

How do we care for new life?

Vocabulary	Gospel Values	Cultural Capital	Progressive and Sequenced	Know more Remember More	Confidence and Readiness for the next stage	
	Week 1 20/2	Week 2 27/2 World book day-Fri (and disco)	Week 3 6/3	Week 4 13/3 Mother's day-Sun	Week 5 20/3	Week 6 27/4 Intergenerational project-Tues
Challenge Question/ hook	How do you grow a beanstalk? Children receive beans and letter from the Giant	Was the giant nasty or nice?	Who is Little Red Hen? Eggs arrive in school	How does your garden grow? Perform song for mums	How do you make bread? Making bread and butter	How do we know it is Spring?
Outcome	Planting beans- observation	Character description	Observation of eggs	Mother's day card (flower observational drawing) Song for Mother's day Observation of chicks changing	Observational drawing- card for people next week (ind) Bread and butter making (make own cress sandwiches) Story retelling- ind write	Easter card
Key vocab	Jack, beanstalk, giant, beans, grow, change	Jack, beanstalk, giant, beans, grow, change	grow, change, corn, hen, egg, wheat, grind	Petal, leaf, stem grow, change, corn, hen, egg, wheat, grind	Knead, dough, wheat, corn, flour, change	Spring, new life, grow
Gospel Value		Is it fair? Justice	How will we care for the chicks? Compassion/kindness			What new life have you seen? Humility
PSED	<u>Created to live in Community- God is Love</u> I know that God is love-Father, Son and Holy Spirit.	<u>Created to live in Community- Loving God, Loving Others</u> I know what community is. I know some scripture illustrating the importance of living in community.	<u>Created to live in Community- Loving God, Loving Others</u> I know what community is. I know some scripture illustrating the importance of living in community.	<u>Created to live in Community- Me, You, Us</u> I know that I belong to various communities. I know that I have a duty to help others and care for the world.	<u>Created to live in Community- Me, You, Us</u> I know that I belong to various communities. I know that I have a duty to help others and care for the world.	<u>Review Learning</u> I can talk about my likes/dislikes and what I am proud of.

				I can talk about what helps and what harms our world.	I can talk about what helps and what harms our world.	
CL	I know and can use new vocabulary. I know how to speak in sentences. I can ask questions. I can listen to and talk about a story. I can describe events in some detail.	I know and can use new vocabulary. I know how to speak in sentences. I can ask questions. I can retell a story.	I know and can use new vocabulary. I know how to speak in sentences. I can ask questions. I know how to Listen to and talk about stories. I know how to retell a story. I can describe events in some detail. I can listen to and talk about a story.	I know and can use new vocabulary. I know how to speak in sentences. I can ask questions. I can listen carefully to rhymes and songs.	I know and can use new vocabulary. I know how to speak in sentences. I can ask questions. I can retell a story.	I know and can use new vocabulary. I know how to speak in sentences. I can ask questions. I know how to engage in non fiction books. I know how to listen to and talk about non fiction to deepen my vocabulary and understanding.
PD	I know how to develop my small motor skills so that I can use a range of tools, including pencils and scissors.	I know how to develop my small motor skills so that I can use a range of tools, including pencils and scissors.	I know how to develop my small motor skills so that I can use a range of tools, including pencils and scissors.	I know how to develop my small motor skills so that I can use a range of tools, including pencils and scissors.	I know how to develop my small motor skills so that I can use a range of tools, including pencils and scissors.	I know how to develop my small motor skills so that I can use a range of tools, including pencils and scissors.
Literacy	<u>Jack and the beanstalk</u> I know how to read simple phrases and sentences, using phonic knowledge to decode words. I know some common exception words. I can write simple phrases and sentences using my phonic knowledge and some expectation words. I am beginning to know about the corresponding capital letters to lower case letters. I can form letters correctly.	<u>Jack and the beanstalk</u> I know how to read simple phrases and sentences, using phonic knowledge to decode words. I know some common exception words. I can write simple phrases and sentences using my phonic knowledge and some expectation words. I am beginning to know about the corresponding capital letters to lower case letters. I can form letters correctly.	<u>Little Red Hen</u> I know how to read simple phrases and sentences, using phonic knowledge to decode words. I know some common exception words. I can write simple phrases and sentences using my phonic knowledge and some expectation words. I am beginning to know about the corresponding capital letters to lower case letters. I can form letters correctly.	<u>My Mummy</u> I know how to read simple phrases and sentences, using phonic knowledge to decode words. I know some common exception words. I can write simple phrases and sentences using my phonic knowledge and some expectation words. I am beginning to know about the corresponding capital letters to lower case letters. I can form letters correctly.	<u>Little Red Hen</u> I know how to read simple phrases and sentences, using phonic knowledge to decode words. I know some common exception words. I can write simple phrases and sentences using my phonic knowledge and some expectation words. I am beginning to know about the corresponding capital letters to lower case letters. I can form letters correctly.	<u>Spring books</u> I know how to read simple phrases and sentences, using phonic knowledge to decode words. I know some common exception words. I can write simple phrases and sentences using my phonic knowledge and some expectation words. I am beginning to know about the corresponding capital letters to lower case letters. I can form letters correctly.
Maths	<u>Unit 11- Number bonds to 10</u>	<u>Unit 11- Number bonds to 10</u>	<u>Unit 11- Number bonds to 10</u>	<u>Unit 12- Subtraction</u>	<u>Unit 13- Exploring patterns</u>	<u>Unit 13- Exploring patterns</u>

	I can subitise. I can talk about the composition of numbers to 10. I know number bonds to 5 and some number bonds to 10.	I can subitise. I can talk about the composition of numbers to 10. I know number bonds to 5 and some number bonds to 10.	I can subitise. I can talk about the composition of numbers to 10. I know number bonds to 5 and some number bonds to 10.	I have a deep understanding of numbers to 10. I can subitise I know number bonds to 5, including subtraction facts.	I can continue, copy and create repeating patterns.	I can continue, copy and create repeating patterns.
UW	I know how to describe what I can see, hear and feel.	I know how to describe what I can see, hear and feel.	I can explore the natural world around me. I know how to describe what I can see, hear and feel. I can draw animals.	I can explore the natural world around me. I know how to describe what I can see, hear and feel. I can draw plants.	I can explore the changing states in matter, describing what I notice. I can draw plants.	I know how to find out information from a simple map. I know about the effects of the changing seasons on the natural world around me. I can draw plants and animals.
EAD	I know how to develop a storyline in my pretend play.	I know how to develop a storyline in my pretend play.	I know how to develop a storyline in my pretend play.	I know how to sing in a group and on my own. I can explore and engage in music making. I know how to explore, use and refine a variety of artistic effects.	I know how to develop a storyline in my pretend play.	I know how to explore, use and refine a variety of artistic effects.
RE	<u>Eucharist-Relating</u> I know about times when I have gathered with others. I can talk about how I felt. I know about the enjoyment of being together.	<u>Eucharist-Relating</u> I know that the story of Jesus with the children is a religious story. I know the phrase 'The Lord be with you and your Spirit.' I know what a Lectern is. I know that at Mass people gather to share the stories of God's love.	<u>Eucharist-Relating</u> I know that the story of Jesus with the children is a religious story. I know the phrase 'The Lord be with you and your Spirit.' I know what a Lectern is. I know that at Mass people gather to share the stories of God's love.	<u>Eucharist-Relating</u> I know that the story of Jesus with the children is a religious story. I know the phrase 'The Lord be with you and your Spirit.' I know what a Lectern is. I know that at Mass people gather to share the stories of God's love.	<u>Lent/Easter-Giving</u> I know about and can talk about my own experiences of growing. I can talk about how I feel about growing. I know questions I can ask about growing-both myself and in nature.	<u>Lent/Easter-Giving</u> I know the stories of Good Friday and Easter Sunday. I can recognise the Cross. I know the words of the Sign of the Cross. I know what the Easter Garden is. I know that Christians try to 'grow like Jesus' particularly during Lent.