
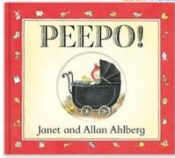
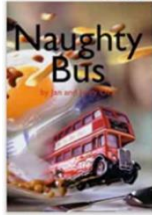
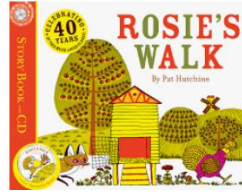
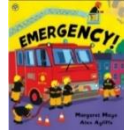
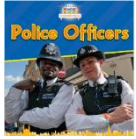


## Spring 2 Parent Planner

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
<b>Roaming around Rawtenstall</b>						
Core Text	In Every House, on Every Street 	Peepo! 	The Naughty Bus 	Rosie's Walk 	Emergency! Margaret Mayo 	People Who Help Us: Police – Nancy Dickmann 
Key Topic Skills Covered	<p>We will be talking about key roles people have in society. Our focus this week will be on the present. For example, what roles do our parents have at home.</p> <p>We will be describing features of people, places.</p> <p><u>Vocabulary:</u> We will use the language of time when</p>	<p>We will continue our focus of key roles people have in society, but this week we will be focussing on both the present and the past.</p> <p>We will show an interest in experiences in the lives of others, through books.</p> <p>We will develop our ability to describe features of people, places at different times and making comparisons, talking about what is the same and what is different.</p>	<p>Our focus will be on showing an interest in the experiences in the lives of others, including friends and family members.</p> <p>We will continue to describe features of objects at different times, make comparisons and talk about what is the same and what is different.</p> <p>We will carry out research to find out about objects, ask questions, use different sources to</p>	<p>We will be ordering simple experiences in relation to themselves, and others including stories, events, and experiences.</p> <p><u>Vocabulary:</u> use the language of time. <i>First, secondly, next, before, after, finally.</i></p> <p>We will be going on a walk in our local environment as we develop our mapping skills and fieldwork. We will recognise, know about and describe features of different places. This includes looking closely at the immediate environment.</p> <p>We will comment and ask questions about our immediate environment, using technology and IT equipment to make observations or find information about the immediate environment.</p>	<p>Our focus will be on key roles people have in society in the present.</p> <p>We will find out about people, ask questions, use different sources to find the answers.</p> <p>We will talk to others about what they know</p>	<p>We will be expressing feelings, giving opinions and reasons. Talking about their local community.</p> <p><u>We will show</u> curiosity and interest, find out about people within our own community – through non-fiction texts, stories, visitors.</p> <p>We will explore and ask different types of questions, examine possibilities, consider alternatives.</p>

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	<p>talking about the present.</p>	<p><u>Vocabulary:</u> We will use the language of time when talking about past/present events in our own lives and in the lives of others including the people we have learnt about through books.</p>	<p>find the answers, including books.</p> <p><u>Vocabulary:</u> We will use the language of time when talking about past/present.</p>		<p>about a key person.</p>	<p><u>Vocabulary:</u> language of tolerance, respect and co-operation.</p>
Key Language	<p>Home, bricks, roof, walls, living room, bathroom, bedroom, kitchen, dining room, Present, now.</p>	<p>Past, yesterday, last year, a long time ago, kitchen, mum, dad, work, mangle, brass bed, peeling,</p>	<p>Past, yesterday, last year, a long time ago, kitchen, mum, dad, work, mangle, brass bed, peeling,</p>	<p>Across, yard, around, over, haycock, past, mill, through, under, beehives, houses, shops, traffic lights, roads.</p>	<p>Emergency, help, emergency services, 999, lifeboat, forest fire, flood, rescue, search,</p>	<p>Contents, glossary, uniform, vehicle, crime, solve, traffic control, safe, order</p>

<p><b>Key Songs and Rhymes</b></p>	<p>1, 2, 3, 4, 5, Once I caught. Miss Polly Round and Round the Garden Hot Cross Buns Hey Diddle, Diddle Jack and Jill (Innovate) Polly put the kettle on Dingle Dangle Scarecrow Little Jack Horner Mary, Mary, Quite Contrary 1,2, buckle my shoe.</p>
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