

**Maths and Numeracy****Place Value MNU1-02a**

Matching games

Build numbers with cubes

Draw base ten pictures, complete tables showing tens and ones.

Use 100 charts and number lines to order numbers, understanding sequencing and counting to 100 and over.

Human number line activities

Outdoor chalk number line

Roll two dice to make the largest and smallest numbers

Place value scavenger hunt in classroom

Revisiting/Teaching counting in 1s, 2s and 10s. counting games and choral counting. Making number lines

**Estimating and rounding MNU 1-01a**

Estimate the number of cubes in containers.

Estimate how many steps it takes to cross the classroom.

Estimate how many pencils fit in a tray.

Estimate the length of books using cubes.

Estimate the height of a chair. Measure and record results

Use a large floor number line. Place numbers such as 23, 36, 48 and decide which multiple of 10 they are closest to. Sort number cards into "rounds to 20", "rounds to 30", etc.

Compare estimates and exact answers.

**Addition and subtraction MNU 1-03a**

Recapping number bonds to ten, using these to make number bonds to 20. Using Numicon and ten frames to make visual representations of number bonds.

Solve missing number problems.

$$\square + 8 = 17$$

$$24 - \square = 16$$

Two-step word problems.

**Health and Well Being**

Curriculum organisers and E&O codes

P.E with Mrs Leck (see P.E planning)

Learning experiences:

**HWB 1-45a, Family and Feelings**

Discussion on family dynamics and labelling who is in our family/who is important to us.

stories on emotional regulation- colour monsters.

**Friendships HWB 1-44a and 1-44b**

Introduce 'bully bear' to promote kindness, respect, responsibility

Use simple scenarios involving Bully Bear

Leaving someone out of a game

Calling names

Repeating unkind actions

Ask:

Is this bullying or just being unkind once?

How might the other person feel?

Record answers under:

Bullying / Feelings / Kind Choices

Draw Bully Bear making a poor choice

Draw Bully Bear making a better choice

Add speech bubbles:

Teach: Say STOP (link with decider skills)

Walk away

Tell a trusted adult

Stick with friends

Chant : "Stop, Walk, Talk!"

Enforce lesson in the playground using mascot bear and bear hats.

Share in assembly/ hand out kindness stickers

**Literacy and English****Listening and talking Lit1-02a, ENG 1-03a**

Use a mystery bag to ask yes/no questions to identify a hidden object, without interrupting and responding respectfully.

Participate in partner interviews, learning to take turns and speak clearly.

Listen to storyline online and discuss the books

**Reading for enjoyment Lit 1-11a**

Students select books to borrow from the library each week and are encouraged to read the books at home and in down time in class.

*Other Reading and Writing Es & Os covered through the Read, Write, Inc Programme completed every day in class.*

**HWB 1-09 Rights of the Child**

Creating class charter with shared expectations and an understanding to each person's role and responsibilities.  
Linking rights to school life- right to clean water, right to play, right to an education etc.

**HWB-**  
Decider Skills

**Expressive Arts**

Curriculum organisers and E&O codes

**Drama- EXA-1-12a, EXA 1-13a, EXA 1-15a**

**Art- EXO 1-07, EXA 1-02 range of media, EXA 1-03 visual elements and concepts, EXA 1-04**

**Learning experiences**

Each week looking at an artist from around the world and creating a piece of work inspired by them. Discussing the artist, what do we like/not like?

**Drama-**

Circle Time Games

IDL TOPIC:

Habitats

**Technologies**

Curriculum organisers and E&O codes

**Model Making and Materials- TCH 1-09a 1-10a 1-11a**

We will be making models of habitats and will explore using different materials and trying to make our models 3D. Throughout our habitat topic, we will also explore some materials that animals use/have e.g. bird nests, feathers, beaver dams.

**Using Digital Technology TCH 1-01a**

Role play (in HWB and RME)

### **French**

**Curriculum organisers and E&O codes: MLAN- 1-03  
MLAN 1-02b**

#### **Following the PowerLanguage Planner:**

French greetings and salutations  
Saying our name in French and asking other people their name.

We will be using the iPads and laptops weekly in our maths and wider learning. As part of this we will be revising how to turn on and log on and off of the iPads and laptops.

#### **Cyber resilience and internet safety TCH 1-03a**

When using digital technology we will discuss how to stay safe online including when playing online games.

### **Social Subjects**

**Curriculum organisers and E&O codes**

#### **Learning experiences**

##### **Rights and Responsibilities- SOC 1-17a**

Creating class charter  
Looking at rights and how they are applied in the classroom- access to clean water, right to play, right to an education. Discussion on personal responsibilities and how they link to right. Linked with stories read during story time and HWB lessons.

##### **People in society, economy and business- needs vs wants SOC 1-16a**

Linked with discussion of Rights and with the needs of animals in their habitats.

### **Religious and Moral Education**

**Curriculum organisers and E&O codes**

#### **Learning experiences**

##### **Bible Stories RME-1-01a 1-02b 1-03b 1-04a 1-06b**

We will be reading/listening to Bible stories and linking these to our HWB and IDL topics including:  
The Good Samaritan  
Noah's ark  
The story of Moses.  
The Creation Story  
We will be recapping the stories through role play and story boards and focussing on the messages that the stories are trying to portray as well as how they link to Christian beliefs.

### **Science**

**Curriculum organisers and E&O codes**

**Biodiversity and interdependence SCN 1-01a, SCN 1-02a, SCN 1-06**

#### **Learning experiences**

##### **Living vs non-living things:**

When looking at what lives in different habitats and what they require from their habitat understanding the difference between living and non-living things.  
Micro-habitat hunt around the school identifying categories present e.g living vs non-living and plant vs animal.  
Sorting activities of living vs non-living things.

##### **Food chains**

For each habitat we explore looking at the food chains within it and how this impacts how animals adapt to survive- predator vs prey.  
Making posters on the different habitats and the food chains.

Creativity

Applying oneself

Problem solving

Working with others

Analysing and evaluating

Leadership

| Pupil / Teacher Collaborative |                                              |                                                                               |
|-------------------------------|----------------------------------------------|-------------------------------------------------------------------------------|
| What do pupils already know?  | <b>Questions</b><br><i>(Pupil generated)</i> | <b>How will we find answers to our questions?</b><br><i>(Pupil generated)</i> |