


Core Teaching Principles (Pedagogy)	Sequencing concepts and modelling Present new material using small steps. Provide models. Scaffolding.	Questioning Ask a range of open and differentiated questions to explore and extend understanding and reasoning skills. Targeted questioning	Reviewing Revisit prior learning. Build on prior knowledge and experience.	Stages of practice Whole class/shared. Guided practice Independent practice.	Collaborative learning Learning partners Kagan strategies	Communication Oracy Speaking and listening activities Explicit teaching of vocabulary Modelling by adults Communicating the Curriculum/Voice 21	Active Participation No hands up Targeted questions	Metacognition Reflection of learning strategies that help them as a learner Modelling/Think aloud by adults Critique/self evaluation/peer evaluation
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ENGLISH
<p>Writing</p> <p>Core texts:</p> <p>Lost and Found by Oliver Jeffers</p> <p>Other texts TBC</p> <p>All writing will be completed with a clear purpose and audience, following EEF writing format.</p>
<p>Reading</p> <p>Small group reading sessions 3x per week.</p> <p>Whole class reading sessions 2x per week.</p> <p>Story Time at the end of the school day.</p>

TERMLY TOPIC FOCUS:

EXPLORE (Geography)



Enquiry question:

'Why are our Oceans so Special?' – Global Issue: Plastic Pollution/Conservation of Oceans

MATHEMATICS
<p>WHITE ROSE MATHS</p> <p>BLOCK 1: Money (Measurement)</p> <p>BLOCK 2: Multiplication and division (Number)</p> <p>BLOCK 3: Length and height (Measurement)</p> <p>BLOCK 4: Mass, capacity and temperature (Measurement)</p>

SPaG

Daily spelling lessons. (Little Wandle)

Review of phonics/spelling rules and patterns within GR and writing lessons.

Discreet grammar lessons alongside contextualised SPaG teaching.

GEOGRAPHY

The children will study the features of a typical coastal town e.g. Cleethorpes. The children will learn about the world's seven continents and five oceans. They will study the weather in the continents in relation to the equator and the N/S Poles, as well as measuring and recording the daily weather. As a contrasting non-European country, they will study a typical coastal village in Madagascar. They will recognise similarities/differences between their own and other lives.

They will study a map showing where the coral reefs around the world are located. They will locate and name the 3 largest reefs. They will be able to give reasons why the coral reefs around Madagascar are under threat.

The children will study the effects of plastic pollution in our oceans.

SCIENCE

Living things and their habitats; food chains

NC Objectives:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Seasonal changes

Winter/ Spring

RE

LOCAL CHURCH- BOOKS - The books used in Church

EUCHARIST- THANKSGIVING - Mass, a special time to thank God

LENT/EASTER- Opportunities

HISTORY

ART and DESIGN TECHNOLOGY

PE

Collage-
Mixed media- Oceans and Coasts.

The Great Wave – Katsushika Hokusai and his use of colours.

Fitness (outdoor)

Yoga (indoor)

Target games (outdoor)

Dance (indoor)

COMPUTING

Teach Computing

Programming A – Robot algorithms

Data and information – Pictograms

RSE

TenTen Programme

Module 2: Created to Love Others

Unit 1: Religious Understanding

Unit 2: Personal Relationships

Unit 3: Keeping Safe

MUSIC

Charanga Scheme

Unit 3: I Wanna Play In A Band

Unit 4: Zootime