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|  | | **Week 1** | **Week 2** | **Week 3** | **Week 4** | | **Week 5** | |
|  | |
|  | Key text  Talk through stories |  |  |  |  |  | | |
| **Prime areas** | Communication  and Language | **Oracy and listening**   * Asking and answering questions * Talking about our topic * COOL TIME – what did my talk partner do? * Talk through stories daily * Daily Vocabulary work (Talk through stories) * Re-tell a story to a small group using pictures of familiar book * Re-tell stories through role play * Express my point of view * Using new Tier 2 and 3 vocab in CP and daily routines | **Oracy and listening**   * Asking and answering questions * Talking about our topic * COOL TIME – what did my talk partner do? * Talk through stories daily * Daily Vocabulary work (Talk through stories) * Re-tell a story to a small group using pictures of familiar book * Re-tell stories through role play * Express my point of view * Using new Tier 2 and 3 vocab in CP and daily routines | **Oracy and listening**   * Asking and answering questions * Talking about our topic * COOL TIME – what did my talk partner do? * Talk through stories daily * Daily Vocabulary work (Talk through stories) * Re-tell a story to a small group using pictures of familiar book * Re-tell stories through role play * Express my point of view * Using new Tier 2 and 3 vocab in CP and daily routines | **Oracy and listening**   * Asking and answering questions * Talking about our topic * COOL TIME – what did my talk partner do? * Talk through stories daily * Daily Vocabulary work (Talk through stories) * Re-tell a story to a small group using pictures of familiar book * Re-tell stories through role play * Express my point of view * Using new Tier 2 and 3 vocab in CP and daily routines | **Oracy and listening**   * Asking and answering questions * Talking about our topic * COOL TIME – what did my talk partner do? * Talk through stories daily * Daily Vocabulary work (Talk through stories) * Re-tell a story to a small group using pictures of familiar book * Re-tell stories through role play * Express my point of view * Using new Tier 2 and 3 vocab in CP and daily routines | | |
|  | Nursery Rhyme | A sailor went to sea | 5 little speckled frogs | This little piggy | Row, row, row the boat | London bridge is falling down | | |
| Speaking |
| **Physical Dev**  Gross Motor | Long jumps and measuring jumps |  |  |  |  | | |
| **PE** | Multi-skills,  Striking and  Fielding Games | Multi-skills,  Striking and  Fielding Games | Multi-skills,  Striking and  Fielding Games | Multi-skills,  Striking and  Fielding Games | Multi-skills,  Striking and  Fielding Games | | |
| **Fine motor skills** | Loom bands onto lolly sticks | Picking beads out of rice against timer and race a friend. Who has  the most in 1 minute? |  | Trim the hair (snip toilet roll tubes with faces) | Pictures of animals and their babies….children to then paperclip the adult and baby pictures together. | | |
| **Finger Fit** |
| **Based on –**  Billy and the dragon  **Monday**    **Tuesday**    **Wednesday**    **Thursday** | **Based on –**  Ruby’s Worry  **Monday**    Stick boy and Ruby onto bench and then draw worries  **Tuesday**    Lift the flap – children draw own worry on front and open to reveal who they would talk to  **Wednesday**    Draw what makes you happy  **Thursday** | **Based on –**  Supertato  **Monday**    **Tuesday**    **Wednesday**  Design an Evil Pea trap  **Thursday** | **Based on –**  **Monday**    **Tuesday**    **Wednesday**    Label objects in his tree  **Thursday**  Cut out Koala and stick onto speech bubble and write ‘I can …..’  . | **Based on –**  **Monday**    Cut out Ravi and make his roar appear  **Tuesday**  What made Ravi cross? Lael pictures – no ice cream, couldn’t reach monkey bars etc  **Wednesday**    **Thursday**  What makes you cross? | | |
| PSHE | Bouncing back when things go wrong | Yes, I can | Healthy eating | My healthy mind | Move your body | | |
| **Specific Areas** | Literacy reading/ understanding | **Story time focus** -  ***Storytelling and recall***  Responds to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations. | **Story time focus** -  ***Storytelling and recall***  Responds to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations. | **Story time focus –**  ***Prediction***  Answers questions about why or how things have happened. | **Story time focus –**  ***Prediction***  Answers questions about why or how things have happened. | ***Story time focus -***  ***Vocab***  ***Begins to use modelled vocabulary during role play and small world.*** | | |
| Phonics | RWinc groups linked to individual progress within the programme. | RWinc groups linked to individual progress within the programme. | RWinc groups linked to individual progress within the programme. | RWinc groups linked to individual progress within the programme. | RWinc groups linked to individual progress within the programme. | | |
| Literacy writing | * Daily name writing * Finger fit – initial sounds/cvc words * Handwriting and letter formation * Writing opportunities within CP | * Daily name writing * Finger fit – initial sounds/cvc words * Handwriting and letter formation * Writing opportunities within CP | * Daily name writing * Finger fit – initial sounds/cvc words * Handwriting and letter formation * Writing opportunities within CP | * Daily name writing * Finger fit – initial sounds/cvc words * Handwriting and letter formation * Writing opportunities within CP | * Daily name writing * Finger fit – initial sounds/cvc words * Handwriting and letter formation * Writing opportunities within CP | | |
| Maths | To 20 and beyond | To 20 and beyond | How many now? | Manipulate, compose and decompose | | | Manipulate, compose and decompose |
| Maths Fluency | Patterns in numbers to 10 | Number facts fluency  Subitising 1-5 | Number facts fluency  Subitising 1-5 | Number facts fluency  Make and break 5 | | | Number facts fluency  Make and break 5 |
| Maths book of the week |  |  |  |  | | |  |
| Understanding of the world | **Past and present**  Begin to develop an awareness of the past beyond living memory through books and stories  **People and communities (RE**)  Know that some stories are special and why.  Know that the bible is a special book for Christians and hear a range of these (weekly ‘Open the book’ assemblies)  **Key text** | **The natural world**  Knows that the length of day and night changes depending on the season  **Past and present**  Uses vocabulary for time-old, new, now, then  **Key Text** | **Past and present**  Know there are 7 days in a week and the names and order of these  **People and communities (RE**)  Know that our differences make us special and unique  **Key Text** | **The natural world**  Can talk about different habitats and why they are good for certain living things (e.g. Hedgehogs, birds, foxes, minibeasts)  **People and communities (RE**)  Know that we belong to lots of different communities  **Key Text** | | | **The natural world**  Knows names for baby animals and can match these to their adult.  Looks at animal key stages of development from birth to adult  **People and communities (RE**)  Know that people belong to different faith communities and know what faith communities some of us belong to  **Key Text** |
| Expressive Arts and Design | **Creating with materials**  **Artist of the term –** Michelle Reader  Junk modelling material animals    **Singing/ music**  Charanga – Big Bear Funk  **Dancing –** Giraffes can’t dance | **Creating with materials**  **Artist of the term –**  Michelle Reader  Junk modelling material animals    **Singing/ music**  Charanga - Big Bear Funk  **Dancing –**  Giraffes can’t dance | **Creating with materials**  **Artist of the term –** Michelle Reader  Clay animals    **Singing/ music**  Charanga – Big Bear Funk  **Dancing –**  Giraffes can’t dance | **Creating with materials**  **Artist of the term –**  Michelle Reader  Clay animals    **Singing/music**  Charanga – Big Bear Funk  **Dancing –**  Giraffes can’t dance | | | **Creating with materials**  **Artist of the term –**  Michelle Reader  Plasticine animals    **Singing/music**  Charanga – Big Bear Funk  **Dancing –**   **Giraffes can’t dance** |