

Termly Planning Grid Term 3

Week	Literacy-	Maths	Geography -	Science - Living Things - habitats	Art -	RE - Why do Jewish families celebrate Hannukah? https://www.myjewishlearning.com/article/how-to-play-dreidel/	PE -	PSHE - Healthy Lifestyles, keeping safe, growing and changing	Music- Rainforest orchestra	Computing
1 w/b 1.1.18	"Slowly, Slowly, Slowly," said the Sloth - Eric Carle *Focus on particular characters from stories read. *Understand and use adverbs, verbs, nouns and adjectives.	Numbers to 50. Tens and ones. Represent numbers to 50. One more one less.	To introduce new topic. To find out current understanding. To locate rainforests on a map, label equator and tropics.			To know that there are traditions associated with the celebration of Hanukkah.	Football Skills with Mark Potter. Dance - Rainforest dance - CT. To be able to make different shapes with our bodies. To move like a rainforest animal.			
2 w/b 8.1.18	Mondays with Clare Tsapparelli: Non-fiction books about Rainforests *Read a range of non-fiction texts. *Identify organisational features of the text including index pages, glossary and title pages. *Research a key animal. Tue-Fri with Emma Vernon: "Slowly, Slowly, Slowly," said the Sloth - Eric Carle *Focus on particular characters from stories read. *Understand and use adverbs, verbs, nouns and adjectives. *Make inferences about a character.	Compare objects within 50. Compare numbers within 50. Order numbers within 50. Count in 2s.	To understand that a rainforest is made up of layers and to identify which animals live in which layer.	I can compare the differences between things that are living, dead and have never been alive. I can answer questions about things that are living, dead or have never been alive.	To mix paint colours To describe colours	To understand that the story behind Hanukkah is central to the festival. To experience Hanukkah traditions - play dreidel game and make latkes.	Football Skills with Mark Potter. Dance - Rainforest dance - CT. To tell a story of the rainforest through dance.	What constitutes, and how to maintain, a healthy lifestyle including the benefits of activity, rest, healthy eating and dental health.		Introduction to google searching
3 w/b 15.1.18	Mondays with Clare Tsapparelli: Non-fiction books about Rainforests *Read a range of non-fiction texts. *Identify organisational features of the text including index pages, glossary and title pages. *Research a key animal. Tue-Fri with Emma Vernon: "Slowly, Slowly, Slowly," said the Sloth - Eric Carle *Focus on particular characters from stories read. *Understand and use adverbs, verbs, nouns and adjectives. *Make inferences about a character *Understand and use	Count in 5s. Count in 10s. Recognise equal groups. Make equal groups.	To identify hot and cold areas in world.	I can compare the differences between things that are living, dead and have never been alive. I can answer questions about things that are living, dead or have never been alive.		To know the symbol of the hanukiah is related to the story. To understand that light is seen as representing the presence of God.	Football Skills with Mark Potter. Dance - Rainforest dance - CT. To tell a story of the rainforest through dance.	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.		Copying and pasting pictures and text

	conventions for speech. *Plan and write own versions of the story. *Edit and evaluate their final story.									
4 w/b 22.1.18	. Mondays with Clare Tsapparelli: Non-fiction books about Rainforests *Read a range of non-fiction texts. *Identify organisational features of the text including index pages, glossary and title pages. *Research a key animal. Tue-Fri with Emma Vernon: "Slowly, Slowly, Slowly," said the Sloth - Eric Carle *Focus on particular characters from stories read. *Understand and use adverbs, verbs, nouns and adjectives. *Make inferences about a character *Write own narrative based on own version of the story using a different animal	Add equal groups. The multiplication symbol. Multiplication from pictures. Make and use arrays.		I can map a habitat and identify what is in it. I can classify objects as those that are living, dead and those that have never been alive.	To create a collage. To create texture.	To reflect on Jewish beliefs and practices associated with Hanukkah.	Football Skills with Mark Potter. Dance - Rainforest dance - CT. To tell a story of the rainforest through dance. To be able to travel in different directions. To be able to travel at different speeds.	How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.	To create a rainforest orchestra using our bodies as percussion.	Making a mini fact file on a rainforest animal
5 w/b 29.1.18	Mondays with Clare Tsapparelli: Non-fiction books about Rainforests *Read a range of non-fiction texts. *Identify organisational features of the text including index pages, glossary and title pages. *Research a key animal. *Edit and evaluate their final story. Tue-Fri with Emma Vernon: The Great Kapok Tree *Understand use of past present tense *Find alternatives to 'said' *Understand use of onomatopoeia	Make doubles. The 2 times table. The 5 times table. The 10 times table. Make equal groups - sharing.	To understand what a rainforest is. To write facts about forest floor.	I can identify animals in their habitats. I can use information I have gathered to answer a question.			Football Skills with Mark Potter. Dance - Rainforest dance - CT. To tell a story of the rainforest through dance. To be able to travel in different directions. To be able to travel at different speeds.	Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.	To create a rainforest orchestra using our bodies as percussion.	Typing skills
6 w/b 5.2.18	Mondays with Clare Tsapparelli: Non-fiction books about Rainforests *Read a range of non-fiction texts. *Identify organisational features of the text including index pages, glossary and title pages.	Make equal groups - grouping. Divide by 2. Odd and even numbers. Divide by 5.		I can describe a habitat and identify animals live in it. I can ask and answer questions	To create a collage. To create texture.		To be able to put all skills together to create a sequence.	About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.	To create a rainforest orchestra using our bodies as percussion.	Typing skills

	<p>*Research a key animal.</p> <p>Tue-Fri with Emma Vernon: The Great Kapok Tree</p> <p>*Understand use of past present tense</p> <p>*Find alternatives to 'said'</p> <p>*Understand use of onomatopoeia</p>	Divide by 10.		about habitats.						
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