

**Primary Provocation: 'There is no point in recycling'**

Children will have the opportunity this term to investigate the following provocation and will use recyclable materials to create sculptures, models and woodland musical instruments. This will allow children to understand whether there is a point to recycling whilst learning the key and fundamental skills needed to create flourishing pieces of artwork and music composition.

**Art:**

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Music:**

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

**PE:**

Monday - Gymnastics (and using apparatus)

Thursday - Multi Skills (Target Focus)

**RE:**

**Understanding Christianity:**

- Who made the world?
- How should we care for the world and for others and why does it matter?

**PSHE:**

**Health and Wellbeing:**

- How do I keep safe?

**Pears Class**

**Spring Term Theme Web**

**Year A**

**WE ARE ARTISTS**

'There is no point in recycling'

**Maths:**

- Number (including counting up to and beyond 100)
- Multiplication
- Division
- Statistics
- Measurement
- Geometry
- Fractions
- Fluency (instant recall)
- Reasoning (explaining why)
- Problem Solving (application of key skills)
- Embedding mathematical vocabulary

**Computing:**

**Using the internet -E Safety:** Select appropriate buttons to navigate stored websites; manipulate and discuss websites - select specific parts of websites (find an activity within a CBeebies site); explore that this works through menus and hyperlinks. Know never to give out personal info on the internet. Know to stay kind, polite and respectful at all times on line. Know to tell a trusted adult immediately if something unpleasant or upsetting is encountered.

**E-safety and Communicating:** contribute ideas to a class email and together respond to messages to a real or fictitious character

**English:**

**Narrative:** Class Texts: 'The Tin Forest' by Helen Ward and woodland writing using an image as a stimulus.

- Description writing
- Sentence openers to hook
- To plan, edit and improve
- To write a story set in a woodland

**Non-fiction:**

**Explanation Writing:**

- Produce a flowchart, explaining how the music made you feel, to ensure content is clearly sequenced

**Instruction Writing:**

- Write a series of instructions ie 'How to build a sculpture'

**Poetry:**

- Nature Poems - Senses based poems being out in the woods.

**EGPS:**

- Conjunctions
- Tenses
- sentences with different forms: statement, question, exclamation, command

**Word Reading Y1:**

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions, and understand that the apostrophe represents the omitted letter(s)

**Word Reading Y2:**

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered