

Core School Value	Curriculum Key Concept	Trips/Enrichment & Visitors	Pupil Leadership
All – links to the Parable of the Mustard Seed	Change and Continuity Sub Concept: Power and Legitimacy	Wildwood	Nature Stewards

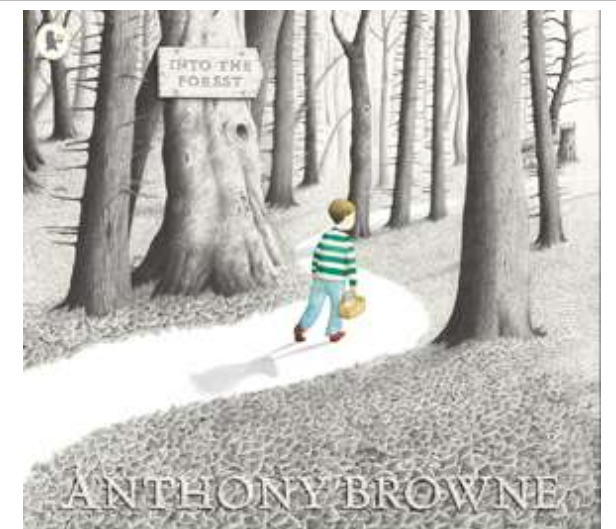
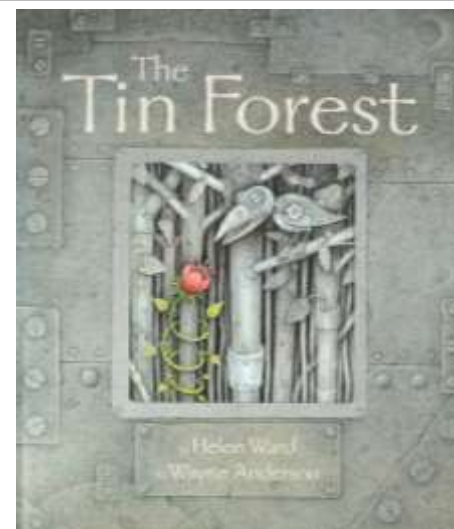
MARS SUMMER TOPIC TITLE: Into the Woods

Key Concept Question: Why is woodland so important to life?

Core Texts

In the middle of a windswept wasteland full of discarded scrap metal lives a sad and lonely old man. Despite his gloomy surroundings, he dreams every night of a lively forest full of trees, birds, and animals. When he finds a broken light fixture that looks like a flower, his imagination is sparked. He begins to build a tin forest, branch by branch, creature by creature.

In time, real birds arrive, bearing seeds, and soon the artificial forest is taken over by living vines and animals until it looks just like the forest of the old man's dreams.



One night a boy is woken by a terrible sound. A storm is breaking, lightning flashing across the sky. In the morning Dad is gone and Mum doesn't seem to know when he'll be back. The next day Mum asks her son to take a cake to his sick grandma. "Don't go into the forest," she warns. "Go the long way round." But, for the first time, the boy chooses to take the path into the forest, where he meets a variety of fairy tale characters.

English: Core reading texts: The Tin Forest by Helen Ward and Wayne Anderson – Into The Forest by Anthony Browne.

Reading: Through our core texts and continuing to use different weekly (Y1)/fortnightly (Y2) samples from a wide variety of fiction, non-fiction and poetry texts that will develop our word meaning, retrieval, inference, sequencing and predicting skills.

Writing: The Tin Forest: Character descriptions, setting descriptions, persuasive info leaflet, postcard and diary entry. Into the Forest: List poetry, writing in role, recount, prediction, letter, diary entry.

EGPS/Spelling: Y1 Grammar: Introducing capital letters for days of the week, introducing the conjunctions, 'or', 'but'. Revisiting capital letters for names of people, places and 'I', and the days of the week. Sentence Writing. Revision of level 5 grammar and punctuation. Phonics Level 5: ea' saying /e/, 'ie' saying /ee/, Adding -ed, Adding -s and -es, Adding -er and -est, 'tch' saying /ch/, Adding -ing and -er, 'are' and 'ear, Unspoken 'e, 'ore' saying /or/, Adding un-

EGPS/Spelling: Y2 Grammar: Using a thesaurus, possessive apostrophe, improving sentences - when, if, because, using speech marks (inverted commas), using commas in speech, using a dictionary – checking spellings. Revision of level 6 grammar and punctuation. Phonics Level 6: 'war' saying /wor/ and 'wor' saying /wur/, Adding suffixes -ment and -ness to words, 's' saying /zh/, wa saying /wo/, qua saying /quo/, 'tion' saying /shun/, Adding the suffixes -ful, -less and -ly to words, Homophones/near Homophones, Adding the prefix dis-

Science – Biology – Plants

- How are plants the same or different?
- What are the parts of a plant?
- How could we identify common plants and trees?
- What do plants need to grow and stay healthy?
- What's inside a seed?
- What is the life cycle of a plant?
- How do plants grow in hot, dry or cold places?

RE: Judaism

Who is Jewish and what do they believe?

Topic: Geography

Key enquiry questions:

- What makes a woodland?
- How are woodlands and forests the same or different?
- What is the role of a woodland for animals including humans?
- How does our local woodland compare to a woodland from a non-European country?
- How could we protect our woodlands?

Curriculum Subjects

Art/DT: Formal Elements of Art: Pattern, Texture and Tone. Textiles: Puppets.

PSHE: Economic wellbeing and transition.

Music: Charanga – Your imagination. Reflect, Rewind and Replay.

British values: Taught weekly based around a yearly calendar.

Outdoor learning: Forest School with Ellen, Nature Art.

PE: Net and Ball, Athletics and Dance.

Maths

Y1 Multiplication and Division: counting in 2s, 10s, 5s. Equal groups, arrays and doubling. Grouping and sharing.

Fractions: Y1 - Half/quarter of an object, shape, quantity. **Y2** - Parts and wholes. Equal/unequal parts. Recognise, find halves/quarters/thirds/wholes. Unit/non-unit fractions, half/quarter equivalents. Counting up to one whole.

Position & Direction: Y1 Describe turns, positions – left, right, forwards, backwards, above and below. Ordinal numbers. **Y2** Describing movement and turns, shape patterns with turns.

Y1 Place value (100): counting, tens, partitioning and number lines.

Money: Unitising, recognising coins, notes, counting in coins.

Time: Y1 Before, after, days, months, hours, minutes, seconds. Tell time to the hour, half hour. **Y2** Quarter parts and quarter to, past the hour, time to the hour, to 5 minutes. Minutes in an hour. Hours in a day.

Y2 Statistics: tally charts, tables, block diagrams, drawing, interpreting pictograms /pictographs (1-1), drawing, interpreting pictograms/pictographs (2, 5 and 10).

Computing: Creating media: Stop motion. Data handling: International Space Station.