Year 1 - Spring Term 1 Explore and Enquire MTP

Theme: Fire Fire!
<u>Driver:</u> History

The Big Question: What happened on pudding lane?

Reading for Pleasure Class Novel: Vlad and the Great Fire of London by Kate Cunningham

- VLÅD
- AND THE - GREAT FIRE OF LONDON ANTENN BY MATE CHANNOGRAM ALLISTRATE OF SOM CHANNOGRAM

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Veekly iestion:	What was The Great Fire of London?	Where did the fire start?	How do we know what The Great Fire was like?	Who was Samuel Pepys?	What was it like living through The Great Fire?	How did the fire change London?	
English	finishing in the right place form capital letters Writing – composition saying out loud what they are go composing a sentence orally bef sequencing sentences to form sh re-reading what they have written discuss what they have written w read aloud their writing clearly er teacher Writing – Vocabulary, grammar, and leaving spaces between words joining words and joining clauses beginning to punctuate sentence question mark or exclamation ma using a capital letter for names of the personal pronoun 'I' Spelling: words containing each of the 40- common exception words Curricu explore	pencil comfortably in the correct direction, starting and long to write about fore writing it hort narratives in to check that it makes sense with the teacher or other pupils mough to be heard by their peers and the punctuation. Is using and les using a capital letter and a full stop, ark of people, places, the days of the week, and	Unit: Postcards Supporting Text: Katie in London by James Mayhew. NC Link: Handwriting: • sit correctly at a table, holding a pencil • begin to form lower-case letters in the finishing in the right place • form capital letters Writing – composition • saying out loud what they are going to ecomposing a sentence orally before with sequencing sentences to form short not re-reading what they have written to che discuss what they have written with the read aloud their writing clearly enough teacher Writing – Vocabulary, grammar, and puncted leaving spaces between words • joining words and joining clauses using beginning to punctuate sentences using the personal pronoun 'I' Spelling: • words containing each of the 40+ phorecommon exception words Reading comprehension – • participate in discussion about what is listening to what others say • Clearly explain their understanding of the curriculum Link – Geography: I	comfortably and correctly correct direction, starting and write about riting it arratives neck that it makes sense a teacher or other pupils to be heard by their peers and the function. g and ag a capital letter and a full stop, only places, the days of the week, hemes already taught read to them, taking turns, and what is read to them.	Unit: Fact file Supporting Text: The G of London, Emma Adams NC Link: Handwriting: • sit correctly at a table, holding comfortably and correctly • begin to form lower-case letter and finishing in the right place • form capital letters Writing – composition • saying out loud what they are expension as sentence or ally be sequencing sentences to form re-reading what they have write expension as the part of the sequencing sentence or ally be sequencing sentences to form expension as the provided in the sequencing sentence or ally be sequencing sentences to form expension words and joining clearly and the teacher Writing – Vocabulary, grammar, and leaving spaces between words joining words and joining clause beginning to punctuate senten stop, question mark or exclame using a capital letter for names week, and the personal pronor spelling: • words containing each of the second of	going to write about before writing it short narratives ten to check that it makes sense in with the teacher or other pupils enough to be heard by their peers and punctuation. It is sessusing and loces using a capital letter and a full ation mark is of people, places, the days of the un 'I'. 40+ phonemes already taught ation to read, vocabulary and wride range of poems, stories, and that at which they can read in predictable phrases and poems, and to recite some by aphy: Lets explore London	

	Launch: Making a Tudor house							
Media/Visual Literacy: https://www.museumoflondon.org.uk/schools/learning-resources/fire-fire-tour Interactive museum tour of The Great Fire of London. https://www.museumoflondon.org.uk/schools/interactive-sessions Interactive live lessons. London's Burning song Visits/Visitors: Enrichment workshop.								
SPAG Focus	Visit Emergency Services Museum To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use and/so. To use a full stop.	To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use and/so. To use a full stop.	To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and. To use the conjunction because.	To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and. To use the conjunction because.	To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and.	To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop. To use the conjunction and.		

Unit: Place Value within 20

Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more and 1 less Step 8 The number line to 20 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 Step 12 Order numbers to 20

NC Link:

Maths

Represent and use number bonds and related subtraction facts within 20. Add and subtract 1- and 2-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = __-9$. Represent and use number bonds and related subtraction facts within 20. Add and subtract 1- and 2-digit numbers to 20, including zero.

Unit: Place Value within 20

Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more and 1 less Step 8 The number line to 20 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 Step 12 Order numbers to 20

Count within 20 Step 2 Understand 10 Step 3

NC Link:

Recognise and name common 3-D shapes, for example cuboids (including cubes), pyramids and spheres.

Recognise and name common 2-D shapes, for example rectangles (including squares), circles and triangle.

Curriculum Link - History: What happened on Pudding Lane?

Unit: Place value within 20

Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more and 1 less Step 8 The number line to 20 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 Step 12 Order numbers to 20

NC Link:

Compare, describe and solve practical problems for length and height, for example long/short, longer/shorter, tall/short, double/half.

Measure and begin to record length and height.

Unit: Addition and subtraction

Add by counting on within 20 Step 2
Add ones using number bonds Step
3 Find and make number bonds to
20 Step 4 Doubles Step 5 Near
doubles Step 6 Subtract ones using
number bonds Step 7 Subtraction –
counting back Step 8 Subtraction –
finding the difference Related facts
Step 10 Missing number problems

NC Link:

Compare, describe and solve practical problems for length and height, for example long/short, longer/shorter, tall/short, double/half.

Measure and begin to record length and height.

Unit: Addition and subtraction within 20

Add by counting on within 20 Step 2
Add ones using number bonds Step
3 Find and make number bonds to
20 Step 4 Doubles Step 5 Near
doubles Step 6 Subtract ones using
number bonds Step 7 Subtraction –
counting back Step 8 Subtraction –
finding the difference Related facts
Step 10 Missing number problems

Number and place value: Numbers to 40.

Lesson 1 – counting to 40
Lesson 2 – writing numbers to 40
Lesson 3 – counting in tens and ones.

Lesson 4 – Comparing numbers.

NC Link:

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Read and write numbers from 1 to 20 in numerals and words. Count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. Identify and represent numbers using objects and pictorial representations including the number line. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Unit: Addition and subtraction within 20

Add by counting on within 20 Step 2
Add ones using number bonds Step 3
Find and make number bonds to 20
Step 4 Doubles Step 5 Near doubles
Step 6 Subtract ones using number
bonds Step 7 Subtraction – counting
back Step 8 Subtraction – finding the
difference Related facts Step 10
Missing number problems

NC Link:

Given a number, identify one more and one less. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Identify and represent numbers using objects and pictorial representations including the number line, and use

including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.

GAT Staff

	Unit: Everyday Materials	Unit: Everyday Materials	Unit: Everyday Materials	Unit: Everyday Materials	Unit: Everyday Materials	Unit: Everyday Materials	Unit: Everyda
	What materials are there?	What are things made of?	How can we describe what materials are	Question: How can we test what	Question: What material would	How can we group materials?	<u>Materials</u>
	What materials are there:	What are things made or:	like?	materials are good for?	be best for making an umbrella?	110W can we group materials:	Consolidation
	Objective: I can identify and name	Objective – I can tell the difference	iike:	inaterials are good for:	be best for making an umbrena:	Objective: I can sort objects by	Consondation
	different materials.	between and object and the material it is	Objective: I can describe the properties	Objective: I can identify which	Objective: I can watch closely.	their properties.	
	different materials.	made from.	of everyday materials.	materials have certain	I can test different materials	then properties.	
	Lesson: To identify and name a	made nom.	or every day materials.	properties.	- tour test amerene materials	Lesson: To compare and group	
	variety of everyday materials,	Lesson: To distinguish between an object	Lesson: To distinguish between an	properties.	I can use what I have learnt to	together a variety of everyday	
	including wood, plastic, glass,	and the material from which it is made	object and the material from which it is	Lesson: To describe the simple	make a decision.	materials on the basis of their	
	metal, water, and rock by	by naming objects and identifying the	made by looking and touching different	physical properties of a variety	<u></u>	simple physical properties by	
	matching a material to its name	material which they are made from	materials	of everyday materials by testing	Lesson: To observe closely by	sorting objects	
	acciming a maccinal containing	The second street and	Curriculum link – Art: Texture	different objects.	watching what happens to	55.4	
	'				teddy. To perform simple tests		
	'			Curriculum Link - History:	to find out which material would		
	'			What happened on Pudding	be suitable to make an umbrella		
				Lane?	from. To use their observations		
				Lane:	and ideas to suggest answers to		
	'				questions by deciding which		
	'				materials would be suitable to		
					make an umbrella from.		
	Unit: Programming A	Unit: Programming A: Objective:	Unit: Programming A Objective:	Unit: Programming A	Unit: Programming A	Unit: Programming A	
	Objective: Buttons	Directions	Forwards and backwards	Objective: Four Directions	Objective: Getting there	Objective: Routes	
	•				, ,		
ļ							
	NC link:						
	KS1 Computing						
	 Use technology purpos 	sefully to create, organise, store, ma	nipulate, and retrieve digital content				
,	57.						
	VC1 Art and Design						
	KS1 Art and Design						
	Pupils should be taught:						
	 To develop a wide rang 	ge of art and design techniques in us	ing colour, pattern, texture, line, sha	pe, form, and space			
	 About the work of a ra 	inge of artists, craft makers, and desi	gners, describing the differences and	d similarities between differen	t practices and disciplines and	I making links to their own	
			B ,		- p		
ļ	work						
							1

	T	T	T			11 12 2 21			I
				Unit: Let's	Unit: Let's	Unit: Let's	Unit: Let's	Unit: Let's	Unit: Let's
				explore London.	explore London	<u>explore London</u>	explore London	<u>explore London</u>	explore London
				, ,			l .	l. <u>-</u> .	
				Lesson: What	Lesson: To be	Lesson: To be	Lesson:	Lesson: To be	Lesson: Devise a
				are the names of	able to identify	able to use	Comparing	able to identify	simple map of
				the four	and describe	compass points	London and Rio	and describe a	pudding lane
				countries of the	landmarks of	and positional	NC Link:	variety of	now.
				uk?	London.	direction to	understand	geographical foatures in	Looking at aerial
				Name and locate	NC Links	navigate	geographical similarities and	<u>features in</u>	photographs NC Link:
				the 4 countries of the UK and	NC Link: Locational	<u>between</u>	differences	London. NC Link:	use simple
				London	knowledge -	<u>London</u> landmarks.	through		compass
				Using atlas's and	name, locate	idilullidi KS.	studying the	use simple compass	directions (North,
				world maps.	and identify	London now –	human and	directions	South, East and
				world maps.	characteristics	human and	physical	(North, South,	West) and
				NC Link:	of the four	physical	geography of a	East, and West)	locational and
				Locational	countries and	features.	small area of the	and locational	directional
				knowledge -	capital cities of	icatares.	United Kingdom,	and directional	language [for
				name, locate	the United	NC Link:	and of a small	language [for	example, near
				and identify	Kingdom and its	use basic	area in a	example, near	and far; left and
				characteristics of	surrounding	geographical	contrasting non-	and far; left and	right], to describe
				the four	seas	vocabulary to	European	right], to	the location of
				countries and	-use world	refer to: - key	country	describe the	features and
				capital cities of	maps, atlases,	physical	'	location of	routes on a map
				the United	and globes to	features,		features and	use basic
				Kingdom and its	identify the	including beach,		routes on a map	geographical
				surrounding seas	United Kingdom	cliff, coast,		use aerial	vocabulary to
				_use world maps,	and its	forest, hill,		photographs and	refer to: - key
				atlases, and	countries, as	mountain, sea,		plan	physical features,
				globes to	well as the	ocean, river,		perspectives to	including beach,
<u> </u>				identify the	countries,	soil, valley,		recognise	cliff, coast, forest,
apt				United Kingdom	continents and	vegetation,		landmarks and	hill, mountain,
Geography				and its countries,	oceans studied	season and		basic human and	sea, ocean, river,
l leg				as well as the	at this key stage	weather - key		physical	soil, valley,
				countries,		human features,		features; devise	vegetation,
				continents and	Curriculum	including: city,		a simple map;	season and
				oceans studied	Link: History:	town, village,		and use and	weather - key
				at this key stage	What	factory, farm,		construct basic	human features,
					happened on	house, office,		symbols in a key	including: city,
					Dudding	port, harbour		use basic	town, village,
					lane?	and shop		geographical	factory, farm,
				Rule of Law		use simple		vocabulary to	house, office,
						compass		refer to: - key	port, harbour and
						directions		physical	shop
						(North, South,		features,	use aerial
						East and West) and locational		including beach, cliff, coast,	photographs and planperspectives
						and directional		forest, hill,	to recognise
						language [for		mountain, sea,	landmarks and
						example, near		ocean, river, soil,	basic human and
						and far; left and		valley,	physical features;
						right], to		vegetation,	devise a simple
						describe the		season and	map; and use and
						location of		weather - key	construct basic
						features and		human features,	symbols in a key
						routes on a map		including: city,	<i>'</i>
								town, village,	Curriculum
								factory, farm,	Link: History:
								house, office,	What
								port, harbour	happened on
								and shop	
									Pudding Lane?
				<u> </u>	1		<u> </u>		

		_	_	1				
	Unit: The Great	Unit: The Great	Unit: The Great	Unit: The Great Fire of	Unit: The Great	Unit: The Great Fire of		
	Fire of London	fire of London	fire of London	<u>London</u>	fire of London	London.		
	Lesson:	Lesson: How did	Lesson: Who was	<u>Lesson: Childhood –</u>	Lesson: Life and	Lesson: What was the		
	Chronology	the Great Fire	Samuel Pepys?	Comparing a Day in the	death – How	consequence of the		
	timeline of Great	start? What was	Why was he	life of a child in 1666 to	many people	Great Fire? How did it		
	Fire of London.	the cause?	significant?	today?	died in the fire?	effect London? What		
	What happened	NC Link:	NC Link:		Fire safety?	changes were made that		
	on Pudding Lane?	-events beyond	-events beyond	NC Link:		are used today?		
	NC Link:	living memory	living memory	-events beyond living	NC Link:			
	-events beyond	that are	that are	memory that are	-events beyond	NC Link:		
	living memory	significant	significant	significant nationally or	living memory	-events beyond living		
	that are	nationally or	nationally or	globally [for example,	that are	memory that are		
	significant	globally [for	globally [for	the Great Fire of	significant	significant nationally or		
	nationally or	example, the	example, the	London].	nationally or	globally [for example,		
	globally [for	Great Fire of	Great Fire of	-identify similarities and	globally [for	the Great Fire of		
	example, the	London].	London].	differences between	example, the	London].		
	Great Fire of	-Pupils should	-the lives of	ways of life in different	Great Fire of	-identify similarities and		
	London].	develop an	significant	periods	London].	differences between		
>	-They should	awareness of the	individuals in the	1		ways of life in different		
History	know where the	past, using	past who have	Curriculum link –	Curriculum link	periods		
ist	people and	common words	contributed to	Geography: Let's	- Geography:	1		
_	events they study	and phrases	national and	explore London	Let's explore	Curriculum link –		
	fit within a	relating to the	international		London	Geography: Let's		
	chronological	passing of time	achievements.			explore London		
	framework							
		Curriculum link	Curriculum link –					
	Curriculum link –	- Geography:	Geography: Let's					
	Geography: Let's	Let's explore	explore London					
	explore London	London		Surgari 1		Respect		
				Respect				
				Democracy		Rule of Law		
	1	1						

	Charanga Unit: In the groove	Charanga Unit: In the groove	Charanga Unit: In the groove	Charanga Unit: In the groove	Charanga Unit: In the groove	Charanga Unit: In the groove	
Music	Charanga Unit: In the groove Listen and appraise - Joanna Mangona How Blue Can You Get - B.B. King a.Warm-up Games b. Flexible Games (optional) c. Start to learn the song In The Groove. Sing the song.	Charanga Unit: In the groove Listen and appraise - In The Groove – Joanna Mangona How Blue Can You Get - B.B. King a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove d. Play instrumental parts Sing the song and play instrumental parts within the song	Charanga Unit: In the groove Listen and appraise - In The Groove – Joanna Mangona Livin' La Vida Loca - Ricky Martin a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove d. Play instrumental parts e. Improvise (optional extension activities for improvisation) Sing the song and improvise using voices and/or instruments within the song	Listen and appraise - In The Groove – Joanna Mangona Jai Ho - J.R. Rahman a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove d. Play instrumental parts e. Improvise option	Charanga Unit: In the groove Listen and appraise - In The Groove – Joanna Mangona Lord Of The Dance - Ronan Hardiman a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Play your composition(s) within the song Choose what you perform today. Start to prepare for the end-of-unit performance	Listen and appraise - n The Groove – Joanna Mangona Diggin' On James Brown - Tower of Power a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: Play instrumental parts. Improvise option (optional extension activities for improvisation). Play your composition(s) within the song Choose and play any of the options below, then decide which one to	
						·	
	Unit: Multi-skills and FMS	Unit: Multi-skills and FMS	Unit: Multi-skills and FMS	Unit: Multi-skills and FMS	Unit: Multi-skills and FMS	Unit: Multi-skills and FMS	
	Lesson: Week 1 – Ball Skills throwing, catching, finding space, changing direction, counting	Lesson: Week 2 – Movement and Finding Space finding space, changing speed, turning, jumping, catching, throwing	Lesson: Week 3 – Teamwork working with a partner, throwing, catching, keeping score	Lesson: Week 4 – Balance bean bags, gymnastic benches and frames, body parts and points of balance	Lesson: Week 5 – Success tagging, chasing, scoring, enjoying, racing	Lesson: Week 6 – Game learning to throw by playing a modified version of a sport, finding space, changing direction, running, jumping	
B	develop competence to		•	developing balance, ag activities	its including running, jumping, the ility and co-ordination, and beginnes, developing simple tactics fo	nrowing and catching, as well as n to apply these in a range of	

	1				,
	<u>Texture</u>	<u>Texture</u>	<u>Texture</u>		
	Lo - What is Texture?	Lo - How do artists use texture?	Lo - Can you make a textured		
		(Tony Marsh)	surface?		
	NC Link:				
	to develop a wide range of art	NC Link:	NC Link:		
	and design techniques in using	about the work of a range of artists, craft	about the work of a range of artists, craft		
	colour, pattern, texture, line,	makers and designers, describing the	makers and designers, describing the		
	shape, form and space	differences and similarities between	differences and similarities between		
	to use a range of materials creatively to design and make	different practices and disciplines, and	different practices and disciplines, and		
4	products	making links to their own work.	making links to their own work. to develop a wide range of art and		
Art	products	Curriculum link – Science: everyday	design techniques in using colour,		
	Curriculum link – Science:	materials	pattern, texture, line, shape, form and		
	everyday materials	materials	space		
			to use a range of materials creatively to		
			design and make products		
			Curriculum link – Science: everyday		
			materials		
					Futuristic Fire Engine
					Can I research a fire
D.T					engine?
					(School trip to Museum
					of emergency services)

Unit: Easter and Surprises-Why is Unit: Easter and Surprises-Why is Easter such **Unit: Easter and Surprises-**Why is Easter Unit: Easter and Surprises-Why is **Unit:** Easter and Surprises-Why is **Unit:** Easter and Surprises-Why is Easter such an important time for an important time for Christians? such an important time for Christians? Easter such an important time for Easter such an important time for Easter such an important time for Maundy Thursday I can explain what Christians? Good Friday I can explain why the cross is an Christians? Christians? Christians? Surprises I can explain what a happened on Maundy Thursday important symbol for Christians. • Pencils • Easter Sunday I can explain how the 6. How is Easter Celebrated? I can Palm Sunday I can explain why Palm Sunday is important to Christians. NC Link: explain how Christians celebrate surprise is disciples felt on Easter Sunday NC Link: Pupils notice and talk about the fact that NC Link: NC Link: NC Link: Faster. Retell and suggest meanings to some Recall and name different beliefs and people come from different religions. How Retell and suggest meanings to Pupils retell (for example through NC Link: practices, including festivals, worship, can we tell? How can we live together kindly religious and moral stories some religious and moral stories drama or in pictures), different Pupils retell (for example through rituals and ways of life, in order to when we are all so different? Religious content will include: Jewish and Religious content will include: stories about Jesus, considering drama or in pictures), different stories find out about the meanings behind Religious content will include: My uniqueness Christian stories about, for example, Noah, Jewish and Christian stories about, what they mean. These should about Jesus, considering what they as a person in a family and community, caring Jacob, Joseph, Jonah, Daniel, David, for example, Noah, Jacob, Joseph, include stories Jesus told and stories mean. These should include stories for others and exploring characteristics such Abraham, and their characteristics. Jonah, Daniel, David, Abraham, and about His miracles. Good examples: Jesus told and stories about His as goodness, kindness. Pupils think about the behaviour shown by their characteristics. The Lost Coin, Jesus and the Ten miracles. Good examples: The Lost the characters in the stories e.g. being Pupils think about the behaviour Lepers. They compare the stories Coin, Jesus and the Ten Lepers. They and think about what Christians trustworthy, courageous, persistent, shown by the characters in the compare the stories and think about RE overcoming obstacles, forgiving, today learn from the stories. what Christians today learn from the stories e.g. being trustworthy, worshipping, being changed and explore Linking to 'Philosophy for Children', courageous, persistent, overcoming stories. some of these obstacles, forgiving, worshipping, pupils think about and respond to Linking to 'Philosophy for Children', being changed and explore some of characteristics pupils think about and respond to 'big 'big questions' in a classroom creatively. these enquiry using, for example, a story questions' in a classroom enquiry from the New using, for example, a story from the characteristics creatively. Testament. Testament. **Unit:** Dreams and goals. **Unit: Dreams and goals Unit:** Dreams and goals **Unit: Dreams and goals Unit:** Dreams and goals **Unit:** Dreams and goals Lesson: Stay motivated when Lesson: Keep trying even when it is Lesson: Work well with a partner or in a Lesson: Have a positive attitude. Lesson: Help others to achieve doing something challenging. difficult. Stretchy learning: Stretchy their goals. My treasure chest of success. Steps to goals. Achieving together: Dream wellies. flowers. Overcoming obstacles. PSHE Take on new challenges and understand this may stretch learning. NC Links, knowledge and skills: Understand how I can feel when I am faced with a new challenge. Set simple goals Speak about something that they can do well. Identify obstacles with make it more difficult to achieve my new challenge and can work out Set goals and work out how to achieve them. how to overcome them.

- Understand how to learn the best.
- Understand how to work well with a partner.
- Celebrate my partners achievements.







Lesson: Are working hard to achieve their own dreams and

Celebrating my success -Assessment opportunity.

- To know how I feel when I see obstacles and how I feel when I overcome them.
- To understand how I feel when I succeeded in a new challenge and how I
- To store the feelings of success in my internal treasure chest.

