

	Engage	Develop		Innovate	innovate	Express
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 Woodland party (children share learning from the term)
Linked Text Love to Read	<i>Dear Greenpeace by Simon James</i> <i>Little Red riding Hood</i>					
Spelling Focus: AM (1:2-1:8)	'er', 'ir', 'ur' sound 'er'	'air', 'are', 'ear' sounding 'ear'	'suffix 's', 'es' for plurals	Suffix 'ing', 'ed, 'er'	Suffix 'er', 'est'	Prefix 'un', 'dis'
Guided Reading focus	AF1	AF2	AF3	AF4	AF5/6	
Reading Focus: -discuss word meanings. -discuss the significance of title/events.	Explore and read a range of books and posters about British woodland. Make a list of useful words. Pose and ask simple questions to extend understanding. (questions about woodland visitor) Read fact files to find out more about their woodland visitor. Use question marks. Each week we will have a lesson dedicated to comprehension.					
Curriculum Writing Focus	Descriptions Using senses: describe what they could see/hear/touch/smell on our outdoor walk. Creation of a woodland soup? Write a recipe?	SCHOOL TRIP Recount Recount of school trip to Shorne Woods Fact files woodland creature fact files.	Narrative Introduction of a fairy door/small fairy letter letters stories	Narrative Continuation of a fairy door/small fairy letter letters stories	Instructions on making animal homes	Invitations to woodland party.
Toolkit Writing Focus	Skill: Skill: Using Capital letters/full stops.	Writing in the 1 st person. Write a fact in a sentence. Use time conjunction and different sentence openers	Skill: sequence sentences to form short narratives story language adjectives different sentence starters	Skill: sequence sentences to form short narratives story language Adjectives different sentence starters	Skill: successful sentences.	Skill: successful sentences.
Handwriting Focus (toolkit) (Green Books)	Practising diagonal join, no ascender: cr, tr, dr	Practising diagonal join, no ascender, lp, mp	Practising diagonal join, no ascender, ee	Practising diagonal join, no ascender ai, ay	Practising diagonal join, no ascender, ime, ine	Introducing horizontal join, oa, og

Mental Oral Starter	Adding and taking away- missing number	Measurement (length, height, longer, longest etc)	Multiplication and division	Fractions	Shape	Number bonds to 20
Mathematics	<p>Multiplication and Division</p> <p>Can I share objects using objects and pictures? Can I write a division number sentence? Can I group objects? Can I write a multiplication number sentence? Can I solve one step problems involving division/multiplication. Fri: problem solving.</p>	<p>Fractions</p> <p>Can I recognise a half as one of 2 equal parts of a quantity? Can I recognise a quarter as one of four parts of an object? Can I recognise a quarter as one of four parts of a quantity? Problem solving</p>	<p>Shape</p> <p>Can I recognise and name common 2D shapes and 3D shapes including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.</p> <p>Describe position and direction and movement. Including whole, half, quarter and three quarter turns.</p>	<p>Measuring</p> <p>Can I measure heights and lengths? Can I measure weight/mass? Can I tell the time to the hour/half past? Can I recognise hours, minutes, and seconds? Fri: problem solving</p>	<p>Place value</p> <p>Count to and across 100 forwards and backwards beginning with 0 or 1 from any given number.</p> <p>Count, read and write numbers from 1-100 in numerals and words.</p>	<p>Place value</p> <p>Identify and represent numbers using objects and pictorial representations including number line, and using the language of equal to, more than, less than, least, most.</p>
Geography		Location of habitats around the world.	Draw a simple picture map labelling particular features. Draw a map of a fairy/imp land.			
History						
Science	<p>Identify and name common flowers and trees found growing in the locality.</p> <p>Investigate what flowers/plants/trees are growing on our school grounds. Photograph and identify in class.</p>	<p>Sort trees in to groups to show those that are evergreen and those that are deciduous.</p> <p>Identify and name a variety of common wild and garden plants.</p>	<p>Sort pictures of animals into those that live in a woodland habitat and those which don't.</p> <p>Name animals living in a range of familiar environments.</p>	<p>Identify the basic structural parts of common flowering plants and trees, including root, stem, stalk, leaves, flowers, bulb, fruit, seeds and trunk.</p> <p>Plant wild and woodland flowers using</p>	<p>Identifying what a plant needs to grow.</p>	<p>Sort and group objects into living things/dead things and things that have never been alive.</p> <p>Use things collected on outdoor walk/things in the classroom to sort.</p>

				seeds and bulbs native to woodlands of the UK. Look for suitable planting spots (shaded areas/under the canopy of a large tree).		
Art & Design	To collect materials from around the school and create a picture of the woods.	 <p>To go outside and use a range of materials creatively to design and make a woodland animal. Use materials found outdoors to create artwork.</p>	Use painting to develop and share ideas, experiences and imagination. Paint a picture of a Woodland animal.	Art based around labelling the parts of a plants.	<p>Leaf stencil art</p>  <p>Bark rubbing</p>	Woodland creature masks for their picnic.
Design & Tech		Using junk materials to make a woodland animal		Testing materials to find out how we can make a home stronger, stiffer, and more stable. Make a sign for animal's home.	Make a home for a woodland animal. Build structures exploring how they can be made	<p>Create a picnic blanket using different materials.</p> <p>Make decorations to hang in the trees.</p> <p>Making cookies for picnic.</p>
Computing	Use of ipads to take photos of trees/plants.	Uploading pictures onto word document to begin fact file.	To be able to use a keyboard effectively to begin writing fact file.	To be able to change the font. Create a fact file on word about a woodland creature.	To be able to change the colour. Create a fact file on word about a woodland creature.	To be able to add clipart to a document. Create a fact file on word about a woodland creature.
RE						
Music (PPA)	Charanga					
PE (PPA)	Athletics					
PSHE	Sharing; how to share? How to deal with emotions when someone is doing something	Family Who is in your family? What does family mean to you?	Respect/relationships	Respect/relationships		



	you want to do?	Art work.				
Trips/outdoor learning/visitors	Outdoor learning walk in school/Hoo?	Shorne Country Park School Trip	Visit from an outdoor animal. Email reply from hedgehog charity.	Eagle heights visitors		Family picnic
Parental Link	POW hwk Curriculum newsletter Parents invited to shared picnic week 4?					

Hoo St Werburgh - Medium Term Plan Overview Term 5 'The Enchanted Woodland'