

# Scented Garden

This week's core text: Pattan's Pumpkin

| Monday                                                                                                                                                                                                                                                                                                                           | Tuesday                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Wednesday                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Thursday                                                                                                                                                                                                                                                                                                                              | Friday                                                                                                                                                                                                                                                                                                                           |
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| <b>English</b><br><u>LI: to write in full sentences to describe a setting.</u><br>I can use capital and full stops.<br>I can identify proper nouns.<br>I can use multi-syllable words in my sentences.                                                                                                                           | <b>English</b><br><u>LI: to use clues from the text to make inferences about a character.</u><br>I can describe a character<br>I can make inferences about what a character might say or think<br>I can use adjectives and adverbs to describe a character's appearance and actions                                                                                                                                                                                                 | <b>English</b><br><u>LI: To plan sections of a narrative sequence based on a known story</u><br><ul style="list-style-type: none"> <li>I can innovate familiar story</li> <li>I can change the elements of a known story to write a sequel</li> </ul>                                                                                                                                                                                                                          | <b>English</b><br><u>LI: to use visualisation to express my ideas.</u><br>I can listen and absorb language from the text.<br>I can visualise a picture in my mind from listening to different styles of music.<br>I can write a caption based on my image.                                                                            | <b>English</b><br><u>LI: to write labels and explanations</u><br>I can write a command.<br>I can use imperative verbs in my sentences.<br>I can write in role as a character.                                                                                                                                                    |
| <b>DfE Letters and Sounds</b><br><b>Phonics:</b> ir<br><b>Spelling:</b> Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word                                                                                                                                                                 | <b>DfE Letters and Sounds</b><br><b>Phonics:</b> ue<br><b>Spelling:</b> -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter                                                                                                                                                                                                                                                                                        | <b>DfE Letters and Sounds</b><br><b>Phonics:</b> ue<br><b>Spelling:</b> Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter                                                                                                                                                                                                                                                                            | <b>DfE Letters and Sounds</b><br><b>Phonics:</b> aw<br><b>Spelling:</b> Adding the endings -ing, -ed, -er, -est and -y to words ending in e with a consonant before it                                                                                                                                                                | <b>DfE Letters and Sounds</b><br><b>Phonics:</b> wh<br><b>Spelling:</b> Revisit this week's learning                                                                                                                                                                                                                             |
| <b>Year 1 Maths</b><br><u>LI: measure mass</u><br><br>Children are introduced to weight and mass for the first time. Children use vocabulary such as heavy, light, heavier than, lighter than before using the scales to check.                                                                                                  | <b>Year 1 Maths</b><br><u>LI: Compare mass</u><br><br>Children are introduced to weight and mass for the first time. Children use vocabulary such as heavy, light, heavier than, lighter than before using the scales to check.                                                                                                                                                                                                                                                     | <b>Year 1 Maths</b><br><u>LI: measure capacity</u><br><br>Children are introduced to weight and mass for the first time. Children use vocabulary such as heavy, light, heavier than, lighter than before using the scales to check.                                                                                                                                                                                                                                            | <b>Year 1 Maths</b><br><u>LI: Compare capacity</u><br><br>Children are introduced to weight and mass for the first time. Children use vocabulary such as heavy, light, heavier than, lighter than before using the scales to check.                                                                                                   | <b>Year 1 Maths</b><br><u>LI: Compare capacity</u><br><br>Children are introduced to weight and mass for the first time. Children use vocabulary such as heavy, light, heavier than, lighter than before using the scales to check.                                                                                              |
| <b>Year 2 Maths</b><br><u>LI: Make equal parts</u><br><br>Children understand the concept of a whole as being one object or one quantity. Children explore making and recognising equal and unequal parts. They should do this using both real life objects and pictorial representations of a variety of shapes and quantities. | <b>Year 2 Maths</b><br><u>LI: Recognise a half</u><br><br>Children understand that halving is splitting a whole into two equal parts. They are introduced to the notation $\frac{1}{2}$ for the first time and will use this alongside sentence stems and 'half' or 'halves'. They should be introduced to the language of numerator, denominator and what these represent. Children must explore halves in different contexts, for example, half of a length, shape or set object. | <b>Year 2 Maths</b><br><u>LI: Find a half</u><br><br>Children understand that halving is splitting a whole into two equal parts. They are introduced to the notation $\frac{1}{2}$ for the first time and will use this alongside sentence stems and 'half' or 'halves'. They should be introduced to the language of numerator, denominator and what these represent. Children must explore halves in different contexts, for example, half of a length, shape or set object. | <b>Year 2 Maths</b><br><u>LI: Recognise a quarter</u><br><br>Children extend their knowledge of the whole and halves to recognise quarters of shapes, objects and quantities. They continue to work concretely and pictorially, understanding that they are splitting the whole into 4 equal parts and that each part is one quarter. | <b>Year 2 Maths</b><br><u>LI: Find a quarter</u><br><br>Children extend their knowledge of the whole and halves to recognise quarters of shapes, objects and quantities. They continue to work concretely and pictorially, understanding that they are splitting the whole into 4 equal parts and that each part is one quarter. |
| <b>Religious Education</b><br><u>LI: To understand the importance of forgiveness</u><br>Knowledge & Skills <ul style="list-style-type: none"> <li>I can identify pictures and words in the Frieze.</li> <li>I can discuss what I think the story of the frieze is all about.</li> </ul>                                          | <b>Physical Education</b><br><u>LI: To explore types of rolls and rocking.</u><br>Knowledge & Skills <ul style="list-style-type: none"> <li>I can copy different rolls and rocks.</li> <li>I can create my own rolls and rocks safely and try to link them together to form a short sequence.</li> </ul>                                                                                                                                                                            | <b>Art</b><br><u>LI: Design and make art to express ideas</u><br>Knowledge & Skills <ul style="list-style-type: none"> <li>Know that natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</li> <li>Make transient art and pattern work using a range of natural materials.</li> </ul>                                                                                                                     | <b>Science</b><br><u>LI: Identify and classify the parts of plants.</u><br>Knowledge & Skills <ul style="list-style-type: none"> <li>I can carefully dissect a plant.</li> <li>I can observe, identify and classify parts of a plant.</li> <li>I can sort and group based on features.</li> </ul>                                     | <b>Wider Curriculum</b><br><u>LI: to empathise with others.</u><br>Knowledge & Skills <ul style="list-style-type: none"> <li>Imagine what it might be like to lose one or more of my senses.</li> <li>Empathise with others.</li> <li>I can recognise and talk about my and other's feelings.</li> </ul>                         |
| Reading with an adult                                                                                                                                                                                                                                                                                                            | Reading with an adult                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reading with an adult                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reading with an adult                                                                                                                                                                                                                                                                                                                 | Reading with an adult                                                                                                                                                                                                                                                                                                            |