

All About Me! Term 1: Autumn. September 2nd- October 25th. 8 weeks: 2/9/24- 25/10/24.
 Let's Celebrate! Term 2: Autumn. November 4th- December 20th. 7 weeks: 4/11/24- 20/12/24.

Communication and language		Personal, social, emotional development	Physical development	Literacy	Maths	Understanding the world	Expressive arts and design
Week	Autumn term 1.					Text:	
1 3/9/24 *****	2/9/24- Inset 25/10/14- Inset Settling into routines, making friends, getting to know each other- measuring the children's height and drawing self-portraits to compare with at the end of the year and copies to go on class tree. Bassline assessments fine motor activities- peg boards, bead threading, tweezers, match sticks. Self-portraits. Classroom rules display. Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas. Circle time- linked to R.E.- being special/get to know one each other's names Music- "Bobby Shaftoe clap your hands"- musical activities (introduce musical games that chd can continue to explore in continuous provision.) PSHE: who am I, how do I feel, how do others feel, how do I impact others?					*When a Dragon goes to school. *The Colour Monster.	
2 9/9/24 *****	Starting school/ my new class/ new beginnings: establishing boundaries and rules. A lot of circle time around school routines and rules- children to contribute to ideas of how we should behave and treat each other in school- together we will make a class display about our class rules. <i>How do I make others feel? Being kind and staying safe in and around school-</i> Bassline assessments Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas. fine motor activities- peg boards, bead threading, tweezers, match sticks. Self-portraits. Classroom rules display.					*The Colour Monster goes to School. *The Rainbow Fish	

	<p>R.E.-Being Special - To be able to talk about special times in their own lives</p> <p>Music- "Bobby Shaftoe clap your hands"- musical activities</p> <p>PSHE: who am I, how do I feel, how do others feel, how do I impact others?</p>		
<p>3</p> <p>16/9/24</p> <p>*****</p>	<p>Who am I? what do I like, what would I like to be when I grow up? What would I like to be able to do by Year 1?</p> <p>How have I changed, what am I good at?</p> <p>*Ask parents to send in pictures of children as babies for class timeline- start concept of chronology.</p> <p>Make mobiles- what makes me special?</p> <p>Shape, space measure: position and direction.</p> <p>R.E.-Being Special- To be able to say some things about themselves that make them special- to know that the bible says we are all precious to God.</p> <p>Music-Charanga Unit 1 step 1</p> <p>Forest School- introduce routines and rules. Dress for forest school session</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p> <p>PSHE: who am I, how do I feel, how do others feel, how do I impact others?</p>	<p>*Pete the Cat.</p> <p>*Once there were Giants.</p>	<p>Starting Maths Mastery and Monster Phonics.</p> <p>Term 1</p> <p>S,a,t,p</p> <p>(a,at,as)</p> <p>1: Subitising.</p>
<p>4</p> <p>23/9/24</p> <p>*****</p>	<p>My Family: make family trees?</p> <p>Autumnal trail- looking for seasonal change/clues: - Autumn leaf printing- colour mixing.</p> <p>Make family trees with fingerprints and twigs.</p> <p>Maths Day- Piet Mondrian (25/09/24)</p> <p>Shape, space measure: position and direction.</p> <p>R.E.-Being Special-Christian Baptism- how do Christians welcome children</p> <p>Music-Charanga Unit 1 step 2</p> <p>Forest School- introduce routines and rules. Create Autumn pictures using found materials at the site- (Andy Goldsworthy)</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p>	<p>*The Big Book of Families.</p> <p>*Under the Love Umbrella.</p>	<p>I,n</p> <p>(in,it,is,I,an)</p> <p>2: Counting</p>

	PSHE: who am I, how do I feel, how do others feel, how do I impact others?		
5 30/9/24 *****	Superheroes- people who help us. Portraits of who helps us: who helps us at home/school? Shape, space measure: position and direction. R.E.-Being Special- Read Mark 10 13-16 Explain the story and discuss how Jesus responded differently to the disciples. Music- Harvest music- The Enormous turnip-“3 singing Pigs”(follow up activity in continuous provision) Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas. Forest School- introduce routines and rules. Create Autumn pictures using found materials at the site- (Andy Goldsworthy) fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise. PSHE: who am I, how do I feel, how do others feel, how do I impact others?	*The Smartest Giant in Town. *Zog. *I am Henry Finch- Alexis Deacon	M,d,g (and,dad,am) 3: Composition
6 7/10/24 *****	Superheroes- people who help us/ careers. Who else can help us (emergency services). Who is Florence Nightingale? Shape, space measure: position and direction. Class- shared writing: children contribute ideas for a thank you letter (children have a go at tracing over the letter?)- children draw a picture to go with thank you letter. Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas. Forest School- introduce den building Music-Charanga Unit 1 step 3 R.E.-Being Special- To know how Muslims welcome a new baby to the family (Aqiqah ceremony) fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise. PSHE: who am I, how do I feel, how do others feel, how do I impact others?	*Zog and the Flying Doctors. *Little People, BIG DREAMS- Florence Nightingale. *I am Henry Finch- Alexis Deacon	O,c,k,ck (to,into,go,no, the) 4: Subitising

7 14/10/24 *****	<p>Staying healthy, food, Human body. Food from different countries- design a healthy menu?</p> <p>Halloween activities and awareness- healthy eating, healthy teeth.</p> <p>Shape, space measure: position and direction.</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>R.E.-Diwali (24th October) teach children about the Hindu festival of Diwali</p> <p>Forest School- introduce digging area</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p> <p>PSHE: who am I, how do I feel, how do others feel, how do I impact others?</p>	<p>*Funny Bones.</p> <p>*Eat Your People</p> <p>*I am Henry Finch- Alexis Deacon</p>	<p>E,u,r (can,got,on, get, not, cat, dog) 5: Comparison</p>
8 21/10/24	<p>Staying healthy, food, Human body. Different teeth and how to look after them- teeth brushing?</p> <p>Halloween activities and awareness- healthy teeth.</p> <p>Bonfire night: staying safe, what is bonfire night, who celebrates bonfire night?</p> <p>Bonfire night: firework pictures, who is Guy Fawkes.</p> <p>Shared writing: keeping safe during bonfire night posters- writing at least initial sounds.</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks, handwriting practise.</p> <p>PSHE: who am I, how do I feel, how do others feel, how do I impact others?</p>	<p>*Remember, Remember the Fifth of November.</p> <p>-Youtube: Firework Safety with FiDO the Firedog</p> <p>*I am Henry Finch- Alexis Deacon</p>	<p>h,b (up, mum, put, has, had, him, his, oh, big) Introducing Zero.</p>

Once Upon a Time!
What in the World is Going on!

Term 1: Spring. 6 weeks: 06/1/25- 14/2/25. 6/1/25 inset
Term 2: Spring. 7 weeks: 24/2/25- 11/4/25 11/4/25 inset

Communication and language	Personal, social, emotional development	Physical development	Literacy	Maths	Understanding the world	Expressive arts and design
Week	Spring term 1. Once Upon a Time!				Text:	
1 6/1/25	<p>Introducing tradition tales: What makes them traditional? What traditional tales? Discuss the emotions of the characters, how were each one feeling?</p> <p>Similarities and differences: elicitation, what can the children tell me.</p> <p>Story sequencing: as a whole class, then in groups with pictures.</p> <p>Introduce story, discuss key events.</p> <p>Story sequencing: sequence story as a whole class, then children will sequence key events in books (cut and stick) before writing what happened. Support children to identify and write known sounds using sound maps and display.</p> <p>Make porridge with the children.</p> <p>What is porridge, who would eat porridge? Porridge is breakfast, what do we eat for breakfast?</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p> <p>Shape, space, measure: length.</p> <p>PSHE: My Happy Mind.</p>				*Goldilocks.	Green Froggy ee Black Cat ur (see, going, just, have) 11. Subitising
2 13/1/25	<p>Revisit key events, discuss the emotions of the characters in the story.</p> <p>Instruction writing: How to make porridge that is just right.</p> <p>Following the porridge making last week: shared writing of ingredients, what you need and instructions to make porridge. Support children to identify and write known sounds using sound maps and display.</p> <p>What is porridge, who would eat porridge? Traditional breakfasts around the world.</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p>				*Goldilocks.	Angry Red A ai Black Cat or (it's, do, so) 12. Counting, ordinality and cardinality

	<p>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p> <p>Shape, space, measure: length.</p> <p>PSHE: My Happy Mind.</p>		
<p>3</p> <p>20/1/25</p>	<p>Introduce story, discuss key events. How were the characters feelings, how would you feel?</p> <p>Story sequencing: Story sequencing: sequence story as a whole class, then children will sequence key events in books (cut and stick) before writing what happened. Support children to identify and write known sounds using sound maps and display.</p> <p>Materials and their properties- building homes for the 3 little pigs: this week the children will explore different materials and their properties- put together a plan of what to use.</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p> <p>Shape, space, measure: length.</p> <p>PSHE: My Happy Mind.</p>	*3 Little pigs	<p>Miss Oh No oa</p> <p>Tricky Witch er</p> <p>(come, some, were, one)</p> <p>13.</p> <p>Composition</p>
<p>4</p> <p>27/1/25</p>	<p>Review writing, what happened, what could have been different? (resilience).</p> <p>Materials and their properties- building homes for the 3 little pigs: this week, the children will build homes for small toys out of everyday materials, then we will test them against a Huff and a Puff.</p> <p>Once the children have built and tested homes, they will write a reflection about what they did- what did they find out, what could they have done differently.</p> <p>Shape, space, measure: Height.</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p> <p>PSHE: My Happy Mind.</p>	*3 Little pigs	<p>Igh Yellow Eye</p> <p>Tricky Witch</p> <p>air</p> <p>(like, when, little, what, by)</p> <p>14.</p> <p>Composition</p>
<p>5</p> <p>3/2/25</p>	<p>Introduce story, discuss key events. How did the characters feel? How did you feel during the story?</p> <p>Drama in literacy. Story sequencing: sequence story as a whole group, show a lot of attention to the ending, what happened? Role play ending in groups.</p>	*Jack and the Beanstalk.	<p>Tricky Witch oi</p> <p>(day, away, play, children)</p>

	<p>Hot seating: children hot seat me as character, asking general questions- explicit teach of what a question is and how to ask a good question. Move onto asking direct questions about what happened next, hot seat a child as a character.</p> <p>What is a beanstalk- *Jasper's Beanstalk- Looking at the life cycle of a beanstalk, shoots, roots, germination?</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p> <p>Shape, space, measure: height.</p> <p>PSHE: My Happy Mind.</p>		Formative assessment 3 15. Comparison
6 10/2/25	<p>Alternative ending. Drama in literacy.</p> <p>Revisit last week's hot seating, questions about what happened next. How did the characters feel, what would make the characters feel different? Role play in groups an alternative ending.</p> <p>Begin to write alternative ending.</p> <p>Continue learning about plants: Plant beanstalks to end unit.</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p> <p>Shape, space, measure: height.</p> <p>PSHE: My Happy Mind.</p>	*Jack and the Beanstalk.	Tricky Witch ear, ure (day, away, play, children) 16. Counting, ordinality and cardinality

All Aboard!
Fun at the Seaside!

Term 1: Summer.
Term 2: Summer.

4 weeks: 28/04/25- 23/05/25.
7 weeks: 02/06/25- 21/07/24.

Bank holiday 5/5/25
INSET: 21/07/25

Communication and language	Personal, social, emotional development	Physical development	Literacy	Maths	Understanding the world	Expressive arts and design
Week	Summer term 1. All Aboard! RSE:				Text:	
1 28/4/25	<p>Our Local Area: Where are we? Geography: where do we live? Build on the concept of living in a place, which is different to others? Circle map of where we all live. Attachment of where C1 is. How do we get to school? PSHE: RSE Monday after PE. Shape, space, measure: mass. Science: changes over time, making predictions, writing evaluations/findings. (investigation suggestions- ice cubes, growing cress, potion making with oil and water? Dissolving salt). Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas. fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p>				*Izzy Gizmo- Pip Jones.	CCVC (time, out, house, about) 24. Composition
2 5/5/25 BH	<p>Our Local Area: Ticket to ride- transport. Geography: where do we live? Continue concept of living in a place, which is different to others? Circle map of where we all live. Attachment of where C1 is. What different forms of transport are there? Shape, space, measure: mass. PSHE: RSE Monday after PE. Science: changes over time, making predictions, writing evaluations/findings. (investigation suggestions- ice cubes, growing cress, potion making with oil and water? Dissolving salt). Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas. fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p>				*Izzy Gizmo- Pip Jones.	CCVCC (made, make, came) 25. Comparison

<p>3 12/5/25</p>	<p>Our Local Area: Ticket to ride- transport. Geography: what form of transport would we see Cinderford? What form of transport could we take to school? What form of transport would we not take to school? Sorting activity, forms of transport found in Steam Mills/Cinderford. PSHE: RSE Monday after PE. Science: changes over time, making predictions, writing evaluations/findings. (investigation suggestions- ice cubes, growing cress, potion making with oil and water? Dissolving salt). Shape, space, measure: mass. Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas. fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p>	<p>*Izzy Gizmo- Pip Jones.</p>	<p>CCVCC (I'm, very, old) 26. Subitising on a Rekenrek</p>
<p>4 19/5/25</p>	<p>Our Local Area: Ticket to ride- transport. Geography: REVISIT: what form of transport would we see Cinderford? What form of transport could we take to school? What form of transport would we not take to school? Draw Journey Line from home to school, what can they remember from their journey. Model on board first. PSHE: RSE Monday after PE. Shape, space, measure: mass. Science: changes over time, making predictions, writing evaluations/findings. (investigation suggestions- ice cubes, growing cress, potion making with oil and water? Dissolving salt). Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas. fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p>	<p>*Izzy Gizmo- Pip Jones.</p>	<p>CVC+ polysyllabic (called, asked, looked) 27. Comparison</p>