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|  | | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | | **Week 6** |
|  | | **Direct teaching**/ **Adult** **led Activities** ( details of opportunities in continuous provision on weekly overview) | | | | | | |
|  | 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 * 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 * 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 * 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 * 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 * 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 * Using new Tier 2 and 3 vocab in CP and daily routines |
|  | Nursery Rhyme | The animal fair | Cobbler cobbler | Days of the week | Busy Farmer Ben | Dr Foster went to Gloucester | | Five little apples |
| Speaking | In COOl time model and support children to **Plan – I will … I will go to… Because….**  Ask **What did you….? Why did you…? How did you…?** | | | | | | |
| **Physical Dev**  Gross Motor  (in addition to PE in outdoor CP) | Jumping over hurdles | Catch ball or balloon on upturned cone | Obstacle course on stilts | Space hoppers | Working together to carry a ball | | Bats and balls |
| **PE lessons** | Gymnastics | Gymnastics | Gymnastics | Gymnastics | Gymnastics | | Gymnastics |
| **Fine motor skills**  In CP | Stringing cheerios onto a pipe cleaner | Balance game ie…penguins or Jenga | Posting pom poms through a tube | Cutting long zig zag and spiral patterns | Sorting lentils, beans and seeds using tweezers | | Stacking cups |
| **Finger Fit** – Fine motor skills and **independent** writing opportunity | Children to orally compose own sentences – adult to model back as complete sentence  Children work towards individual next steps in writing. | | | | | | |
| **Based on – The wall and the wild**  **Monday**    Cut out watering can and stick on shiny blue water.  **Tuesday**    Cut out circle, snip edges, stick pom poms in middle and stalk.  **Wednesday**    Tissue paper on tree.  **Thursday**    Butterfly with bingo dabbers. | **Based on – Anna Hibiscus song**  **Monday**    Sun with tissue paper and yellow strips.  **Tuesday**    Mango with paper collage (bring in real mango to see)  **Wednesday**    Cover basket template with strips of brown paper  **Thursday** | **Based on – Farmer Duck**  **Monday**    **Tuesday**    Cut out basket and stamp 5 egg shapes (potato?) into basket  **Wednesday**    **Thursday**    Draw a picture on the card and write a thank you note inside, from the Farmer. | **Based on – Click clack moo, cows that type**  **Monday**    **Tuesday**    Cow mask  **Wednesday**    Decorate eggs  **Thursday**    Letter template. Children to write what they would like ie...scooter, teddy. And draw pics. | **Based on – The Scarecrow’s Wedding**  **Monday**    **Tuesday**    **Wednesday**    Cut out the pictures and write the accompanying words for the list.  **Thursday**  Make a tractor with shapes. | **Based on – Hugless**  **Douglas**  **Monday**    Bear with a red bow  **Tuesday**    Themselves and who they love to cuddle…and label.  **Wednesday**    Easter card  **Thursday**    A chick and eggs | |
| Personal social and emotional development | Looking after my special people | Looking after my friends | Being helpful at home and caring for our classroom | Caring for our world | Looking after money - lesson 1: recognising, spending and using | | Looking after money - lesson 2 saving it and keeping it safe |
| **Specific Areas** | Literacy reading/ understanding | **Story time focus** - ***Storytelling and recall***  Sequences captions from a story | **Story time focus** -  ***Storytelling and recall***  Sequences captions from a story | **Story time focus –**  ***Prediction***  Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. ‘I have a bike too. I went to the park. They might go to the park.’ | **Story time focus –**  ***Prediction***  Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. ‘I have a bike too. I went to the park. They might go to the park.’ | **Story time focus -**  ***Vocabulary***  Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary | | **Story time focus -**  ***Vocabulary***  Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary |
| Literacy 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. | | 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 | | * Daily name writing * Finger fit – initial sounds/cvc words * Handwriting and letter formation * Writing opportunities within CP |
| Maths white rose | Length, height and time | Building 9 and 10 | Building 9 and 10 | Building 9 and 10 | Explore 3D shapes | | Explore 3D shapes |
| Maths Fluency  Number sense | Composition of 6 to 9 | Composition of 6 to 9 | Composition of 6 to 9 | Comparing quantities to 10 | Comparing quantities to 10 | | Comparing quantities to 10 |
| Maths book of the week |  |  |  |  |  | |  |
| Understanding of the world | **The natural world**  Talks about changes that happen in the natural environment during Winter and Spring.  **Past and present**  Uses words such as baby, toddler, child, teenager, adult, and elderly to describe the age of people.  **Key text** | **The natural world**  Observe and experience the wide variety of plants in our school environments.  Knows plants need water, warmth, and light to grow and survive  **People and communities (RE**)  Know how the daily lives of children in other countries is both similar and different from our own – **link to RWinc story Anna Hibiscus’ song**  **Key Text** | **The natural world**  Knows most plants start growing from a seed or bulb by **planting a range of flowers and vegetables**  **Past and present**  Know there are 7 days in a week and the names and order of these  **Start daily calendar** – **tell children day and month and sing the Days of the week song each day.**  **Key Text** | **The natural world**  Know the terms seed bulb root stem leaf flower petal branch bark pollen trunk  **Past and present**  Knows how we will change as we grow up  **People and communities (RE**)  What is a church?  What is a Christening?  **Visit a church**  **Key Text** | **The natural world**  Identify, name observe and record a range of common minibeasts found in the school environment and discuss where they are commonly found.  **People and communities (RE**)  Understands that weddings can be very different in different cultures  [**A Hindu wedding | Religious Studies - My Life, My Religion: Hinduism**](https://www.youtube.com/watch?v=rs83rrB5E4E)  [**My First Wedding - CBeebies**](https://www.bbc.co.uk/cbeebies/watch/my-first-wedding)  **Key Text** | | **The Natural world**  Knows that living things do not stay the same over time (life cycles,  seasons, organic things decay over time).  Uses terms ‘egg’ and ‘chick ’ when observing the life cycle of a  chicken  **Sew sunflower seeds for children to take home and have a competition.**  **People and communities (RE**)  Understands why Christians celebrate Easter  **Key Text** |
| Expressive Arts and Design | **Creating with materials**  **Artist of the term – Van Gogh**  Observational drawings of flowers (maybe daffs, if no sunflowers) using paint and thin brushes.    **Singing/ music**  Charanga – Our World  **Dancing –** Jack and the Beanstalk | **Creating with materials**  **Artist of the term –**  **Van Gogh**  Observational drawings of flowers using pastels. Make a class display of flowers.    **Singing/ music**  Charanga - Our World  **Dancing –**  Jack and the Beanstalk | **Creating with materials**  **Artist of the term –**  **Van Gogh**  Mix colours first and then apply with cotton bud.    **Singing/ music**  Charanga – Our World  **Dancing –**  Jack and the Beanstalk | **Creating with materials**  **Artist of the term –**  **Van Gogh**  Printing with forks, toilet rolls etc...    **Singing/music**  Charanga – Our World  **Dancing –**  Jack and the Beanstalk | **Creating with materials**  **Artist of the term –**  **Van Gogh**  Tissue paper and collage flowers.    **Singing/music**  Charanga – Our World  **Dancing –**  Jack and the Beanstalk | | **Creating with materials**  **Artist of the term –**  **Van Gogh**  Using cotton buds for middle of flower (or real sunflower seeds) and mixing different shades of yellow for petals.    **Singing/ music**  Charanga – Our World  **Dancing –**  Jack and the Beanstalk |