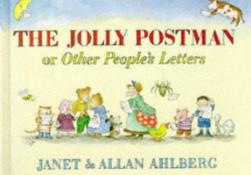
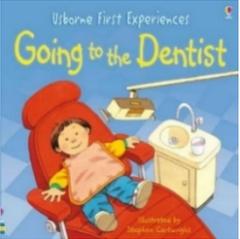
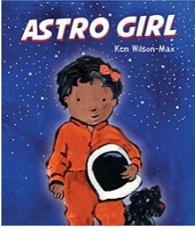
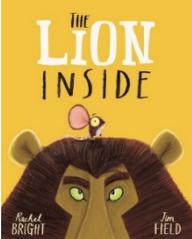
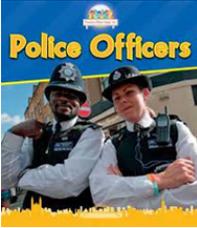


Spring 2

People Who Help Us In Slough



Key Events	<p style="text-align: center;">Week 1</p> <p>3rd March -World Book Day 3rd and 4th March -Nurse Visits 4th March Bikability Balance Course</p>	<p style="text-align: center;">Week 2</p> <p>Phonics and Reading Workshop 2-10th March 2022 11th March 2022 Bikability Balance Course</p>	<p style="text-align: center;">Week 3</p> <p>Friday 18th March 2022- Red Nose Day and Bikability Balance Course British Science Week</p>	<p style="text-align: center;">Week 4</p> <p>25th March 2022 Bikability Balance Course</p>	<p style="text-align: center;">Week 5</p>	<p style="text-align: center;">Week 6</p> <p>Ramadhan Carousel</p>
<p><u>Literacy</u> Key texts</p> <p>The Jolly Postman or Other People's Letters</p> <p>Going to the Dentist</p> <p>Astro Girl</p> <p>Lion Inside</p> <p>People Who Help Us: Police officers</p>	<p style="text-align: center;"><u>Writing</u></p> <p style="text-align: center;">Focus text: <u>The Jolly Postman or Other People's Letters</u></p>  <p style="text-align: center;"><u>Thank you letter</u></p> <p>Chn to revisit the story of Goldilocks and the hree bears. Children to listen to Goldilocks' sorry letter to the three bears and write a thank you letter as a replay.</p>	<p style="text-align: center;"><u>Writing</u></p> <p style="text-align: center;">Focus text: <u>Going to the Dentist</u></p>  <p style="text-align: center;"><u>Instructions-Teeth</u></p> <p style="text-align: center;"><u>Brushing</u></p> <p>Children to practice, order pictures and write instructions on how to brush their teeth.</p> <p>LO: To write instructions on how to brush my teeth</p>	<p style="text-align: center;"><u>Writing</u></p> <p style="text-align: center;">Focus text: <u>Astro Girl</u></p>  <p style="text-align: center;"><u>Fact file</u></p> <p>Children to recall and write facts about astronauts</p> <p>LO: To recall and write facts about astronauts</p> <p>I must write the sounds I hear in words.</p>	<p style="text-align: center;"><u>Writing</u></p> <p style="text-align: center;">Focus text: <u>The Lion Inside</u></p>  <p style="text-align: center;"><u>Book Review</u></p> <p>Title:</p> <p>Author:</p> <p>Fiction or nonfiction:</p>	<p style="text-align: center;"><u>Writing</u></p> <p style="text-align: center;">Focus text: <u>People Who Help Us: Police officers</u></p>  <p style="text-align: center;"><u>Writing Assessment</u></p> <p style="text-align: center;"><u>Crime Scene report</u></p> <p>Set up a crime scene in the playground. Children to write a crime report.</p> <p>Who is the reporting office? Badge number? Time?</p>	

	<p>LO: To write a thank you letter</p> <p>I must write the sounds I hear in words.</p> <p>I should write simple sentences.</p> <p>I could use capital letters and full stops.</p>	<p>I must order the pictures and write the sounds I hear in words.</p> <p>I should use time words and bossy verbs in my sentences.</p> <p>I could use capital letters and full stops.</p>	<p>I should write sentences.</p> <p>I could use capital letters and full stops.</p>	<p>Favourite part and why?</p> <p>LO: To write a book review</p> <p>I must write the sounds I hear in words.</p> <p>I should write sentences.</p> <p>I could use capital letters and full stops</p>	<p>Location?</p> <p>What did you find?</p> <p>Are there any witnesses?</p> <p>What do you think happened?</p> <p>LO: To write a crime scene report.</p> <p>I must write the sounds I hear in words.</p> <p>I should write sentences.</p> <p>I could spell HFW correctly.</p>	
Maths	<p><u>Revisit: Addressing gaps found in Spring 1 assessment</u></p> <p><u>1 less</u></p> <p><u>Number bonds to 5</u></p>	<p><u>LO: To explore number bonds to 10 using a ten frame</u></p> <p>I must represent some number bonds to 10 on a 10-frame</p> <p>I should identify pairs of numbers that make 10</p> <p>I could work out how many more to make 10</p>	<p><u>LO: To explore number bonds to 10 using a part-whole model</u></p> <p>I must break the whole into 2 parts</p> <p>I should represent number bonds to 10 in a part-whole model</p> <p>I could show all the different ways to make 10</p>	<p><u>LO: To explore subtraction number bonds</u></p> <p>I must identify number bonds to 10</p> <p>I should represent a subtraction number bond</p> <p>I could use number bonds to identify missing parts</p>	<p><u>LO: To recognise, continue, and build simple patterns</u></p> <p>I must continue a simple pattern</p> <p>I should explain what comes next in a pattern and why</p> <p>I could create a pattern and explain what part repeats</p>	<p><u>LO: To recognise, continue, and build more complex patterns</u></p> <p>I must continue a simple pattern</p> <p>I should build and translate a complex pattern</p> <p>I could rearrange objects to show a different pattern</p>

*Maths Assessment
Week*

KUOW

People who help us

LO: To identify the people who help us

Fire fighters and their equipment

LO: To label a fire fighter's uniform and explain its use.

The great fire of London

LO: To retell the story of the great fire of London

Hospitals

LO: To compare hospitals from the past and the present

Fingerprinting

LO: To identify similarities and differences between our fingerprints.

Science Investigation-Shadows

Which materials block the light to form shadows?

PSHE

Emergency Services
Paramedics

Emergency Services
Firefighters

Emergency Services
Police

Flying to the Future
What do I want to be?

Introduction to Ramadhan
Why is Ramadan special? How can we take part?

Dhikr-Rememberance
How can we remember and give thanks to Allah?

Art

Indoors: children to make postboxes using milk cartons and cardboard tubes



Outdoors: children to draw a map of the Jolly Postman's trail



Indoors: Children to learn about artist Paul Bursnall. Children to discuss Paul's work, and cut out coloured paper to create a house scene of their own.



Outdoors: Children to create scenes of fire using different techniques: colour pastels, oil pastels, finger painting, sponges.



Indoors: Children to mix flour with white paint to create a painting showing the textured surface of the moon. Children to use a bottle or lid to create craters on the surfaces of the moon and add foil to create moon rocks.



Outdoors: Children to cut out teeth templates and use toothpaste to practice cleaning large cut outs and hold tooth brushes correctly. Children to use different materials to show what healthy and unhealthy teeth look like.

Indoors: Children to create funny skeleton images of bodies using cotton buds



Outdoors: Children to create first aid kits using cotton balls, ear buds, plasters.



Indoors: children to make a police car using paper plates and cut



outs. Children to make police badges, adding details such as photo, officer number and name.

Outdoors: Children to look at images of



Slough and try to create a housing

Indoors: children to make handcuffs using repeated pattern paper chains



Children to use paper weaving technique to create police cars



Outdoors: Create drawing table where children have images of fingerprints and they are a police detective



					scene using a range of textiles. 	
PD	<u>Ball Skills</u> Catch equipment using two hands	<u>Ball Skills</u> Catch a variety of sized balls when bounced or thrown	<u>Ball Skills</u> Hit a ball with a racquet	<u>Ball Skills</u> Hit a ball with a bat	<u>Ball Skills</u> Pass a ball - chest pass	<u>Ball Skills</u> Pass a ball - bounce pass
	<u>Bikability</u> Small group bikability balance sessions focused on developing balance, riding and controlling balance bikes.					
Music	Reception children will be learning the lyrics to the song <i>Giving Sadaqah</i> with Omar and Hana. Children will be learning to sing at different speeds and pitch to create moods and feelings, and to use their voices to create loud and soft sounds. They will be further focussing on creating puppet movements to accompany their music compositions. Children will use percussion instruments, as well as body percussion with a focus on pitch, tune, and repetition of rhythmic patterns.					