

Willow Class- Medium Term Planning
Spring Term - 2017
Theme – Animals and their habitats



This Term we will look at the topic Animals and their habitats. The children will be learning about Polar, forest, under the sea and farm animals.

In Science we will be investigating animals including humans and exploring features of animals including pets and identifying human body parts and senses. We will also be investigating the local environment we live in.

Willow class will be exploring winter and spring; investigating the seasonal changes that occur during this time of the year.

Science: Animals including humans

The children will investigate animals including humans this term. The children will name and identify of common animals including fish, amphibians, reptiles, birds and mammals. The children will also identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.

We will also be looking at winter and spring; investigating key signs for this time of year and what happens during this season.

Cross-curricular links: Literacy, numeracy, art.

Literacy

Fiction (Say Hello to the snowy animals, commotion in the ocean, day monkey night monkey, mad about minibeasts, farmer duck)

The children will be practicing predicting, recounting and sequencing using stories linked to our topic Animals and their habitats. The children will be encouraged to use their early literacy skills to mark make, copy letters and attempt to write simple sentences when ready.

Non Fiction/Weekend News

Children will discover the features of non-fiction texts. Children collect info about different animals to write/sequence factual information. Children will label and write captions.

Songs/Poetry

Children will take part in singing activities through the term to improve their speaking and listening skills. We will also write a spring poem.

Phonics – Read, Write Inc

Children will follow our phonics programme Read, Write Inc. The Children will be encouraged to become independent writers and readers and lots of emphasis will be focused on Phonics work to aid them with this. They will be doing weekly spellings, learning new sounds, practicing blending simple VC and CVC words and guided reading sessions to support this. Children will be placed in groups of similar abilities.

Geography:

The children will investigate our local environment through walks into the community and around school.

The children will investigate their school and the local area where they live. We will look at maps and use google maps to locate our school and their address. The children will create simple maps of our classroom and label.

Cross-curricular links: Literacy, Numeracy, Art.

Art and Design:

Children will investigate animal patterns using prints and painting.

They will use various materials and textures to create various animals linked to specific habitats we are investigating as a class i.e. cd fish, butterfly's etc.

Children will also design their own Animal and Habitat they live in.

Cross-curricular links: Geography, Literacy, DT.



Numeracy:

Children will continue on our Maths programme: Little Big Maths. This term we will continue working on amounts, counting skills, identifying and ordering numbers to 100 and beyond when appropriate, grouping and number language. We will also start to look at simple addition and subtraction.

We will also be looking at measure as part of our outer numeracy learning.

Each week, children will also take part in a 'CLIC' assessment activity linked to the work we have been learning in Big Maths.



ICT Using simple programmes

The children will be learning basic ICT skills and have access to iPads on a weekly basis. Children will be learning to logon and use simple programmes incorporating their learning across the curriculum including 2Simple software, Espresso and Education city.

The children will also have the opportunity to use the iPads to record their findings when exploring local habitats through pictures and video.



Music:

Children will be learning a number of songs and practising singing together during weekly singing practice. Children will be learning songs linked to Easter and spring. Children will also follow a music scheme of work through 'Charanga' on a weekly basis.



Design Technology

Children will design and make their own animal and habitat they will live in.

They will make hot drinks linked to polar investigations following instructions.

The children will have the opportunity to take part in cooking activities linked to Easter..

Cross-curricular links: Art, literacy

Mrs Stephenson (PPA
Cover)

RE

PSED

British Values

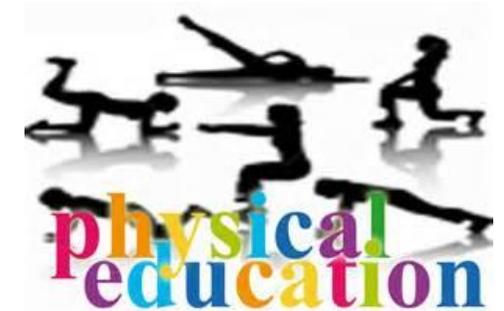
Visits and Events

Willow class will have opportunities to experience real life experience through various enrichment activities through the term. Trips and Activities yet to be confirmed:

Local walks in our local environment i.e. parks, beach etc

Trip to down at the farm.

Forest School visits at West Boldon Lodge throughout the year



PE:

The Children will be taking part in Dance type activities.

Children will also be participating in swimming activities every Thursday during term time in the school hydrotherapy pool.

Willow Class Spring Term Links - BPM levels

AFL Strategies

Mind Maps - Use of mind maps to gain the children's knowledge prior to starting a new topic or an area of learning.

Symbols - Use of symbol choice during an activity i.e. Red, Yellow, Green faces to assess how they feel their work has gone.

Exit Tickets - These will be used during RWI lessons to assess the children understanding of the lesson.

Target Questioning/Choices - Used throughout the day to assess learning and any gaps that need addressing during or prior to starting an activity.

Individualised/Bookmarks Targets

Children's individualised targets will be set each term. The children will have literacy, maths and PSHCE targets to aid them in their individualised learning. These targets can be found on display in class and on their desks where they sit. The children will be made aware of these targets in 'child speak' language.

Read, Write Inc.

Children are streamed into ability groups and are assessed by Mrs Burgess. Identified children will be given further daily one to one support for their phonic learning.

Literacy - Linked Objectives

L2k - Independently: understands and engages with the speaker, demonstrating attentive listening.

Entry 1: Listen attentively to familiar peers and adults in supported groups or 1:1, especially on matters of interest (AO8).

L2n - Entry Level English: Entry 1: Engage with others eg agree or disagree with a comment or idea (AO8).

R1u - When prompted or with checklist: some pages/sections of interest located.

R4c - When prompted or with checklist: some simple comments about preferences.

W3d - Entry Level English Entry 1: Use some simple descriptive language eg to indicate colour, size, emotion. (AO6).

W4h - With support I a small group: phonetically plausible attempts at words with digraphs and double letters.

W4i - With support I a small group: sufficient numbers of recognisable words for writing to be readable.

W1i - With support in a small group: mostly grammatically accurate clauses.

Little Big Maths - Linked Objectives

To double numbers up to 5 and to 10

To say my numbers to 100.

I can half numbers to 10.

I can say my numbers beyond 10.

I can say numbers beyond 20

I know I have 10 fingers.

Little Big Maths Steps to focus on:

Amounts are needed step 1-5

1 to 100 skills: Saying Numbers Step 1-5

1 to 100: Reading Numbers Step 1-5 and 11 to 20 Step 1-5

Multiples of 10 - Step 1-5

Actual Counting 1 to 10 and 1 to 20 from a pile - Steps 1-5

Learn Its: My Body learn Its - Step 3-5 + My finger double Learn Its Step 1-5 + My Halving Learn Its Step 1-5

Pim Knows His Learn Its Step 1-5

Calculation: Addition Steps 1 to 5

Science Linked Objectives

On Track

Observe and recognise some simple characteristics of animals. Able to recognise similarities and differences within and between animals, classifying familiar animals according to their characteristics. Able to match an animal to a similar group. (Types of animals)

Able to name, draw and locate parts of their bodies, including the sense organs. Able to understand the functions of the sense organs, identifying familiar scents, textures, tastes and sounds. (Parts of animals)

Exceeding

Classify animals as mammals, amphibians, reptiles, birds and fish and be able to describe and recognise the key features of each of these groups. (Types of animals)

Able to identify increasingly unusual or unfamiliar scents, textures, tastes and sounds. Use species-specific vocabulary with increasing accuracy and able to confidently name and draw the sense organs. (Parts of animals)

Working Towards

Able to identify some animals which are mammals, amphibians, reptiles, birds or fish. Make observations about animals and name some of their features, e.g. feathers, tail. (Types of animals)

Recognise that they use their eyes to see, ears to hear, nose to smell and mouth to taste. May recognise that they can feel objects with their hands rather than skin. (Parts of animals)

Art and Design

Imitate the use of tools

Imitate the use of materials

Imitate the use of simple actions

Know that paintings have meanings

Use different materials

Use different techniques

Geography

They show what they think about different environments

They use pictures or symbols to show familiar places
They communicate their preferences about the human world
They express their views on features of environments they find attractive
They express their views on features of environments they find unattractive
They recognise simple symbols or representations on maps and plans
Use resources that are given to me to ask questions about places

DT

I can create a recognisable basic drawing
I can identify the use of a familiar product
I can view a recognisable basic drawing as my design
I can incorporate familiar products in my basic drawings
I can cut using scissors without dexterity
I can cut using scissors around a more complex shape
You choose appropriate materials for my design
You choose appropriate basic tools for my design
You can select a range of appropriate tools for my design
I can choose a range of equipment for a task
You can talk about your own work in simple terms

RE

Mrs Stephenson

Music

They listen to distinctive sounds played on a particular instrument
They listen to a familiar instrument played behind a screen and match the sound to the correct instrument on a table
They play loudly in imitation

They play quietly in imitation

They play slowly in imitation

They play quickly in imitation

ICT

Make connections between control devices & information on the screen (pressing a specific graphics on a touch screen)

Use a key board or touch screen to select images for their own name

Can load resources

Understand information can be stored on a computer (they can see a picture saved earlier)

Can use ICT to express ideas in a variety of contexts (take a photo or make video clip for profile)

Can choose right software for a familiar activity (word to write a letter)

Use ICT to communicate and present their ideas (take photograph of their own work)

PE

Pc - Can travel in different ways at a low level e.g. crawl, slide, shuffle

Pe - Can run with control

Pf - Can perform a jump

Pg - Can perform a hop

Pq - Can take turns in a small group

Pr - Pupils work in pairs co-operatively, although may need support to follow instructions and stay on task

They can suggest changes that happen to their body when they are active

Describe how their body feels when they are active

Demonstrate persistence when learning skills

PSED

Mrs Stephenson