using simple equipment?  Can I investigate which material is best suited to a particular purpose?  Can I answer questions by making close observations?	Can I perform a simple test using simple equipment?  Can I investigate which material is best suited to a particular purpose?  Can I answer questions by making close observations?	Can I plan and organize my own investigation to answer a question?  <b>What other materials could the pigs use to build a house? (consider what a house needs to be)</b>
<u>Music</u>	<u><b>Music Focus</b></u> Sing up: Who stole my chickens and my hens? Sing up: Just like me <b>WAGBA: singing, playing, improvising, composing and listening</b>					
<u>Geog</u>	. Out and about * Go into playground. Talk about then	Birds eye view Use digi maps to lpeek at birds eye view of school and	* Ch then go out into Local Area. Talk about what we can see. Take	Use photos we took. What can we say about our local area. Examples of	* Look at map of Local Area – which streets do we know? Do any of us live on	Split ch. into groups. Each group to go around school with JG. Ch to

	<p>sketch what we can see from the KS1 playground. can we name all the different parts? eg. Trim trail/garden /pond /outdoor classroom/KS2 playground, field etc. Draw and label map of school grounds</p>	<p>grounds. Can we identify different areas? Children create own birds eye view of their table .</p>	<p>photos. What do we like / dislike? What would we change? Sort the photos we take into a table ☺ and Λ. Add a simple sentence. Display in class</p>	<p>Qs to ask: What are the houses like? How do people get about - what transport is there? Are there any shops? Is there anywhere for us to play?</p>	<p>any of these streets? Who lives the closest to school? Why are some of our streets not on this map? Discuss own addresses</p>	<p>describe their route as they go to various places around school.</p>
<p><u>ICT</u> Coding</p>	<p>XXX</p>	<p>explaining what coding is.  creating clear instructions like those required by a computer.</p>	<p>creating a simple program</p>	<p>developing the background and objects</p>	<p>using codes to achieve a intended outcome</p>	<p>using codes to achieve a intended outcome</p>
<p><u>DT</u></p>	<p><u>Evaluating bunting</u> Fabric bunting to improve school</p>	<p><u>Designing our own bunting</u> Generate, develop, model and communicate their</p>	<p><u>Templates</u> Select from and use a range of tools and equipment to perform practical</p>	<p><u>Running Stitch</u> Select from and use a range of tools and equipment to perform practical</p>	<p><u>Selecting Fabrics</u> Select from and use a wide range of materials and components,</p>	<p><u>Joining Fabrics</u> Select from and use a wide range of tools and equipment to</p>

	<p>Explore and evaluate a range of existing products in the context of evaluating bunting designs.</p> <ul style="list-style-type: none"> <li>• I can evaluate bunting.</li> </ul>	<p>ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology in the context of using a basic graphics program to design a bunting flag.</p> <ul style="list-style-type: none"> <li>• I can design my bunting flag.</li> </ul>	<p>tasks (for example, cutting, shaping and finishing) in the context of cutting a template and using it to shape a piece of fabric.</p> <ul style="list-style-type: none"> <li>• I can use a paper template to help cut out a fabric</li> </ul>	<p>tasks (for example joining) in the context of using running stitch to join fabric.</p> <ul style="list-style-type: none"> <li>• I can use a running stitch to join fabric.</li> </ul>	<p>including textiles, according to their characteristics in the context of selecting materials to join to fabric bunting.</p> <ul style="list-style-type: none"> <li>• I can select fabrics that are suitable for decorating my bunting</li> </ul>	<p>perform practical tasks (for example joining and finishing) in the context of joining fabrics using different techniques.</p> <ul style="list-style-type: none"> <li>• I can join fabrics. Evaluate their ideas and products against a design criteria in the context of evaluating the bunting flag.</li> <li>• I can evaluate my products</li> </ul>
<p><u>PE</u> Gymnastics</p>	<p>Games</p>	<p>Flight- Bouncing, jumping and landing</p> <p>To bounce, hop, spring and jump using a variety of take offs and landings</p>	<p>Points and patches</p> <p>To travel confidently and competently on different parts of the body including hands</p>	<p>Rocking and rolling</p> <p>To spin, rock, turn and roll with control on various part of the body</p>	<p>Wide narrow and curled</p> <p>To travel, balance and jump confidently showing a variety of body shapes</p>	<p>Putting it all together</p> <p>To select and link together different gymnastic movements.</p>