

Continuous Provision Opportunities

CONTINUOUS PROVISION will include (not an extensive list)

Mask Making (attaching items)

Letter writing – asking questions

Placing habitats on a map

Role Play for Animal habitats

Card making

Non-Fiction books and information cards

KS1 – Spring Term 1

Paws, Claws and Whiskers



Soft fur, sharp claws and twitching whiskers..What's your favourite animal? One that meows?
One that barks? Or maybe one that scurries or slithers?

From pets at home to animals at the zoo, let's find out what animals like to eat and where they
like to sleep. Do you know how to look after a rabbit? A cat? Or even a snake?

Find out how the elephant got his trunk and how the rhinoceros got his leathery skin...Perhaps
you know how the dog got his waggy tail? Can you make a food chain to show who eats who?
Who is a herbivore and who is a carnivore?

When a gaggle of mysterious pets arrive at the local pet shop, it's up to you to take care of
them...Feed them, clean them and discover their daily needs.

After all that work, curl up and take a nap...a cat nap!

Our learning will include:

Mathematics

Year One

- Count in halves.
- Begin to count in quarters.
- Recognise, find and name a half as one of 2 equal parts of an object, shape or quantity.
- Recognise, find and name a quarter as one of four equal parts of an object

Year Two

- To solve simple one step problems with addition and subtraction, using concrete objects and pictorial representations, including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods.
- Write simple fractions eg $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of 2 quarter and one half.

English

Phonics will be done in groups appropriate to our previous learning. We follow the Letters and Sounds document guidance in order to plan for phonics.

We will be reading a range of fables and stories and poetry which have animals in them.

We will focus on these Year 1 achievement statements:

- I can use a capital letter to start my sentences, though I sometimes need reminding
- I can use a capital letter for names and for I, though I sometimes need reminding.
- I can use a capital letter for all the days of the week.
- I can spell the common exception words for Y1 and th days of the week.
- I can use all of the key words to explain the grammar in my writing. (letter, capital letter, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark)

And these Year Two achievement statements:

- I can add an exclamation mark at the end of an exclamation.
- I can make the correct choice between two homophones in my writing.
- I can add suffixes to spell longer words.
- I can write sentences that have a subject and a verb.
- I can write in past tense.

We will have weekly sessions of Guided Reading in small groups. Reading books will also be sent home weekly for us to continue our learning at home.

History and Geography

Through the topic of Paws, Claws and Whiskers we will be aiming to achieve these skills:

Year One

- I can show my knowledge, skills and understanding in studies at a local scale.
- I can recognise and make observations about physical and human features of localities.
- I understand the different between present and past in my own and other people's lives.
- I can place a few events and objects in order.
- I can use common words and phrases about the passing of time.
- I know and can recount episodes from stories about the past.

Year Two

- **I can explore ideas.**
- **I can investigate and use a variety of materials and processes to communicate my ideas and meanings, and design and make images and artefacts.**
- **I can place a few events and objects in order.**
- **I can use common words and phrases about the passing of time.**
- **I can recognise that my life is different to the lives of people in the past.**
- **I am beginning to understand that there are reasons why people in the past acted as they did.**

Science

Our topic across the key stage is:

'Animals, including humans'

- ♣ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- ♣ identify and name a variety of common animals that are carnivores, herbivores and omnivores
- ♣ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- ♣ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

PE

Our PE this term will follow the whole school topic of

'I can be creative'

Our children will be encouraged to develop their PE skills alongside developing their teamwork knowledge. They will eventually show a good understanding of this by demonstrating how their PE skills can become creative pieces of work..

Art and Design Technology

Through our continuous provision afternoons the children will be taught the skills required for the Key Stage One curriculum. They will then have the opportunity to develop these skills in a way personal to them accessing the continuous provision.

- I can respond to ideas.
- I can use a variety of materials and processes to communicate my ideas and meanings, and design and make images and artefacts.
- I can explore ideas.
- I can investigate and use a variety of materials and processes to communicate my ideas and meanings, and design and make images and artefacts

RE

Year One will be thinking about
'The Creation Story and Giving Thanks'

This unit enables pupils to develop an awareness of Jewish and Christian creation story and encouraged to consider and ask questions about our world today. It provides an opportunity for their own creativity and for reflection on the beauty of the world we live in. The idea of being thankful is used to aid reflection.

Year Two will be discussing
'Symbols of Easter'

This unit enables pupils in Year 2 to find out about some symbols of the Christian festival of Easter – flowers and growth, bread and wine, different kinds of crosses, colour-symbols and hot cross buns, eggs. The focus is on Christian belief about God as the source of new life, with opportunities provided to explore Bible stories of Jesus' last week and death and the celebration of Easter today. Children will be enabled to relate these stories and celebrations simply to Christian ideas about the relationship between God and humankind and to relationships and celebrations in their own lives. They will be able to think about some big ideas and questions: Why is it important to remember? Why is it hard to forgive sometimes? Have you ever done anything that you regret? What would you give up to make yourself a better person?

Learning and Life Skills (PSHE)

Our whole school topic for these sessions is:

It's up to me!

Computing

By the end of Key Stage One we need to be able to:

- Understand what algorithms are: how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Use technology safely and respectfully.