

Where do we live?

Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5
LCC	Where do we live?	Was Stoke-on-Trent the same in the past?	Did mum and dad have the same toys as me?	What transport do we see in Stoke-on-Trent?	What's happening outside my window?
Book link	Peace at last	Ebook/presentation – own non-fiction story map Peepo	Old Bear	The journey home from Grandpa's Wheels on the bus Row, row, row your boat	Fletcher
Hook		Hanley park	Museum visit Teddy bears picnic Art week		
Communication and	Pre teaching vocabulary assessment. Using a story map to retell a story Talking about the different rooms in their house	Using a story map to retell in innovated version of the story. Invent, adapt and recount narratives and stories with peers and their teacher (EAD -ELG) Speaking in sentences about pictures from the past.	Using a story map to retell a story Listening to adults talk about the toys they played with when they were little.	Using a story map to retell in innovated version of the story. Invent, adapt and recount narratives and stories with peers and their teacher (EAD -ELG) Making predictions about how they think	Post teaching vocabulary assessment Using a story map to retell a story

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		Listening to adults speak about their own experiences of how things have changed.	Asking questions to find out more about the toys in the classroom.	people got around in the past.	
PSED			Sharing their opinion on which toys they like / dislike. Sharing food fairly for the teddy bear's picnic		What clothing do we need in Springtime?
PE (as part of Physical	Having a range of dinosaur movement cards – children to move in different ways.	Working in pairs to create simple sequences of movements based on the work done in the previous week.	Creating a simple sequence of movements that can be put together to create a group dance.	Fitting their dance sequence to music	Practicing 'freezing' when it is not their turn to dance during a group dance
Lit					

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	<p>HA – Children to write a list of noises Mr Bear heard in the house.</p> <p>MA – Writing “Mr Bear cud not sleep.”</p> <p>LA – Matching sounds to the rooms / places they were heard.</p>	<p>HA – Writing a description of a picture of a house from the past.</p> <p>MA – Writing a simple sentence about a picture.</p> <p>LA – Labelling a picture of a house using initial sounds to help them.</p>	<p>HA – Writing a description to show the difference between Old Bear and Little Bear.</p> <p>MA – Writing the sentence Old Bear was lost.</p> <p>LA – Matching labels to the different characters from the story.</p>	<p>HA – Writing how transport has changed over the years.</p> <p>MA – Writing the sentence - In the past there were no cars</p> <p>LA – Labelling different types of transport</p>	<p>HA – Writing what they know about Spring</p> <p>MA – It gets warmer in Spring or Plants grow in spring.</p> <p>LA – Writing simple CVC words associated with spring. (lam / egg / chick / plant)</p>
Whole	My house has a <u>xxx</u> room.	I can see a <u>xxx</u>	I have a <u>xxx</u>	You can go on a <u>xxx</u>	I can see a <u>xxx</u>
Talk for Writing	<p>Using the story map to retell the story of Peace at last.</p> <p>Children to box up their story into the beginning / middle / end.</p>	<p>Using post it notes to cover up part of the story and change it.</p> <p>Children to create their own adapted story maps and talk about their new story.</p>	<p>Using the story map to retell the story of Old Bear</p> <p>Children to box up their story into the beginning / middle / end.</p>	<p>Using post it notes to cover up part of the story and change it.</p> <p>Children to create their own adapted story maps and talk about their new story.</p>	<p>Using the story map to retell the story of Fletcher and the Springtime Blossoms.</p> <p>Children to box up their story into the</p>

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					beginning / middle / end.
Maths	Counting – creating number bonds for numbers 7-10	Patterns – to create simple AAB, ABC and AABC patterns.	Length – to measure and compare lengths and use non-standard units	Capacity – to use the language full / half full / empty to describe containers.	2D shapes – to use shapes to create tangrams and pattern blocks
Understanding the World	<p>Looking at maps of the UK and finding Stoke on Trent on it.</p> <p>Geography Draw information from a simple map. (Reception)</p> <p>Marking Stoke on Trent on their own map.</p> <p>Geography Draw information from a simple map. (Reception)</p> <p>Drawing a map of where Mr Bear went in his house.</p> <p>Geography Draw information from a simple map. (Reception)</p>	<p>Looking at pictures of Stoke on Trent in the past.</p> <p>History Comment on images of familiar situations in the past (Reception)</p> <p>Describing how things have changed now.</p> <p>History Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)</p>	<p>Looking at historical artefacts such as toys from the 1980's.</p> <p>History Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)</p> <p>Visit Potteries Museum to look at historical exhibits.</p>	<p>Comparing transport now to transport in the past.</p> <p>History Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)</p> <p>Sequencing different cars from oldest to newest.</p> <p>History Comment on images of familiar situations in the past (Reception)</p>	<p>Investigating the 4 seasons and how things are beginning to change now Spring is here.</p> <p>Science Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

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Expressive Arts	<p>Creating junk model houses.</p> <p>DT</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.(ELG)</p>	<p>Creating graduated background and adding a Stoke on Trent sky line</p> <p>ART</p> <p>Explore colour and colour-mixing.(3 & 4 year olds)</p>	<p>Art week – Colour mixing and using primary colours to create a piece of art</p> <p>ART</p> <p>Explore colour and colour-mixing.(3 & 4 year olds)</p>	<p>Painting pictures of different styles of transport.</p> <p>ART</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details.(3&4 year olds) 	<p>Creating springtime pictures using a range of different materials</p> <p>ART</p> <p>Explore colour and colour-mixing.(3 & 4 year olds)</p>
	<p>Collaging or painting different styles of houses.</p> <p>ART</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. .(ELG)</p>	<p>Creating food for a teddy bear’s picnic</p> <p>DT</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<p>Observational drawings of different toys</p> <p>ART</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as 		

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			representing a face with a circle and including details.		
R.E.	Story of palm Sunday. Making palm leaves to wave	Easter story Sequencing pictures from the story	Investigating palm crosses and the symbolism of the cross. Tasting hot cross buns	Making an Easter garden and talking of the significance.	Talk to a person of faith about how they celebrate Easter. What is their favourite part?
Computing	What is a boat? Looking at pictures of different rafts and boats and deciding which are boats and which are not. What are the most important features of a boat?	Is this a good boat? Exploring floating and sinking with a range of different objects.	Role play boat – creating a boat and role playing pirates etc.	Build a boat – using a range of different resources, build a boat and test it in the water tray to see if it floats etc.	Drawing their design for a boat and making changes to the design of it to make it more effective.
Music	Using instruments to describe the noises heard in the different rooms of Mr Bear's house. <ul style="list-style-type: none">• Play instruments with increasing control to express their feelings and ideas (3&4 Year olds)	Listen to the Stoke on trent song * <i>Listen attentively, move to and talk about music, expressing their feelings and responses. (Reception)</i>	Draw what you can hear – developing listening skills. <i>Use drawing to represent ideas like movement or loud noises</i> <ul style="list-style-type: none">• Listen with increased attention to sounds. (3&4 Year olds)	Singing a range of nursery rhymes linked to transport <i>Wheels on the bus</i> <i>The big ship sails</i> <i>5 little puffer trains</i> <i>Row your boat</i> <i>Sitting on the bus</i>	Using instruments to create different weather conditions. <ul style="list-style-type: none">• Play instruments with increasing control to express their feelings and ideas (3&4 Year olds)

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				Sing a range of well-known nursery rhymes and songs. (ELG)	
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Link to stoke on trent song <https://www.youtube.com/watch?v=DOngBFYSQK0>