

<p><b>Core Teaching Principles (Pedagogy)</b></p>	<p><b>Sequencing concepts and modelling</b> Present new material using small steps. Provide models. Scaffolding.</p>	<p><b>Questioning</b> Ask a range of open and differentiated questions to explore and extend understanding and reasoning skills. Targeted questioning</p>	<p><b>Reviewing</b> Revisit prior learning. Build on prior knowledge and experience.</p>	<p><b>Stages of practice</b> Whole class/shared. Guided practice Independent practice.</p>	<p><b>Collaborative learning</b> Learning partners Kagan strategies</p>	<p><b>Communication</b> Oracy Speaking and listening activities Explicit teaching of vocabulary Modelling by adults Communicating the Curriculum/Voice 21</p>	<p><b>Active Participation</b> No hands up</p>	<p><b>Metacognition</b> Reflection of learning strategies that help them as a learner Modelling/Think aloud by adults Critique/self evaluation/peer evaluation</p>
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**ENGLISH**

**Writing**

Core text: Katie in London by James Mayhew  
Purpose: To write a postcard as the character 'Katie' from the text.  
Audience: Display/twitter.

**Reading**

Guided reading 3 x per week (Little Wandle)  
Story time at the end of the day

**SPaG**

Weekly spelling tests and practice.  
Review of phonics weekly.  
Contextualised within writing lesson.

**TERMLY TOPIC FOCUS:**

**EXPLORE (GEOGRAPHY)**

**Enquiry question: Where do we live?**  
**Global Issues: Homelessness**



**MATHEMATICS**

**WHITE ROSE HUB**

Weeks (1-3)  
Place Value (within 20)

Weeks (4-6)  
Addition and subtraction (within 20)

## GEOGRAPHY

### Where do we live?

Key questions we will be exploring:

Which seas surround the UK?

Can you describe the national

foods/traditions/flags in each of the UK

countries? How are these different/similar?

Can you show me where Class 1 is on this map of the school?

Can you draw the route from Class 1 to the Office on the map?

What are the physical features/human features of our school and local area? Which features do you like/dislike?

Where do you live? Can you write your address? What does each line mean?

How does the local area around school compare to the area around the King's Palace in London?

How does the weather change each day? How can we record this?

What makes a house a home? What would it be like to have no home? How can we help the homeless?

See separate MTP for more detail

## SCIENCE

### Materials/ seasons/ plants

Key questions we will be exploring:

Identify the seasonal changes in winter including the weather.

To know that some materials will float/sink. To perform simple tests.

To know that forces can change materials, mostly pushing/pulling. To know that some materials reflect light.

To recognise and name the leaf, petals, stem, and roots of flowering plants.

To know that seeds grow into flowers/veg. To use first-hand experience and senses to explore a flower.

To know that plants provide a range of foods. To be able to match some foods to their plant of origin.

See separate MTP for more detail

## RE

Topic 1:

Special people

Children will be able to talk about experiences and feelings they have with special people.

Children will recognise that we all help each other because we belong to the parish family.

Topic 2:

Meals

Children will be able to ask and respond to what meals are special to them.

Children will retell the story of a Jesus' special meal, the Last Supper.

See separate MTP for more detail

## HISTORY

Past and Present:

Similarities and differences from then and now.

## ART and DESIGN TECHNOLOGY

ART:

Investigate the possibilities of direct and overprinting using primary colours.

## PE

Spring 1

Get Set for P.E

Gymnastics - Indoor

Athletics- Outdoor

Local history of Doncaster/ how it compares to other places e.g London.

See separate MTP for more detail

To investigate and respond to landmark buildings in Doncaster. To ask and answer questions about starting points for their work.

Investigate multi-media art to create collage of the United Kingdom.

**DT:**  
Fabric Bunting  
Children will  
Judge existing products on a simple scale.  
Use a graphics program to create a simple design.  
Work with support to cut out a fabric shape.  
Start to demonstrate how to create a basic stitch.  
Decorate a piece of fabric.

See separate MTP for more detail

Spring 2  
Dance – Indoor  
Fitness - Outdoor

**COMPUTING**

Teach Computing  
'Technology all around us'  
The children will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.

**PSHE**

Ten Ten Resources  
Module 2:  
Created to love others

Module 3:  
Created to live in community

**MUSIC**

Charanga Scheme

**Spring 1:  
In the groove**

**Spring 2:  
Round and Round**