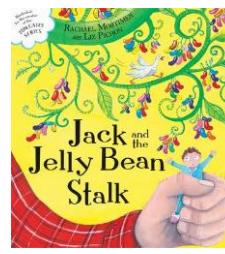
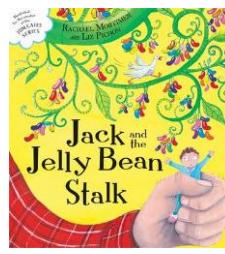
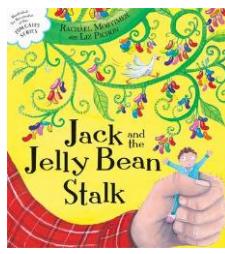
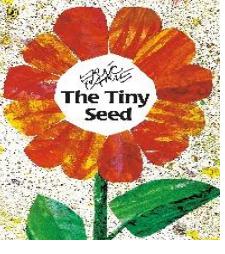
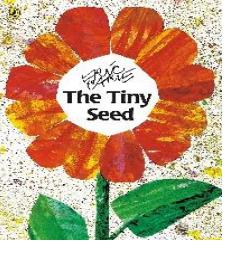
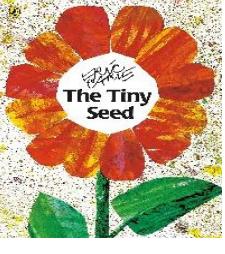




	Week 1 Wk Beg 06.01	Week 2 Wk Beg 13.01	Week 3 Wk Beg 20.01	Week 4 Wk Beg 27.01	Week 5 Wk Beg 03.02	Week 6 Wk Beg 10.02
Big Question	Seeds, Roots and Shoots - What's 'growing' on?					
Connected Concepts	Cause and Effect Structure	Cause and Effect Structure	Cause and Effect Structure	Cause and Effect Structure	Cause and Effect Structure	Cause and Effect Structure
Book Studies	Jack and the Jelly Bean Stalk by Racheal Mortimer 	Jack and the Jelly Bean Stalk by Racheal Mortimer 	Jack and the Jelly Bean Stalk by Racheal Mortimer 	The Tiny Seed by Eric Carle 	The Tiny Seed by Eric Carle 	The Tiny Seed by Eric Carle 
Children steering learning....	What do plants need to grow and stay healthy? What is the same and different about a bulb and a seed? How do seeds change as they grow into plants? Do all plants grow in the same way? What happens to plants if they don't get water? What happens to plants if they don't get light? Does a seed need soil to grow? Why do plants have roots, stems, leaves, and flowers? Where do plants grow best - inside or outside?					
English Writing - Transcription - Composition - Vocabulary, Grammar and Punctuation Reading - Word reading - Comprehension	<p>Narrative with alternative ending</p> <p>Hook Listen to the story read aloud. Share predictions and initial responses.</p> <p>Phase 1 Understanding as a reader.</p> <p>To engage with the text and understand the structure of the story. Deconstruct the story using a story mountain (opening, build-up, problem, resolution, ending). Identify key events in each section.</p>	<p>Narrative with alternative ending</p> <p>Phase 2 Understanding as a writer.</p> <p>To use adverbs to add detail and cohesion to sentences. Re-read key sections of the text and identify adverbs used by the author. Discuss how adverbs tell us how, when or where actions happen. Explore examples (e.g. <i>quietly crept, suddenly appeared, carefully climbed</i>). Practise adding adverbs to simple</p>	<p>Narrative with alternative ending</p> <p>Phase 3 Composition</p> <p>To plan a short narrative with a changed ending using a story mountain. Revisit the original story and discuss possible new endings. Decide what will stay the same and what will change. Use a story mountain to plan their own version. Identify where to use Tier 2 vocabulary, adverbs and micro-threading. Orally</p>	<p>Instructions Hook Read through the text 3x for fluency and get the children to work collaboratively to freeze frame moments, generating verbs for each stage.</p> <p>Phase 1 Understanding as a reader.</p> <p>Phase 2 - Understanding as a writer Explore imperative more closely and what these are - play detectives to spot sentences with imperative verbs and move onto writing short sentences to match a picture</p>	<p>Instructions Phase 2 - Understanding as a writer Explore imperative more closely and what these are - play detectives to spot sentences with imperative verbs and move onto writing short sentences to match a picture</p> <p>Phase 3 - Composition Write a set of instructions for the Tiny Seed</p>	<p>Instructions Phase 2 Understanding as a writer Focus on turning simple sentences into instructions using a check list of time conjunctions and noun echo.</p> <p>Phase 3 - Composition Revise and edit the instruction using teacher feedback .</p> <p>Reading An Invitation to a</p>

	<p>Phase 1 <u>Understanding as a reader.</u></p> <p>To retell the story using images and sentence openers. Revisit the story through shared reading. Sequence images from the story in the correct order. Orally retell the story using picture prompts. Use sentence openers such as <i>Once upon a time...</i>, <i>Later that day...</i>, <i>Suddenly...</i>, <i>In the end...</i> Build confidence in retelling using story language.</p> <p>Phase 2 <u>Understanding as a writer.</u></p> <p>To improve vocabulary by replacing simple words with Tier 2 vocabulary. Identify simple or overused words in the text. Explore ambitious vocabulary and practise swapping for the simple words from the text. Rewrite sentences using improved word choices. Apply ambitious vocabulary to their own retelling sentences.</p> <p>Reading <i>Why Do Stars Twinkle?</i></p> <p>Draw simple inferences from illustrations, events, characters' actions and speech using the conjunction because to help justify ideas.</p>	<p>sentences. Orally rehearse sentences with adverbs to improve flow.</p> <p>Phase 2 <u>Understanding as a writer.</u></p> <p>To create cohesion by linking sentences using adverbs and repeated ideas. Explore how sentences are linked together in the story. Identify repeated ideas, actions or themes (e.g. climbing, fear, the giant). Use adverbs to connect events (e.g. <i>Later that night</i>, <i>Suddenly</i>, <i>Carefully</i>). Practise writing short linked sentences that stay on the same idea. Discuss how cohesion helps the reader follow the story.</p> <p>Phase 2 <u>Understanding as a writer.</u></p> <p>To use micro-threading to keep ideas linked across a short piece of writing. Revisit what micro-threading means (keeping one idea running through sentences). Identify micro-threads in the text (e.g. Jack's fear, the giant's anger). Choose a focus idea and keep it running through 3-4 sentences. Use adverbs and repeated words or phrases to support cohesion. Write a short paragraph showing clear micro-threading.</p>	<p>rehearse their story with a partner.</p> <p>Phase 3 <u>Composition</u></p> <p>To write a short narrative using adverbs and cohesive techniques. Write a new story following the plan. Use sentence openers and adverbs to link events. Apply Tier 2 vocabulary learned in Week 1. Use micro-threading to keep ideas linked. Read sentences back to check they make sense and flow.</p> <p>Phase 3 <u>Composition</u></p> <p>To edit and improve writing by checking cohesion, vocabulary and punctuation. Re-read their work to check it follows the story mountain. Improve word choices by adding or changing Tier 2 vocabulary. Check use of adverbs and linked ideas. Edit for capital letters, full stops and spelling. Share writing and discuss what worked well.</p> <p>Reading <i>The Dreams of Moxie</i></p> <p>Discuss the unfamiliar words and what these might mean. Use dictionaries to clarify and understand the meaning of new or unfamiliar vocabulary.</p>	<p>Phase 2 <u>Understanding as a writer.</u></p> <p>Identify structure of instructions, using role to follow given instructions and how the use of imperative verbs provide instruction, they must be in order, they must be clear with noun reference.</p> <p>Reading <i>An Invitation to a Party</i></p> <p>Make sensible predictions based on what has been read, the front cover, pictures, and the blurb. Make a prediction about the new text based on pictures on the front and back and what is written in the blurb.</p>	<p>Party</p> <p>Talk and share opinions about a range of texts including instructions. Discuss and clarify the meanings of words, linking new meanings to known vocabulary and discuss their understanding of the book.</p>
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	Make inferences based on what we have read to answer a selection of comprehension questions.	Reading <i>Why Do Stars Twinkle?</i> Explain and discuss their understanding of books, commenting on characters and responding to what has happening. <i>Use explanations to write a review of the text.</i>				
Tier Two Vocabulary	Curious Unexpected Cautious Perilous Absurd Delighted		Protect Fragile Bloom Healthy Wilt Thrive			
Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions Measurement -Geometry Properties of shapes -Geometry Position and Direction	Addition and subtraction <i>Adding three single digit numbers. Making decisions using bonds and doubles knowledge.</i> <i>Concrete: solve a selection of + and - practically using using tens frames.</i> <i>Concrete/ Pictorial: solve a selection of + and - using tens frames.</i> <i>Fluency Toolkit: Use my numbers.</i> <i>Choose three numbers to add or subtract to make a given sum/total.</i> <i>Links to measure - application of length, capacity and volume.</i>	Addition and subtraction <i>TO + O crossing boundaries.</i> <i>TO - O crossing boundaries.</i> <i>Concrete/ Pictorial: Use manipulatives to practise adding and subtracting when crossing the boundary of ten, exchanging ten for ten ones.</i> <i>Fluency Toolkit: Pick a pair.</i> <i>Choose two numbers and add or subtract to identify the sum/total.</i> <i>Fluency Toolkit: Pick some answers.</i> <i>Choose two numbers and add or subtract them to find answers within a given boundary. Use manipulatives to support crossing the boundary.</i>	Addition and subtraction <i>TO + O crossing boundaries.</i> <i>TO - O crossing boundaries.</i> <i>Reasoning: Conjecture Read mathematical statements made and identify if they are correct or not. Explain reasoning and prove it through jottings, working our or visual representations.</i> <i>Deeper Thinking: 3 read-what's the story?</i> <i>Work collaboratively to unpick a word problem and identify what the story is telling us in order to solve the problem.</i> <i>Deeper Thinking: 3 read-what's the story?</i> <i>Work independently to unpick a word problem and identify what the story is telling us in order to solve the problem.</i>	Multiplication and Division <i>Recall of the facts 2s 3s 5s 10s.</i> <i>Concrete/ Pictorial: Identify and create a range of representations for a given multiplication or division fact.</i> <i>Use tens frames to identify or represent multiplication and division facts.</i> <i>Identify how anchor facts can support working out of higher facts.</i> <i>Begin to conject and identify links between the 5 and 10 times tables.</i> <i>Links to measure - application of length, capacity and volume.</i>	Multiplication and Division <i>Place value - counting in 2s 3s 5s from 0.</i> <i>Fluency Toolkit:</i> <i>Apply knowledge of multiplication and division facts to identify patterns within 2, 5 and 10 times tables (e.g 2x are all even numbers, 5x is half of 10x).</i> <i>Reasoning: Conjecture: Read mathematical statements made and identify if they are correct or not. Explain reasoning and prove it through jottings, working our or visual representations.</i> <i>Links to measure - application of length, capacity and volume.</i>	Multiplication and Division <i>Counting in two, five or ten from any number.</i> <i>Fluency Toolkits: Identify sequences of numbers including counting forwards, backwards and missing numbers on horizontal and vertical numberlines.</i> <i>Deeper Thinking: 3 read Apply knowledge of multiplication and division facts to solve word problems,</i> <i>Links to measure - application of length, capacity and volume.</i>

		Links to measure - application of length, capacity and volume.	Links to measure - application of length, capacity and volume.			
Retrieval through Maths Rehearsal sequence	Bonds within 20 Not bridging Focus: +	Bonds within 20 Not bridging Focus: +	Bonds within 20 Not bridging Focus: +	Bonds within 20 Not bridging Focus: +	Bonds within 20 Not bridging Focus: +	Bonds within 20 Not bridging Focus: +
Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	Plants Observe closely, using simple equipment. <u>Assessment Indicators:</u> Spot similarities and differences between bulbs and seeds. Identify similarities and differences between seeds and bulbs and how plants grow from them. Observe them closely and record what they notice with drawings. Plant one of the bulbs and observe over the coming weeks.	Plants Find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy. Carry out research to identify what plants need to grow and stay healthy. Make a prediction what will happen if one or more of the needs are taken away.	Plants Find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy. Plan and carry out a fair test to investigate what a plant needs to grow and how the conditions affect the health of the plant as it grows. Observe the bulb that was planted earlier in the term and observe how it has changed.	Plants Sticky Knowledge: Acquire and Apply: identify plants that grew well in different conditions. Read a statement about the progress of the seeds growth and record own observations to prove or disprove based on what we have seen in each of the controlled plants.	Plants Find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy. Revisit the seeds that were planted in varying conditions to observe, measure and record the effects of growth on each one.	Plants <u>Assessment Indicator:</u> Compare plant growth in different conditions. Return to the seeds planted in our controlled experiment and draw their own conclusions on the best conditions for the seeds planted. Using the information gathered, plant a selection of seeds in the outdoor environment considering light, shade, water and space to grow.
Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world Relationships and Sex Education (RSE) and Health Education	PSHEE Jigsaw SOW Dreams and Goals Demonstrate that they can manage some feelings in a positive and effective way. Discuss successes and the feelings we have when we achieve them. (BV-Individual liberty)	PSHEE Jigsaw SOW Dreams and Goals Set themselves simple goals. Set a goal and identify the small steps needed to achieve it. Know how to share success with other people. <u>Assessment Indicators:</u> Explain how I play my part in a group and the parts other people play to create an end product. I can explain how our skills complemented each other. (BV-Individual liberty/ Mutual respect)	PSHEE Jigsaw SOW Dreams and Goals Recognise the effect of their behaviour on other people and can cooperate with others. Explore working together as a team to be successful towards our goals. Work to a shared goal, understanding the need to cooperate and listen to others to ensure a success. (BV-Democracy)	PSHEE Jigsaw SOW Dreams and Goals Share opinions on things that matter to them and explain their views through discussions. Reflect on goals we set ourselves and how successfully we worked with others to achieve our shared goal. (BV-Mutual respect)	PSHEE Jigsaw SOW Dreams and Goals Recognise who they work well with and when they don't. Work as part of a group and think about the part they played. Think about how others help them learn. <u>Assessment Indicator:</u> Explain how it felt to be part of a group and can identify a range of feelings about group work. (BV-Mutual respect)	-

Physical Education -Gymnastics -Dance -Games -Athletics	GETSET4PE SOW Indoor PE Dance Accurately remember, repeat and link actions to express an idea. Explore dance actions then remember, repeat and link them to tell a story. <u>Assessment Indicator:</u> Show a character and idea through the actions and dynamics chosen. Outdoor PE Target Games Develop co-ordination and technique when throwing over and underarm. To understand how to score using overarm and underarm throwing. <u>Assessment Indicator:</u> Work cooperatively with a partner and a small group. (BV-Mutual Respect)	GETSET4PE SOW Indoor PE Dance Develop an understanding of dynamics. Explore dynamics and how they can be added into our dance to show an idea. Outdoor PE Target Games Develop co-ordination and technique when throwing over and underarm. To understand how to score using overarm and underarm throwing. <u>Assessment Indicator:</u> Work cooperatively with a partner and a small group. (BV-Mutual Respect)	GETSET4PE SOW Indoor PE Dance Know that using counts of 8 will help me to stay in time with the music. Improve the dance by using counts of 8 to help stay in time with the music. GETSET4PE SOW Indoor PE Dance Develop the use of facial expressions in my performance. Know that using facial expressions helps to show the mood of my dance. GETSET4PE SOW Indoor PE Dance Explore working with a partner using unison, matching and mirroring. To explore facial expressions and apply them in our dance to show different characters. GETSET4PE SOW Indoor PE Dance Develop the use of pathways and travelling actions to include levels. To explore pathways and levels and add into the final dance sequence. GETSET4PE SOW Indoor PE Dance Understand and apply simple tactics. Know how to score points and follow simple rules. To select and apply the appropriate skill to the target game and show improvement in my personal best. <u>Assessment Indicator:</u> Able to select the appropriate skill for the situation. (BV-Mutual Respect)			
	Programming A Robot algorithms Describe a series of instructions as a sequence. Follow instructions given and give instructions to others. Consider the language used to give instructions, and how that language needs to be clear and precise. <u>Assessment Indicator:</u> Follow instructions given by someone else and give clear unambiguous instructions	Programming A Robot algorithms Explain what happens when we change the order of instructions. Explain that a sequence of commands has a start and an outcome. Focus on sequences and consider the importance of the order of instructions within a sequence. Create and test sequences.	Programming A Robot algorithms Use logical reasoning to predict the outcome of a program. Use logical reasoning to make predictions. Follow a program step by step and identify what the outcome will be.	Programming A Robot algorithms Explain that programming projects can have code and artwork. Design an algorithm. Design, create, and test a mat for a floor robot.	Programming A Robot algorithms Design an algorithm. Design an algorithm to move a robot around the mat designed, identifying the starting and finishing points of a route. <u>Assessment Indicator:</u> Program an algorithm on a floor robot	Programming A Robot algorithms Create and debug a program that I have written. Find and fix errors in algorithms and programs. Understand this process to be 'debugging'. <u>Assessment Indicator:</u> Test and debug each part of the program.

<p>Geography</p> <p>-Locational and Place Knowledge</p> <p>-Field Work</p> <p>-Using Globes, Maps and Plan</p>	<p>Major: Where in the world is Cheadle?</p> <p>Understand that school is in the village of Cheadle which is part of the borough of Stockport, in the county of Greater Manchester in the North West of England, in the UK, which is a part of the continent of Europe.</p> <p>Explore the position of Cheadle within a range of sources, pinpointing our location in various scaled maps and aerial photographs.</p> <p>Assessment Indicator: Use Digimaps and Google Maps to find places using a postcode or simple name search.</p>	<p>Major: What can aerial photographs and maps tell us about Cheadle?</p> <p>Assessment Indicator: Recognise human and physical features on an aerial photograph, such as roads and rivers.</p> <p>Explore aerial photographs to view places, such as Cheadle. Investigate the features of Cheadle through aerial photographs. Consider possible routes that could be taken as we walk through Cheadle village to identify types of land use. Consider the pros and cons for different routes.</p>	<p>Major: How does a key unlock the map?</p> <p>Recognise what a map is and what features it has, such as a key. Create a class agreed key that could be used to draw a sketch map of Cheadle.</p> <p>Draw a sketch map with the agreed symbols.</p>	<p>Sticky knowledge: <i>Acquire and Apply:</i> Identify the human and physical features of a given place (Cheadle). Identify the human and physical features that can be found in a village (Cheadle)</p> <p>Use simple fieldwork and observational skills to study the geography of Cheadle and the key human and physical features of its surrounding environment. Through fieldwork, explore and identify the human and physical features of our local area, focusing on types of land use.</p>	<p>Major: What is Cheadle like?</p> <p>Recognise and record different types of land use, buildings and environments.</p> <p>Investigate the features of where we live, identifying human and physical features, suggesting why these would encourage people to settle here.</p> <p>Assessment Indicators: Identify human and physical features of the local. (BV-Individual Liberty)</p>	
<p>History</p> <p>-Chronology</p> <p>-Concepts</p> <p>-Interpretation</p> <p>-Enquiry</p> <p>-Communication</p>				<p>Minor: Source Enquiry</p> <p>Historical Concept: Using sources and evidence.</p> <p>EQ: Who was Scotch Bob?</p> <p>Who is Scotch Bob and why is he significant in Cheadle?</p> <p>Use a variety of sources to find out about Scotch Bob's life, discussing what sources are most useful and asking questions about where the sources come from.</p>	<p>Minor: Source Enquiry</p> <p>Historical Concept: Change and continuity.</p> <p>EQ: Why does Scotch Bob have a Lasting Legacy?</p> <p>Explore how Scotch Bob has been remembered and why this is important.</p> <p>Identify that significant events and individuals from the past have helped shape the present locally, nationally and internationally.</p>	

Religious Education, Beliefs and Values -Believing -Expressing -Living	-	BELIEVING Who is a Muslim and what do they believe? <u>Pre Assessment:</u> Prior knowledge of who is a Muslim and what do they believe. Collect data on religious demographics of cohort Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Through research and case studies, explore Muslim beliefs about God. Research that Allah is the Arabic word used by Muslims for God and they believe he has 99 names. (PC-Religion or belief) (BV-Mutual respect)	BELIEVING Who is a Muslim and what do they believe? Recognise some objects used by Muslims and suggest why they are important. Research key features the mosque. Through case studies, discover why the mosque is a place Muslims may go to feel closer to God. Suggest why a mosque might be a place to feel close to God. (PC-Religion or belief) (BV-Mutual respect)	BELIEVING Who is a Muslim and what do they believe? Read and explore a story about the life of the Prophet Muhammad. Retell the story of the Prophet and the Cat and discuss its significance. Research what the story teaches people about the Prophet Muhammad PBUH - collect data (PC-Religion or belief) (BV-Mutual respect)	BELIEVING Who is a Muslim and what do they believe? Read and explore a story about the life of the Prophet Muhammad. Retell the story of Muhammad and the Crying Camel. Discuss Muhammad's beliefs and research what Muslims can learn from his teachings in the story - collect data (PC-Religion or belief) (BV-Mutual respect)	BELIEVING Who is a Muslim and what do they believe? <u>Assessment Indicators:</u> Know that Muslims have 99 names for Allah. Retell the story 'Muhammad and the cat', and 'The crying camel' talk about what they teach Muslims about the Prophet Muhammed PBUH Retrieve knowledge to answer the question 'Who is Muslim and what do they believe?' using data collected (PC-Religion or belief) (BV-Mutual respect)
Modern Foreign Languages-French -Listening -Speaking -Intercultural Understanding	Listening Listen and show understanding through songs and rhymes using everyday language. Listen to La Chanson des Couleurs - The Song of Colours.	Listening Listen and show understanding through songs and rhymes using everyday language. Listen to La Chanson des Couleurs - The Song of Colours.	Listening and Speaking Know and join in with familiar French songs and rhymes. Recognise some familiar language from La Chanson des Couleurs - The Song of Colours and begin to join in.	Listening and Speaking Know and join in with familiar French songs and rhymes. Recognise some familiar language from La Chanson des Couleurs - The Song of Colours and begin to join in.	Speaking Begin to recognise some numbers and colours when they hear them. Recognise and say a selection of colours learnt from La Chanson des Couleurs - The Song of Colours and begin to join in.	Speaking Begin to recognise some numbers and colours when they hear them. Recognise and say a selection of colours learnt from La Chanson des Couleurs - The Song of Colours and begin to join in.
Art and Design -Sculpting and Creating -Art Elements -Evaluate and Appraise	SCULPTING Lady Kwali Know how and why artists have created colour, shape and pattern. Look at sources of evidence to explore who Lady Kwali was and what	SCULPTING Lady Kwali Create a piece of work in response to an artist's work. Explore a selection of plant pots to identify what needs to be included in the success criteria.	SCULPTING Lady Kwali Know how to cut, roll and coil materials. Practise rolling and coiling the clay, exploring ways of joining two pieces.	SCULPTING Lady Kwali <u>Sticky Knowledge:</u> Acquire and Apply: Join different elements of a sculpture together with clay. Use tools to create texture. Retrieve knowledge and	SCULPTING Lady Kwali Use clay to join things together. Know how to make a clay pot and know how to join two clay finger pots together. Following the design, manipulate clay to create	SCULPTING Lady Kwali Examine and critically evaluate work. Observe and evaluate their own work against a given success criteria. (BV-Individual liberty)

	<p>style and techniques she used.</p> <p>Evaluate a piece created by Lady Kwali discussing likes, dislikes and techniques used.</p>	Design a clay pot in the style of Lady Kwali.		practise using tools to cut and create texture in clay.	a pot and join together with a second piece of clay.	
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B Inventing a Musical Story - Exploring Feelings Through Music. Sing short phrases independently. Learn to sing 'Rainbows' as part of a choir. Perform the song whilst keeping in time with the rest of the choir.	Charanga Model Music Curriculum B Inventing a Musical Story - Exploring Feelings Through Music. Use graphic symbols, dot notation and stick notation, as appropriate, to compose a simple tune. Compose a short rhythm using glockenspiels to the focus song 'Rainbows'. Record composition using graphic symbols/colours.	Charanga Model Music Curriculum B Inventing a Musical Story - Exploring Feelings Through Music. Improvise with a song using body percussion. Create and perform a short rhythm in time with the song 'Hand, Feet, Heart' using body parts to create different sounds.	Charanga Model Music Curriculum B Inventing a Musical Story - Exploring Feelings Through Music. Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. Play a short tune on a glockenspiel in time with the song 'Hand, Feet, Heart'. Following simple notation.	Charanga Model Music Curriculum B Inventing a Musical Story - Exploring Feelings Through Music. Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. <u>Assessment indicator:</u> Rehearse and perform their parts within the context of the unit song.	Charanga Model Music Curriculum B Inventing a Musical Story - Exploring Feelings Through Music. Perform a focus song. Displaying the skills of singing in time with a group, improvisation and short composition on an un-tuned instrument. <u>Assessment indicator:</u> Play together with everybody while keeping in time with a steady beat.
Outdoor Learning Opportunities	Minor: (Computing) Follow a set of instructions to identify an endpoint. Make links to algorithms.	Major: (Science) Investigate the outdoor environment to identify where plants have grown best taking note of the conditions.	Minor: (PSHEE) Work collaboratively to achieve a shared goal.	Major: (Geography) Carry out fieldwork in Cheadle to identify different types of land use.	Major: (Science) As part of our investigation, revisit the outdoor area to identify changes in plants over the past two weeks.	Major: (Science) Plant a selection of seeds in suitable conditions.
Enhancements Visits and Visitors				Fieldwork walk exploring the human and physical features of Cheadle 28.01.26		
Parental Engagement					Drop Everything and Read Friday 06.02.26 2.30pm	
Whole School and National Events			Bible Encounters Assembly 23.01.26		NSPCC Maths Day 06.02.26	Children's Mental Health Week Beg 09.02.26 Safer Internet Day 10.02.26

Progression of knowledge and skills are shown horizontally across the half term. The different subjects are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.