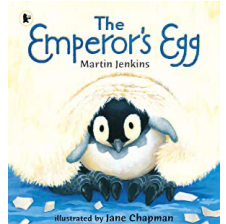
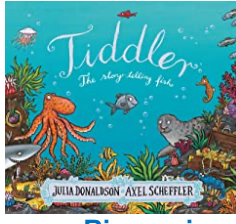
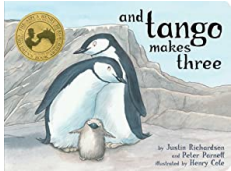
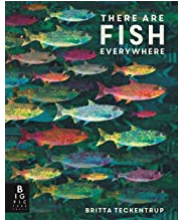
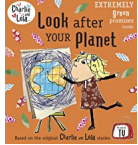


## Aston Clinton School – Spring 1 – Amazing Planet Earth

|                                     | Week 1                                                                                                                                                                                                                                    | Week 2                                                                                                                             | Week 3                                                                                                                                    | Week 4                                                                                                                       | Week 5<br>Assessment<br>Week                                                                                                                        | Week 6 |
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| <b>Core Text(s)<br/>and Rhymes</b>  | Penguins Non Fiction<br><br><b>One, Two, Buckle My Shoe</b>                                                                                              | The Emporer's Egg<br><br><b>Incy Wincy Spider</b> | Lost and Found<br><br><b>Mary, Mary, Quite Contrary</b> | Tiddler<br><br><b>Ring-a-ring-a-roses</b> | Somebody Swallowed Stanley<br><br><b>Row, Row, Row Your Boat</b> |        |
| <b>Talk<br/>Through<br/>Stories</b> | One Snowy Night<br><br>Cosy, miserable, snuggled, shivering, shoved, scraping, fierce and chuckle.                                                                                                                                        | One Snowy Night<br><br>Cosy, miserable, snuggled, shivering, shoved, scraping, fierce and chuckle.                                 | Frockodile                                                                                                                                | Frockodile                                                                                                                   |                                                                                                                                                     |        |
| <b>Key<br/>Concepts</b>             | Children understand the life cycle of a penguin and can explain how they are adapted to the conditions in which they live. Children can talk about penguins, where they live and what they eat. Children can name the parts of a penguin. |                                                                                                                                    | Children can recite key facts about penguins. They can explain the feelings of the main characters in the story.                          | Children can talk about how Tiddler is feeling. Children can talk about the importance of telling the truth.                 | Children understand the impact humans can have on animals and the environment.                                                                      |        |

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|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                |                                                                                                                                                                                                                                    |                                                                                                                      | They can explain how we can try to minimise this impact.                                                                                                                                  |  |
| <b>Key Vocabulary</b>          | Webbed feet<br>flippers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Life cycle<br>Antartica                                                                                        | south<br>lonely                                                                                                                                                                                                                    | Ocean<br>Truth                                                                                                       | Swallowed<br>recycled                                                                                                                                                                     |  |
| <b>Other Texts</b>             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>And Tango Makes Three</p>  | <p>One Snowy Night</p>  <p>Seasons Come, Seasons Go, Tree</p>  | <p>There are Fish Everywhere</p>  | <p>Shark Lady</p>   |  |
| <b>PSED - Activities</b>       | <i>Jigsaw Unit 2 Celebrating differences<br/>Lesson 1</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <i>Jigsaw Unit 2 Celebrating differences<br/>Lesson 2</i>                                                      | <i>Jigsaw Unit 2 Celebrating differences<br/>Lesson 3</i>                                                                                                                                                                          | <i>Jigsaw Unit 2 Celebrating differences<br/>Lesson 4</i>                                                            | <i>Jigsaw Unit 2 Celebrating differences<br/>Lesson 5</i>                                                                                                                                 |  |
| <b>Development Matters/ELG</b> | <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Understand gradually how others might be feeling</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p> |                                                                                                                |                                                                                                                                                                                                                                    |                                                                                                                      |                                                                                                                                                                                           |  |

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| Communication and Language – Activities | <p><b>Little Wandle Nursery Rhyme Time</b> – Daily programme –Learn Rhyme, listen to sounds, identify rhymes and initial sounds</p> <p><b>What can you see</b> – Daily Talk time – extending children’s sentences</p> <p><b>Tales Toolkit</b> – Introduce Story Telling Scheme. Weekly Class story and children to tell their own story. Record in class Tales Toolkit Book. Extend children’s ideas with descriptive vocabulary and use story telling vocabulary. Add Pictures and model how to write simple labels on Tales Toolkit Writing Frames.</p> <p><b>Snack and Chat</b> – Daily chat time at snack with pictures linked to learning for retrieval and vocabulary extension</p> <p><b>WOW Words</b> – WOW words sent home each half term based on topic.</p> |                                                                                               |                                                                                                 |                                                                                                                                        |                                                                       |  |
| Development Matters/ELG                 | <p><b>Talking Point</b> What are the parts on a penguin's body and how do they help them?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Talking point:</b> How are penguins born? Who looks after them? Where do they live?</p> | <p><b>Talking point:</b> How would you help the boy get the penguin back to the South Pole?</p> | <p><b>Talking point:</b></p> <p>How does Tiddler Feel?</p> <p>How do you know?</p> <p>Have you felt like that before?</p> <p>When?</p> | <p><b>Talking point:</b></p> <p>How can we look after our planet?</p> |  |
| Physical Development - Activities       | <p><b>Girffin OT</b> - Dough Dance (Griffin OT)</p> <p><b>Morning Time</b> – Name and key letter practise.</p> <p><b>Little Wandle</b> – Letter formation sheets</p> <p><b>Numberblocks</b> – Number formation sheets</p> <p><b>Get set for PE</b> - Gymnastics lessons</p> <p><b>Outdoor Provision</b> –</p> <ul style="list-style-type: none"> <li>• Add slopes with bikes</li> <li>• Teach ball and racket games with scoring</li> <li>• Modelling use of equipment and extending and challenging movement</li> </ul>                                                                                                                                                                                                                                               |                                                                                               |                                                                                                 |                                                                                                                                        |                                                                       |  |

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| <b>Development Matters/ELG</b> | <p><b>Reception</b><br/> <i>Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing</i><br/> <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i><br/> <i>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</i><br/> <i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i></p>                                 |                                                                                                                                        |                                                                                                                                           |                                                                                                                                              |                                                                                                                                                       |  |
| Literacy - Activities          | <p><b>Little Wandle</b> – Dilay Phase 2 Phonics<br/> <b>Little Wandle</b> – Daily Rhyme Time<br/> <b>WOW Words</b> – WOW words sent home each half term based on topic.<br/> <b>Oracy</b> – Modelling and extending sentences and vocabulary<br/> <b>Tales Toolkit</b> – Introduce Story Telling Scheme. Weekly Class story and children to tell their own story. Record in class Tales Toolkit Book. Extend children’s ideas with descriptive vocabulary and use story telling vocabulary. Add Pictures and model how to write simple labels on Tales Toolkit Writing Frames.</p> |                                                                                                                                        |                                                                                                                                           |                                                                                                                                              |                                                                                                                                                       |  |
|                                | <p><b>Focus groups:</b> Label the parts of a penguin.</p> <p><b>Provision:</b> Penguin writing Frames.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Focus groups:</b> Sequence the penguin life cycle</p> <p><b>Provision:</b> Life cycle pictures to label or write phrases on.</p> | <p><b>Focus groups: Choose a Character and write a speech bubble.</b></p> <p><b>Provision:</b> Character pictures with speech bubbles</p> | <p><b>Focus groups:</b> Write about how Tiddler feels</p> <p><b>Provision:</b> Pictures of Tiddle with thought bubble. How does he feel?</p> | <p><b>Focus groups:</b> Make a prediction. Which material will last the longest and why.</p> <p><b>Provision:</b> Michael recycles speech bubble.</p> |  |
| <b>Development Matters/ELG</b> | <p><b>Reception</b><br/> <i>Form lower-case and capital letters correctly.</i><br/> <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i><br/> <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</i><br/> <i>Re-read what they have written to check that it makes sense.</i></p>                                                                                                                                                                                                 |                                                                                                                                        |                                                                                                                                           |                                                                                                                                              |                                                                                                                                                       |  |

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| <p><b>Maths - Activities</b></p>                   | <p><b>Numicon:</b><br/>Part Whole<br/>Activity Card 7<br/>Adding two shapes together to get the total.</p> <p><b>Focus Activity:</b> Verbalise addition<br/>Use Part whole model.</p> <p>Subitising</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Numicon - One more</b></p> <p><b>Focus Activity:</b> Finding one more than a number to 10.</p> <p>Subitising – what can you see?</p> | <p><b>Numicon – One Less</b></p> <p><b>Focus activity</b> – Finding one less than a number. Identifying groups that have more or fewer.</p> <p>Subitising – what can you see?</p> | <p><b>Numicon Unit 10</b><br/>Subtraction</p> <p>Can children subtract one number from another.</p> <p><b>Focus activity</b> – practical subtraction and verbalisation.</p> <p>Subitising - more</p> | <p><b>Numicon Unit 7:</b><br/>Balancing scales<br/>identifying heavy and light.<br/>Measuring weight with non-standard measure.</p> <p>Focus Activity – identifying objects that are heavy and light.</p> <p>Subitising - less</p> |  |
| <p><b>Development Matters/ELG</b></p>              | <p>Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                            |                                                                                                                                                                                   |                                                                                                                                                                                                      |                                                                                                                                                                                                                                    |  |
| <p><b>Understanding the World - Activities</b></p> | <p><b>Ongoing:</b><br/>Children explore the outdoor environment.</p> <p><b>Water</b></p> <ul style="list-style-type: none"> <li>Effects of weather on water and school environment</li> </ul> <p><b>School Environment</b></p> <ul style="list-style-type: none"> <li>Learning routes around school both inside and out</li> </ul> <p><b>Our World</b></p> <ul style="list-style-type: none"> <li>Where do we live</li> <li>Where do penguins live</li> </ul> <p><b>Skills, Knowledge and Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Introduction to simple investigations (waterproof materials)</li> <li>Introduction to exploring changes in materials (Ice linked to weather)</li> <li>Vocabulary related to places, changes and living things</li> </ul> |                                                                                                                                            |                                                                                                                                                                                   |                                                                                                                                                                                                      |                                                                                                                                                                                                                                    |  |
|                                                    | <p>Discuss the parts of a penguins body and how they help them in the water and on land.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Find the South Pole on a globe. How far away is it?<br/>Understand the life cycle of a penguin.</p>                                     | <p>To develop their understanding of the lives of penguins and where they live.</p>                                                                                               | <p>Name some sea creatures and compare them.</p>                                                                                                                                                     | <p>Science experiment:<br/>Which material will last the longest in the water.<br/>Make prediction and then explain what happened.</p>                                                                                              |  |

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| Forest School                           | Find the signs of winter.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Find the winter animals                                                                                                                                                                                                                                                                                                                                                                                                       | Order the penguin life cycle.                                                        | Set up containers of water to leave outside for a week. Make predictions. | Look at water left from last week. Has it changed? Why? |  |
| Development Matters/ELG                 | <b>Reception</b><br><i>Explore the natural world around them.</i><br><i>Understand the effect of changing seasons on the natural world around them.</i>                                                                                                                                                                                                                                                                                                                                                                             | Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |                                                                                      |                                                                           |                                                         |  |
| Expressive Arts and Design - Activities | <b>Role Play/Small World</b> <ul style="list-style-type: none"><li>• Animal hospital – polar area</li><li>• Polar animals</li></ul> <b>2D/3D work</b> <ul style="list-style-type: none"><li>• Use construction apparatus or junk modelling to create a structure</li><li>• Use recycling to create a collage</li></ul> <b>Paint</b> <ul style="list-style-type: none"><li>• Choose the correct brush size for the what they want to paint</li><li>• Use poster paints correctly</li></ul> <b>Music</b><br><i>Charanga: Everyone</i> |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                      |                                                                           |                                                         |  |
|                                         | <b>3D Models</b><br><br>Make a shelter for a penguin using junk                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>3D Models</b><br><br>Make a shelter for a penguin using junk modelling or                                                                                                                                                                                                                                                                                                                                                  | <b>Paint a Penguin</b><br><br>Paint a penguin using poster paints and correct brush. | <b>Paint a Penguin</b>                                                    | <b>Collage</b><br><br>Make a Recycling monster using    |  |

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|                         | modelling or construction apparatus.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | construction apparatus. |  | Paint a penguin using poster paints and correct brush. | recycled materials. 2D or 3D |  |
| Development Matters/ELG | <p><b>Reception</b></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p> <p><i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i></p> <p><i>Develop storylines in their pretend play</i></p> |                         |  |                                                        |                              |  |