

Blossoming butterflies



2 weeks

Rationale

The Year 1 teachers and children arrive at school to find a bear all alone with a book called the Worrysaurus. They will explore why it is alone, why it has the book and how it might be feeling. The class will explore the book, how the main character may feel and how this may all link to the bear and themselves.

The children will explore their emotions and worries and think about how they overcome these and how their experiences and the book can help the bear overcome his. 'The worrysaurus' will develop their understanding of their personal and collective responsibilities within the classroom and enable them to write and illustrate a class learning charter and help the bear become part of our class community. The children will continue to develop their class identity through exploration of their class name and artist. Reading and innovating the story This will culminate in a grand tour of the classroom, where children will share how they have learnt from the story to help the bear overcome his fears and build their class community

Hook

The children and class teacher come in to find a teddy bear all alone and holding a special story.

Outcome

Grand opening of the classrooms. The children will promote their classroom to the SLT and Year 6 ambassadors who will complete a judging sheet, rating each classroom against given criteria, before awarding the golden broom to the winning room (with explanation)

Spirituality

- To understand that rules are necessary in our community for everything to run smoothly and be fair for all.
- Children to be able to explain what the rules are.

Thinking

- Give reasons, explain and justify their ideas and opinions using precise language.
- Seek meaning through reflecting on their experiences and feelings, asking philosophical questions and challenging their own ideas.
- Sort simple information.

Focus Subject - PHSE

- Thinking about how they belong to the class community.
- Role play and create photographs of scenarios from the 'Worrysaurus' in the classroom to illustrate

Focus Subject - English

Main writing tasks

- **Imitate** the story 'What if everybody did that'
- **Innovate** own version about something that could happen in own classroom.

Focus Subject - Art

- Explore and discuss the class artist and some of their work to create a class door label showing the class name and work by the class artist.
- Draw life-like people illustrating the 5

<p>an understanding of shared responsibility for the classroom environment, different emotions and how we can manage them.</p> <ul style="list-style-type: none"> • Discuss what helps us to learn and agree five agreed responsibilities for a class learning charter. • Discuss scenarios where a choice has been made and decide what the consequences of that choice should be explaining their reasoning to create a class list of rewards and consequences. • Explore feelings of pride and disappointment discussing scenarios that could occur through the year • Organisation and understanding of class roles and responsibilities. 	<p>Other writing tasks</p> <ul style="list-style-type: none"> • Write labels for the classroom forming letters correctly and consistently. • Model and create a class calendar to be used each day reading and ordering the days of the week and the months of the year. • Write a sentence explaining when they feel proud or disappointed using correct sentence punctuation. <p>Writing skills to cover</p> <ul style="list-style-type: none"> • Orally combine words to make sentences before writing. • Building sentences - what goes into a sentence (use pieces cut up etc) • Handwriting <ul style="list-style-type: none"> - Expectations - Finger gym - Forming letters accurately <p>Spelling, Punctuation and Grammar</p> <ul style="list-style-type: none"> • Using known phonics to sound out words. • I personal pronoun • Capital letters <p>Talk 4 Writing strategies Text mapping Innovating</p>	<p>responsibilities on the learning charter.</p> <ul style="list-style-type: none"> • Paint proud faces as a self-portrait using colour mixing to display with our learning charter.
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<p>Application Subject- Maths</p> <ul style="list-style-type: none"> • Order the days of the week and the months of the year for the class calendar. • Sorting and counting objects
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<p>Application Subject- Geography (including British Values)</p> <ul style="list-style-type: none"> • Mutual respect for others including new class members, teachers and classroom • Respect for the environment and link to the story and to litter in our community.
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<p>Home Learning Create a poster showing your house rules to present to the class.</p>

Let's learn- Continuous provision

Refer to outcomes in reading and Writing NC to enhance all areas and build on English curriculum

	National curriculum links	Resources suggestions	Tasks/challenge/enhancement suggestions (depending on input focus)
English area	<p>PSHE objectives about different feelings that humans can experience how to recognise and name different feelings how feelings can affect people's bodies and how they behave how to recognise what others might be feeling to recognise that not everyone feels the same at the same time, or feels the same about the same things about ways of sharing feelings; a range of words to describe feelings for help with feelings; and how to ask for it to identify what they are good at, what they like and dislike how to manage when finding things difficult about preparing to move to a new class/year group English-national curriculum objectives age and stage appropriate</p>	<p>Vocab/tricky words Sound mats/cards Symbol mats (message centre) Variety of paper - notebooks, exercise books, lined paper, plain, post-its, whiteboards Writing pens, pencils, felt tips etc.</p>	<p>Write/draw about themselves Write/draw about their families Write/draw about their classroom/new year group Retell familiar story Story maps</p>
Role play	<p>PSHE objectives about different feelings that humans can experience how to recognise and name different feelings how to recognise what others might be feeling to recognise that not everyone feels the same at the same time, or feels the same about the same things about ways of sharing feelings; a range of words to describe feelings for help with feelings; and how to ask for it to identify what they are good at, what they like and dislike how to manage when finding things difficult about preparing to move to a new class/year group</p>	<p>Contextualised to the project</p>	<p>Contextualised to the project; Home corner- linked to worrysaurs</p>
Maths	<p>Maths objectives: national curriculum objectives age and stage appropriate- linked to power maths</p>	<p>Sets of numbers Number formation examples Numicon Counting objects - cubes, buttons, gems, conkers, pinecones, corks, wooden pieces Dice 100 squares and blank ones Number lines and rulers Tens frames Part-whole models Dominoes</p>	<p>Place value games Counting and ordering numbers/number names Number formation Missing number prompts Ipads - practicing number formation videos or website games Number bonds matching Tweezers/chopsticks/tongs for fine motor skills Fiction and non-fiction books relating to number,</p>

		More/less and equals symbols Whiteboards and pens	
Reading	<p>English- national curriculum objectives age and stage appropriate- reading and retelling project story and other similar stories/non fiction- role play, text/story map, planning formats, character/setting descriptions</p>	<p>A range of non-fiction and fiction books and poetry (to be rotated throughout year) Phonics cards Sound mats and tricky words Puppets Post it notes and pens poems or songs Old laptops/keyboards and phones Small world - characters, non-specific characters, grass, small wooden tiles, tiny minibeasts, mini trees, little houses, wooden beads, leaves (pretend or not), feathers, wooden reels, small hoops etc.</p>	<p>Use of puppets/story stones etc to re-tell familiar stories Read a range of stories- new and familiar Common exception word practice</p> <p>Focus text Phonics games Challenging or tricky words to read</p>
Construction	<p>DT objectives: Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Maths objectives: - Use the language of equal to, more than, less than (fewer), most, least - Recognise and name common 2-D & 3-D shapes</p> <p>English objectives: Speaking & Listening Listen and respond appropriately to adults and their peers - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - Maintain attention and participate actively in collaborative conversations, - Write, captions and labels using taught concepts and structures</p>	<p>Wooden blocks - different shapes and sizes Natural resources - corks, matchsticks, lollipop sticks, pebbles, wooden reels, wooden hoops Mobilo Lego Meccano Cogs and gears Bamboo building blocks Clipboards with grid paper with pens Small world: different animals (zoo, sealife, farm, dinosaurs etc), little toy people, wooden dolls, cars and trucks, grass, offcuts of fabric, mini landmarks, gems, shells, coloured wooden pieces 2D and 2D shapes</p>	<p>Blank design sheets Blank design evaluations Ipads - photos or designing or identifying materials Design and build ways to keep the teddy safe and help with his fears.</p>
Small World	<p>PSHE objectives about different feelings that humans can experience how to recognise and name different feelings how feelings can affect people's bodies and how they behave how to recognise what others might be feeling to recognise that not everyone feels the same at the same time, or feels the same about the same things about ways of sharing feelings; a range of words to describe feelings for help with feelings; and how to ask for it</p>	<p>Wooden blocks - different shapes and sizes Natural resources - corks, matchsticks, lollipop sticks, pebbles, wooden reels, wooden hoops Mobilo Lego Meccano Cogs and gears Kapla Bamboo building blocks Clipboards with grid paper with pens Small world: different animals (zoo, sealife,</p>	<p>Creating imaginative and real-world scenarios linked to familiar story the worrysaurus or about themselves. Creating story settings and inventing stories with a beginning, middle and end linked to the worrysaurus or about themselves. Designing a landscape for a story or particular character linked to Worrysaurus or about themselves.</p>

	<p>to identify what they are good at, what they like and dislike how to manage when finding things difficult about preparing to move to a new class/year group English Retell familiar stories</p>	<p>farm, dinosaurs etc), little toy people, wooden dolls, cars and trucks, grass, offcuts of fabric, mini landmarks, gems, shells, coloured wooden pieces</p>	
<p>Enquiry</p>	<p>Science objectives: Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. PSHE objectives: about different feelings that humans can experience how to recognise and name different feelings how feelings can affect people's bodies and how they behave how to recognise what others might be feeling to recognise that not everyone feels the same at the same time, or feels the same about the same things about ways of sharing feelings; a range of words to describe feelings for help with feelings; and how to ask for it to identify what they are good at, what they like and dislike how to manage when finding things difficult about preparing to move to a new class/year group</p>	<p>Stationery including labels and post-its Sorting hoops Skeleton Fingerprints Photos of events from past Blank timeline Key vocab for curriculum focus</p>	<p>About their own emotions and fears and what makes them proud. Learn about others emotions, feelings, fears and emotions.</p>
<p>Garden</p>	<p>Art objectives: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. English objectives: Listen and respond appropriately to adults and peers. Ask relevant questions to extend their understanding and knowledge. Articulate and justify answers.</p>	<p>Plants Magnifying glasses Pots, soil, trowel, seeds, gloves Binoculars Different shapes and sizes of bowls, cups, containers, pots, pans Measuring jugs Plates Cutlery and utensils including ladles, mashers, tongs Measuring scales Cake tins and holders Cake stand Old microwave Timer Conkers, pinecones, leaves, twigs, stones, shells</p>	<p>Sketchbooks with sketch pencils, charcoal, paint or other materials drawing themselves, others and in the style of their artist.</p>