

Session no and NC Areas	Learning Objective: Today I'm getting better at... Assessment focus: Milestone	Introduction:	Differentiated Learning (and success criteria):	AFL
Session 1 Science Understanding animals and humans	Describe and compare the structure of a variety of common animals.	Talk about and name the animals seen in 'Madagascar'. Ask the children what features they have in common and what is different.	EYFS: Physical Development: Moving and Handling Today I'm getting better at handling equipment and tools effectively. Cut and stick words to label features of an animal. E.g. Head, tail, teeth, wings) - Adult to support with reading.	
			<u>Basic</u> Children choose an animal and label features - tail, head etc. (Label) What does the animal have? SC I can choose an animal. I can label its body parts.	
			<u>Advancing</u> Children identify what features animals have and write simple captions for each picture. Year 2 use 'and'. (Identify) Can you describe the animal? SC I can: identify the features write a caption	
SEN:	EAL:	AG&T:	Resources:	

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Session 2 Science Understanding animals and humans	Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.	Remind children about the similarities and differences they identified in the previous session. Show pictures of groups of similar animals. Explain what type of animal each group is.	<p>EYFS: Understanding the World: The World Today I'm getting better at knowing about similarities and differences and making observations of animals. Different small world animals on the table - K to sort animals into 3 different categories: Water, sand, sky. (practical activity: small tray of water, small tray of sand and picture of sky. Photos for evidence.</p> <p><u>Basic</u> Children complete a sorting activity putting animals in the correct group. (Complete) What type of animal is it? SC I can look at the animal carefully. I can put it in the right group.</p> <p><u>Advancing</u> Classify the animals into the correct animal groups. (Classify) Which group do the animals belong to? SC I can: look at the animals features put it in the correct group.</p> <p><u>Deep</u> Children choose a type of animal. They must create their own animals with appropriate features and characteristics, (Create) Which features might your animal have? SC Create your own animal.</p>	
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Session 3 Understanding animals and humans	Identify and name a variety of animals that are carnivores, herbivores and omnivores.	Show the children groups of animals. How do the children think they have been organised? Are they all mammals etc. Explain that they have been organised by what they eat. Explain the terms carnivore, herbivore and omnivore.	Understanding the World: The World Today I'm getting better at differences and making observations of animals. Pictures of food to go with small world animals. K matches food to the correct animals. Use animals from each of the 3 groups (carnivore, herbivore, omnivore) but do not introduce vocab.	
			<u>Basic</u> Children arrange the animals into three sets - carnivore, herbivore, omnivore. (Arrange) What does the animal eat? SC I can say what the animal eats. I can put it in the right group.	
			<u>Advancing</u> Children write a caption for animals explaining why they are that type of animal. (Explain) ie. The cow is a herbivore because it eats grass. Why is the animal a carnivore, herbivore, omnivore? SC I can: decide which type of animal it is say why it is that type	
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			EYFS: Communication and Language: Listening Today I'm getting better at listening attentively in a range of situations. Have a range of small world animals on the table. Adult describes an animal and K has to choose which one he thinks it is. EXT: Swap and let K describe an animal for the adult to find.		
Session 4 Reading To understand texts	Explain and discuss understanding of texts.	Children have examples of information texts on their tables. Ensure they have appropriate features for the year group. What do the children notice about the texts? What words can they spot? (scientific vocab) Photographs etc. EYFS - describing an animal. Show K a range of different animals from all groups. Can you describe the animal?	<u>Basic</u> Children match simple informative statements to animals. (Match) What does the statement say? SC I can read the statement I can match it to the animal.		
			<u>Advancing</u> Organise groups of statements to match animals. (Organise) Which animal do the statements describe? SC I can: Read the statements Match them to the animals		
			<u>Deep</u> Group statements and create subheadings to go with statements. (Create) Can you propose appropriate subheadings? SC Group statements and create subheadings		
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Session 5 Writing To punctuate accurately			Communication and Language: Listening Today I'm getting better at listening attentively in a range of situations. Have a range of small world animals on the table. Adult reads a sentence to K and he matches it to the right animal. Photo for evidence.		
			<u>Basic</u> Children read given sentences. They rewrite the sentences and complete with the correct punctuation. (Complete) Does it need a full stop or a question mark? SC Listen to the sentence Rewrite the sentence with punctuation		
			<u>Advancing</u> Give the children sentences with correct/incorrect punctuation. They must decide whether the punctuation is correct and modify if not. (Modify) Is the punctuation correct? SC I can: read the sentence keep or change the punctuation		
<u>Deep</u> Children select a punctuation type and write a statement using it. (Select) Can you compose different types of sentences? SC Write sentences using different punctuation marks.					
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			EYFS: Expressive Arts and Design: Exploring and Using Media and Materials. Today I'm getting better at using and exploring a variety of tools and materials. Have a range of small world animals and photos of animals on the table (Madagascar theme) K to create a picture of an animal using art materials and tools.	
Session 6 Writing To use sentences appropriately.	Join sentences with conjunctions.	Choose an animal to write information about. Ask the children to think of sentences. List simple sentences, It has... It has... What is wrong with our writing? How can we improve it? Model using and, but or so to join ideas together.	<u>Basic</u> Children join pairs of given simple sentences using and. They write complete new sentence altogether. (Use) Can you join two sentences using and? SC I can choose two sentences I can rewrite using and to join them	
			<u>Advancing</u> Give the children groups of four statements to pair up with conjunctions. Children write modified sentences. (Modify) Which conjunction should you use? SC I can: Join two sentences with a conjunction Check my new sentence makes sense	
			<u>Deep</u> Give the children the beginning of a compound sentence. The children finish the sentence using and, but and so. Swap with peers, read sentences and decide which sentences make sense and which do not. (Decide) Do your partner's sentences make sense? SC Write sentences using different conjunction and peer assess.	
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			EYFS: Literacy: Writing Today I'm getting better at using my phonics knowledge to write words. Small world animals on table. K to write names of animals (initial sounds) on post in notes and use them to label the animals. Photos for evidence.	
Session 7 Writing To punctuate accurately	To use extended noun phrases to describe and specify	<p>What is a noun? What is an adjective?</p> <p>List examples of nouns. List examples of adjectives.</p> <p>Model using adjectives and nouns in sentences about a given animal.</p>	<p><u>Basic</u></p> <p>With an adult, describe the animal and write sentences together using adjectives and nouns. (Describe) What does the animal look like?</p> <p>SC I can say what the animal looks like I can use adjectives and nouns</p>	
			<p><u>Advancing</u></p> <p>Children write sentences to describe an animal of their choice. They identify and highlight the nouns and adjectives used in different colours. (Identify) Which words are nouns and which are adjectives?</p> <p>SC I can: Write descriptive sentences Identify nouns and adjectives</p>	
			<p><u>Deep</u></p> <p>Children are given descriptive sentences about animals. They must identify the adjective and select a 'better' adjective for that sentence. (Select)</p> <p>Can you improve the adjective used?</p> <p>SC Use effective adjectives in sentences.</p>	
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Session 8 Writing		BIG WRITE Non-chronological report on animals.	EYFS: Literacy: Writing Today I'm getting better at using my phonics knowledge to write words. K draws a picture of an animal from Madagascar and labels it (with initial sounds). K writes his name.	
			<u>Basic</u>	
			<u>Advancing</u>	
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Session 9 Geography To investigate patterns.	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Remind the children of the weather data that has been collected during the term. Locate the three places (Madagascar, Antarctic, UK) on a map of the world. Talk about what the weather is like in those locations. Do the children know any other hot or cold places? Locate other hot and cold places and discuss their position in relation to the equator.	EYFS: Physical Development: Health and Self-care Today I'm getting better at talking about ways to keep healthy and safe. K a teddy and photos of different locations/weather (hot, cold, rainy) Tell K that the teddy is going on holiday. Where do you think he would like to go? (K chooses a picture) What sort of clothes will he need? With adult support, K to make clothes (using materials of his choice) to make sure the teddy is dressed for the right weather.	
			<u>Basic</u> Children recognise the differences in the weather between the three locations and record in simple sentences. ie. Madagascar is the hottest place. (Recognise) What is the weather like? SC I can look at the weather data I can write simple sentences about the weather.	
			<u>Advancing</u> Children infer why the locations have the weather that they do using the world map and data collected. (Infer) Why is the weather like it is? SC I can: Look at the weather data and the map Write why it is hot/cold, rainy/dry	
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			EYFS: Expressive Art and Design: Being Imaginative Today I'm getting better at representing my own ideas. Take K out into the woodland area to collect materials to make a forest picture. K makes picture outside on the ground.	
Session 10 Geography To communicate geographically	Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.	Look at images of physical features of Madagascar. Identify and name key physical features that can be seen.	<u>Basic</u> Children state what physical features they have seen in pictures of Madagascar. They stick pictures of the features on their page and label. (State) What physical features can you see? SC I can identify features I can label the features	
			<u>Advancing</u> Children write sentences to summarise the key physical features of the Island of Madagascar. (Summarise) What does Madagascar look like? SC I can: Identify key features Use geographically words to describe them	
			<u>Deep</u> Design a poster for a travel agents advertising what can be seen if you take a trip to Madagascar. (Design) Can you describe Madagascar? SC Design a poster of Madagascar.	
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			EYFS: Physical Development: Moving and Handling Today I'm getting better at handling equipment and tools effectively. Cut and stick pictures of animals and sort into From Madagascar or Not From Madagascar.	
Session 11 Geography To communicate geographically	key human features, including: city, town, village, factory, farm, house, office and shop.	Look at images of the human features of Madagascar. Identify and name the key human features that can be seen.	<u>Basic</u> Children state what human features they have seen in pictures of Madagascar. They stick pictures of the features on their page and label. (State) What human features can you see? SC I can identify features I can label the features	
			<u>Advancing</u> Children write sentences to summarise the key human features of the Island of Madagascar. (Summarise) What human features does Madagascar have? SC I can: Identify key features Use geographically words to describe them	
			<u>Deep</u> Design house details for a Madagascan estate agents advertising what amenities can be found on the island. (Design) Can you describe Madagascar? SC Design house details of Madagascar.	
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			EYFS: Understanding of the World: The World Today I'm getting better at talking about the features of my own immediate environment. K goes for a walk around the school environment and takes photos of things he likes. Photos printed and stuck into book with some of K's comments scribed on. (possibly use pic collage?)		
Session 12 Geography To investigate patterns	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.	Walk around the school grounds with a feature tick list. What physical features can be found locally? What human features can we see or know about?	<u>Basic</u> Give the children images of human and physical features in Madagascar and the UK. Ask the children to arrange the images under the correct heading. (Arrange) Is it Madagascar or the UK? SC I can identify the key feature I can say if it is Madagascar or the UK		
			<u>Advancing</u> Children compare the two locations discussed. They record similarities and differences between the two places. (Compare) What is the same/different? SC I can: identify features that are the same in both locations identify features that are different		
			<u>Deep</u> Madagascar is a nicer place to live than Whaplode. Children debate whether they agree or disagree with the above statement. (Debate) Which is the best place to live? SC Share your opinions of Whaplode and Madagascar.		
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Session 13 Reading To understand texts	Explain and discuss understanding of texts.	Provide a range of different recounts for the children to look at. Ensure appropriate features for year group. Discuss purpose of texts, recurring vocabulary, audience, organisation etc.	<p>EYFS: Communication and Language: Speaking Today I'm getting better at developing my own narrative by connecting ideas and events. K has pictures from the animal day at Whaplode. He retells what happened. Adult to scribe his ideas. Stick into book with photos.</p> <p><u>Basic</u> Children recall the order of events from one of the recounts and sequence pictures accordingly. (Recall) What order did the event happen? SC I can recall events of a recount I can sequence pictures correctly</p> <p><u>Advancing</u> Children organise given written events from a recount into chronological order. (Organise) Which order should the statements go in? SC I can: Read the statements Order them correctly</p> <p><u>Deep</u> Create a Top Tips/Checklist for writing a recount using examples from the texts. (Create) What makes a good recount? SC Create a checklist for writing a recount.</p>	
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Session 14 Writing To organise writing appropriately	Organise writing in line with its purpose - Recount.	Talk about the events of the previous school day and order pictures of the children's activities. Discuss what time connectives would be appropriate for each picture.	EYFS: Communication and Language: Speaking Today I'm getting better at developing my own narrative by connecting ideas and events. Show K a picture from the animal day at Whaplode. What did we do next? K order the pictures in chronological order and sticks into book.	
			<u>Basic</u> Give the children pictures and time connectives for a recount of the previous day. Children write a caption for each picture using the time connective. (Write) What is happening in the picture? SC I can write about what I did I can use time connectives	
			<u>Advancing</u> Children organise images of the previous day into chronological order and write accompanying sentences beginning with time connectives. (Organise) What happened yesterday? SC I can: Organise the events in order Write sentences using time connectives	
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			EYFS: Understanding the World: Technology Today I'm getting better at using technology for particular uses. K to play animal game on iPad or laptop.	
Session 15 Writing To organise writing appropriately.	Use the correct tenses.	Introduce past and present. See Powerpoint? Children match past and present forms of verbs together. Choose some pairs of words and model their use in sentences. Can children suggest sentences of their own for any of the words?	<u>Basic</u> Give the children sentences to read. For each one they must highlight the verb and state whether the sentence is in past or present tense. (State) Is it past or present tense? SC I can identify the verb I can say if it is in the past or present	
			<u>Advancing</u> Give the children sentences written in the present tense. Ask them to highlight the verb and then modify the sentence and rewrite it so that it is in the past tense. (Modify) What is the verb in the past tense? SC I can: identify the verbs change the verb to the past tense	
			<u>Deep</u> Give the children pictures to write captions for in a given tense past/present. The children swap with a partner and assess whether verbs have been used correctly. (Assess) Are the tenses correct? SC Write sentences in the correct tense.	
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			EVFS: EVFS: Literacy: Writing Today I'm getting better at using my phonics knowledge to write words. K draws a picture of an animal he saw on the animal day at Whaplode. He write a sentence/caption to go with it (or labels the animal)		
Session 16 Writing To write with purpose		BIG WRITE - Recount of animal experience Share pictures/recap the day.	<u>Basic</u>		
			<u>Advancing</u>		
			<u>Deep</u>		
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Session 17 Art To master techniques	Add white to colours to make tints and black to colours to make tones.	Look at colour charts from a DIY store. How have all the different shades been made? Start with a chosen colour and demonstrate how to make tints by adding a little white at a time. Repeat making tones by adding black. Children create their own colour charts.	<u>Basic</u> No BAD learning	
			<u>Advancing</u>	
			<u>Deep</u>	
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EYFS: Expressive Arts and Design: Exploring and Using Media and Materials
Today I'm getting better at experimenting with colour.
 Independent opportunity to choose colours to mix and tools to mix with. Create an investigation table for colour mixing.

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			EYFS: Expressive Arts and Design: Exploring and Using Media and Materials Today I'm getting better at experimenting with colour. Opportunity to create Henry Rousseau paintings. Investigation table for colour mixing.		
Session 18 Art To take inspiration from the greats	Use some of the ideas of artists studied to create pieces	<p>Look at paintings by Henri Rousseau. Talk about all the different shades of green that have been used.</p> <p>Remind the children about what they have learned about colour mixing.</p> <p>Children create their own Rousseau style jungle painting adding animals of the choosing.</p> <p>Other possible colour mixing/animal ideas include: Fish with coloured scales Birds with coloured feathers</p>	<u>Basic</u>		
			No BAD learning		
			<u>Advancing</u>		
			<u>Deep</u>		
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