

Wk Com	English -	Maths -	Science - Plants
1 05/06	<p>Spoken Language: Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say</p> <p>Reading: Retell familiar and well-known traditional fairy tales. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently. Explain clearly his/her understanding of what is read to him/her. First News mystery news</p> <p>Writing: Retelling of story oral or written. The Leopard's Drum</p> <p>Grammar: Make the correct choice and make consistent use of present tense and past tense throughout writing Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.</p>	<p>Time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p>	<p>Biology: Plants – observe and describe how seeds and bulbs grow; find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Do shoots always grow up and roots always grow down?</p> <p>Do plants need light in order to grow?</p> <p>Will seeds grow in anything other than soil?</p> <p>Observing over time: Grow plants from seeds and bulbs.</p> <p>Comparative/fair testing: Compare effect on germination/growth of changes in water, light and temperature.</p> <p>Working scientifically links – The apprentice gardener Does it matter how we plant the seeds?</p> <p>How expert are we?</p> <p>What do plants need to grow and be healthy?</p> <p>EL1: What can we plant our seeds in?</p> <p>EL2: Do plants need light?</p> <p>EL3: Do plants need water?</p> <p>EL4: Do plants and seeds need soil?</p>
2 11/06	<p>Spoken Language: Discuss the sequence of events in books and how items of information are related</p> <p>Reading: Retell familiar and well-known stories.</p>	<p>Time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p>	<p>Do plants need light in order to grow? NC: Biology: Plants – observe and describe how seeds and bulbs grow; find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>

	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p> <p>First News mystery news</p> <p>Writing: Fiction – The Leopard’s Drum</p> <p>Grammar: Understand the following terminology: command, question, exclamation & question.</p>		<p>Working scientifically links – Observing over time: Grow plants from seeds and bulbs.</p> <p>Comparative/fair testing: Compare effect on germination/growth of changes in water, light and temperature.</p>
<p>3 18/06</p>	<p>Spoken language: Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Reading ‘A Squash & a Squeeze Comprehension and assessment for reading at speed of 90 words per minute.</p> <p>Writing: Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing. Use suffixes -less, -ful and use -ment</p>	<p>Shape – 2D & 3D</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>Will seeds grow in anything other than soil? NC Biology: Plants – observe and describe how seeds and bulbs grow; find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. NC: Working scientifically links – Observing over time: Grow plants from seeds and bulbs.</p> <p>Comparative/fair testing: Compare effect on germination/growth of changes in water, light and temperature.</p>
<p>4 25/06</p>	<p>Spoken Language Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.</p> <p>Reading: The Lighthouse Keeper’s Lunch</p> <p>Writing: Recount of the story Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.</p>	<p>Position & Direction Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p>	<p>Which surface does a car roll down quickest?</p>

	<p>Grammar: Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing.</p>		
5 02/07	<p>Spoken Language Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. Reading: The Lighthouse Keeper's Lunch Writing: Recount of the story Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence. Grammar: Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing.</p>	<p>Number – Explore a range of methods to complete addition and subtraction calculations.</p>	<p>Biology: Animals – notice that animals have offspring that grow into adults; find out and describe the basic needs of animals, including humans; describe the importance for humans of exercise, diet and hygiene. Take care (4 lessons on plan + 1 EL) How can we stay clean?</p>
6 09/07	<p>Spoken Language Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. Reading: The Lighthouse Keeper's Lunch Writing: Recount of the story Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence. Grammar: Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing.</p>	<p>Measurement- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p>	<p>Chemistry: Materials – identify and compare the use of materials for different purposes; find out how the shape of solid objects can be changed by squashing, bending, twisting and stretching Materials: good choices (8 lessons on plan + 2 EL) EL1: What materials are suitable for covering a tent?</p>

7 16/0 7	'Finishing off' tasks	Geometry- Order and arrange combinations of mathematical objects in patterns and sequences	EL2: How good is our tent?
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