

English: Blue Penguin

Fiction

Responding to illustrations

Use the front cover of the book and predict what the story is about. Use other images in the book for questions and answers.

Writing

Write sentences about clothes you would wear in the Antarctica, how the blue penguin might feel, what I like and don't like about the story, use adjectives to describe the penguin and the whale

Capital letters, full stops, finger spaces, writing on the line and adjectives.

Freeze Frame

Freeze frame their faces to show how the penguin is feeling.

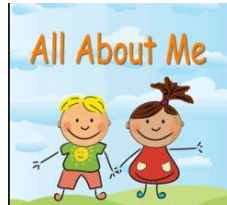
Freeze frame a song they created to show sentences about our favourite friendship playing activities.

History:

Sequence events in life chronologically.

Explore and compare differences between household objects from the past and the present.

Find and compare differences between household items from the past and the present.



R.E.

Creation

Thinking about who God is and how we praise him.
Wondering about the earth.

Prayer

Who do we pray for? Where do we pray? Who helps us pray?

Guided reading:

Funny Bones by Allan Ahlberg

Ruby's Worry by Tom Percival



Maths

Place Value

Sorting, ordering and counting numbers up to 10.

Counting on and back one more and one less.

Showing numbers on a number line.

Introducing the symbols < > =

Addition

Using the part part whole model

Introducing +

Learning addition fact families.

Finding number bonds up to 10.

Adding numbers together.

Adding by counting on.

Science:

Humans:

Our body parts

Senses.

Geography:

Locate where our school is on a map.

Identify key activity areas in the school.

Create a 3D map of the school grounds using directional language.

Learn the difference between human and physical features of the place.



Computing:

Computer skills

- Using a mouse
- Switching a computer on and off
- Logging on

DT- Fabric Faces

Create a fabric face containing all of the important facial features of eyes, nose, mouth and hair.

Use different fabrics to create different effects.

- Create a fabric face using the following skills: Apply glue, cutting, running stitch, safety pinning, taping .

P.E.

To know and show different ways of using a ball.

To throw and catch with a partner.

Music: [Hey You](#)

Listening

Find the pulse as they are listening to the Hey You song and understand that it is the beat of the music.

Recognise and name two or more instruments they hear: Male vocal, bass guitar, drums etc.

Musical Activities

March in time with the pulse.

Be an animal finding the pulse.

Clap rhythms

Copy back the rhythms they hear.

Clap the rhythm of their name over the track.

PSHE/RSHE

New Beginnings

How can create a happy class community by sharing and taking turns.

What rules we need as a class community?