

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 ★★★★★	<b>2/9/24- Inset</b> <b>25/10/14- Inset</b> <b>Settling into routines, making friends, getting to know each other-</b> 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. <b>Baseline assessments</b> 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 ★★★★★	<b>Starting school/ my new class/ new beginnings:</b> 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> <b>Baseline assessments</b> 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><b>Who am I?</b> 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><b>My Family:</b> 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>*The Big Book of Families.</p> <p>*Under the Love Umbrella.</p>	<p>l,n</p> <p>(in,it,is,l,an)</p> <p>2: Counting</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>5 30/9/24 *****</p>	<p><b>Superheroes-</b> 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- <b>Read Mark 10 13-16</b> 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?</p>	<p>*The Smartest Giant in Town. *Zog. *I am Henry Finch- Alexis Deacon</p>	<p>M,d,g (and,dad,am) 3: Composition</p>
<p>6 7/10/24 *****</p>	<p><b>Superheroes-</b> 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)</p>	<p>*Zog and the Flying Doctors. *Little People, BIG DREAMS- Florence Nightingale. *I am Henry Finch- Alexis Deacon</p>	<p>O,c,k,ck (to,into,go,no, the) 4: Subitising</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>7 14/10/24 *****</p>	<p><b>Staying healthy, food, Human body.</b> 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 (24<sup>th</sup> 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>
<p>8 21/10/24</p>	<p><b>Staying healthy, food, Human body.</b> Different teeth and how to look after them- teeth brushing?</p> <p>Halloween activities and awareness- healthy teeth.</p> <p><b>Bonfire night: staying safe, what is bonfire night, who celebrates bonfire night?</b></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>

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Week	Autumn term 2.				Text:	
1 4/11/24 *****	<p><b>Revisit:</b> Bonfire night: staying safe, what is bonfire night, who celebrates bonfire night?  <b>Bonfire night: firework pictures, who is Guy Fawkes.</b></p> <p><b>Remembrance Day/Armistice Day: What is Remembrance Day and Remembrance Sunday and why do we celebrate it?</b>  <b>Make 3D poppies for display. - Lest we forget.</b>            What would you like to say to a fallen soldier? Support children to think about and then write their message- children should identify and write at least initial and final sounds, push for other sounds (independent phonics knowledge).  <b>Shape, space measure: patterns.</b>  <b>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</b>  <b>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</b>            Music-create firework music using percussion instruments- taught activity followed up in continuous provision            R.E.-Diwali (24<sup>th</sup> October)-talk about the different occasions people celebrate with fireworks such as Diwali/new year/bonfire night  <b>Forest School-can we make bonfire pictures with leaves</b>  <b>PSHE: who am I, how do I feel, how do others feel, how do I impact others?</b></p>				<p>-Youtube:  <b>Firework Safety with FiDO the Firedog</b>  <b>*Paper Dolls.</b>  <b>*The Memory Tree.</b></p>	<p>f,ff,l,ll,ss            (he, she, me, we, be, of)            6: counting, ordinality and cardinality.            (phonics assessment)</p>
2 11/11/24 *****	<p><b>Anti-bullying week:</b>  <b>Anti-bullying posters. Draw/choose picture for poster, write an anti-bullying message. Go up around school? *Support children to think about what their poster(s) should say (shared writing ideas) then support children to identify and write at least initial and final sounds.</b>  <b>Shape, space measure: patterns.</b>            Music-Charanga Unit 1 step 4  <b>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</b>  <b>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</b></p>				<p>*Walk Tall  <b>*Tyrannosaurus Drip</b></p>	<p>J,v,w,x            (if, off, you, my, they, for, going)            7:            comparison</p>

	PSHE: who am I, how do I feel, how do others feel, how do I impact others?		
3 18/11/24 *****	<p><b>Road Safety week:</b> Road safety poster? Go up around school? *Support children to think about what their poster(s) should say (shared writing ideas) then support children to identify and write at least initial and final sounds. Shape, space measure: patterns. Music-Charanga Unit 1 step 5 R.E.- Why is Christmas special to Christians-talk about special events they remember in their own family 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. PSHE: who am I, how do I feel, how do others feel, how do I impact others?</p>	Road safety Youtube videos. *Ning and the Night Spirits- Adriana Fong.	Y,z,zz,qu (was, will, all, went, from, help) 8: composition
4 25/11/24 *****	<p>Dark days and cosy nights: Weather watching- compared to Australia. Diagram explaining/comparing the differences and similarities between our winter and Australia at the same time (support children to label their drawing/diagram- support children to identify and write at least initial and final sounds). Our winter, Australian winter- colour blending? Animals, food, homes. Shape, space measure: patterns. Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas. Music-Charanga Unit 1 step 6 R.E.- Why is Christmas special to Christians-talk about what happens at Christmas 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?</p>	*The Very Noisy Night. *Ning and the Night Spirits- Adriana Fong.	ch,sh,th,ng (too, her, with, are, yes) 9: composition
5 2/12/24 *****	<p><b>Revisit:</b> Dark days and cosy nights: Weather watching- compared to Australia. Diagram explaining/comparing the differences and similarities between our winter and Australia at the same time (support children to label their drawing/diagram- support children to identify and write at least initial and final sounds). Our winter, Australian winter- colour blending? Animals, food, homes. Aboriginal art with finger painting?</p>	*Christmas around the world- Calliope Glass. *Ning and the Night Spirits- Adriana Fong.	Oo Cool Blue (then, them, this, that, said)

	<p><b>Christmas around the world</b>- How do children from other countries celebrate Christmas? Similarities and differences- what is a tradition. What is my tradition at Christmas (support children to think about their own traditions, they can then draw and label a Christmas tradition or tradition they would like).                  Shape, space measure: patterns.                  Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.                  Music-learn Christmas songs                  R.E.- Why is Christmas special to Christians-introduce the Christmas story                  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?</p>		<p>10: counting, ordinality and cardinality.</p>
<p>6 9/12/24 *****</p>	<p><b>Christmas around the world</b>- How do children from other countries celebrate Christmas? Similarities and differences- what is a tradition. What is my tradition at Christmas (support children to think about their own traditions, they can then draw and label a Christmas tradition or tradition they would like).                  History of Christmas- Toys from the past. <i>Wilson list- Victorian toys and games (SH16) or activity box (A5)</i>. Let's imagine we are a Victorian child, now let's write a Christmas list to Father Christmas.                  Shape, space measure: patterns.                  Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.                  Music-perform Christmas songs                  R.E.- Why is Christmas special to Christians-recall simply the Christmas story                  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?</p>	<p>*The Jolly Christmas Postman.                  *Ning and the Night Spirits- Adriana Fong.</p>	<p>ar, Tricky Witch                  revisit term's skills.</p>
<p>7 16/12/24 *****</p>	<p>Christmas week: Christmas lists, Letters to Santa.                  Make/bake Gingerbread biscuits?                  Shape, space measure: patterns.                  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.                  Carol concert.</p>	<p>*The Stick Man.</p>	<p>Term 2:                  Tricky Witch                  oo                  (look, down, now)</p>

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Week	Spring term 1. Once Upon a Time!				Text:	
1 6/1/25	<p>Introducing tradition tales: <b>What makes them traditional? What traditional tales? Discuss the emotions of the characters, how were each one feeling?</b></p> <p>Similarities and differences: elicitation, what can the children tell me.</p> <p>Story sequencing: as a whole class, <b>then in groups with pictures.</b></p> <p>Introduce story, <b>discuss key events.</b></p> <p>Story sequencing: sequence story as a whole class, then children will <b>sequence key events in books (cut and stick)</b> 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><b>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</b></p> <p>Shape, space, measure: length.</p> <p>PSHE: My Happy Mind.</p>				*Goldilocks.	<p>Brown Owl ow (look, down, now)</p> <p>11. Subitising</p>
2 13/1/25	<p>Revisit key events, discuss the emotions of the characters in the story.</p> <p><b>Instruction writing: How to make porridge that is just right.</b></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 <b>write</b> 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.	<p>Green Froggy ee (see, going, just, have)</p> <p>12. Counting, ordinality and cardinality</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 20/1/25	<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>Black Cat ur (see, going, just, have)</p> <p>13. Composition</p>
4 27/1/25	<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>Angry Red A ai (it's, do, so)</p> <p>14. Composition</p>
5 3/2/25	<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>Black Cat or (it's, do, so)</p> <p>Formative assessment 3</p>

	<p><b>Hot seating:</b> 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>		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. 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.	Miss Oh No oa (come, some, were, one)  16. Counting, ordinality and cardinality

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Week	Spring term 2. What in the World is Going on!				Text:	
1 24/2/25	<p>What’s outside?</p> <p>Spring Trail- looking for seasonal change/clues: take pictures to do finger painting of trees (hopefully cherry blossom).</p> <p>Plants- what do plants do? Circle maps.</p> <p>Shape, space, measure: 3D shapes.</p>				*The Extraordinary Gardener- Sam Boughton.	Tricky Witch er (come, some, were, one)

	<p>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>Plant beanstalks to begin unit. PSHE: My Happy Mind.</p>	*Jasper's Beanstalk	17. Comparison
2 3/3/25	<p>Climates around the world. UK v Arctic (Animals, weather, population, transport, changes over time.). Shape, space, measure: 3D shapes. Plants- what is a plant? (Identify and describe the basic structure of a variety of common flowing plants including trees). Group diagrams of common plant, in groups, use their previous knowledge to label the different parts of the plant (elicitation activity). Go outside and look for different parts of plants on school grounds. Start the week with a circle diagram, 'what do we already know about Antarctica', 'what makes Antarctica different to the UK?' (Weather, animals, population, transport). Check progress of beans. Diaries? 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. PSHE: My Happy Mind.</p>	*The Extraordinary Gardener- Sam Boughton. *Jasper's Beanstalk	17. Yellow Eye (like, when, little, what, by)  18. Composition
3 10/3/25	<p>Climates around the world. UK v Arctic (Animals, weather, population, transport, changes over time). Use Chromebooks to research. What is a beanstalk- *Jasper's Beanstalk- Looking at the life cycle of a beanstalk, shoots, roots, germination? Check progress of beans. Diaries? Shape, space, measure: 3D shapes. Finish finger painting of trees (hopefully cherry blossom). *The Blue Penguin- what is the message of the story, how does the Blue Penguin feel? 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. PSHE: My Happy Mind.</p>	*The Extraordinary Gardener- Sam Boughton.	Tricky Witch air (like, when, little, what, by)  19. Subitising

4 17/3/25	<p>Arctic: changes over time.</p> <p>Impacts of global warming- reduce, recycles, reuse. *Under the Sea Cleaning Spree.</p> <p>Continue learning about plants: Check progress of beans. Diaries?</p> <p>Shape, space, measure: 3D shapes.</p> <p>What is the main message in the story of Stanley? What is something we could do at school to help save the planet. How do you think the animals in the ocean feel? How does it make you feel? Design/plan ideas for reduce, reuse, recycle posters.</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>	<p>*I Will Not Ever Eat a Tomato- Lauren Child.</p> <p>*Under the Sea Cleaning Spree.</p>	<p>Tricky Witch oi (day, away, play, children)</p> <p>20. Composition</p>
5 24/3/25	<p>Changes over time. Impacts of global warming everywhere- reduce, recycles, reuse.</p> <p>Where else if impacted from global warming?</p> <p>Continue learning about plants: Check progress of beans. Diaries?</p> <p>Children to draw diagrams of germination of seed.</p> <p>Make/write Mother's Day cards/gifts/pictures.</p> <p>Shape, space, measure: 2D shapes.</p> <p>What is the main message in the story of the plastic bag? What is something we are going to do in school to help save the planet? How do you think the animals in the ocean feel? How does it make you feel?</p> <p>Begin posters to warn others the importance of reduce, recycle, reuse. Draw posters, then write captions, i.e., turn off taps, turn of tele/lights, recycle.</p> <p>Salt dough Easter eggs.</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>	<p>*I Will Not Ever Eat a Tomato- Lauren Child.</p> <p>*Under the Sea Cleaning Spree.</p>	<p>Tricky Witch ear, ure (day, away, play, children)</p> <p>Formative assessment 4</p> <p>21. Cardinality, ordinality and counting</p>
6 31/3/25	<p>Pollution: litter picking the local area? Why is litter picking the area a good idea? How do you think local community will feel? How will it make you feel?</p> <p>What could we do as individuals to help the planet during our Easter holidays? Recycle Easter packaging.</p> <p>Continue learning about plants: Check progress of beans. Diaries?</p> <p>Children to draw diagrams of germination of seed.</p>	<p>*I Will Not Ever Eat a Tomato- Lauren Child.</p> <p>*Somebody Swallowed Stanley.</p>	<p>CVCC</p> <p>22. Subitising</p>

	<p>Shape, space, measure: 2D shapes.                  Finish off posters- display around school?                  Easter activities: easter cards, art,                  Rehears and perform 'I'm a Spring Chicken'.                  Salt dough Easter eggs.                  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.                  PSHE: My Happy Mind.</p>	<p>*10 Things I Can Do to Save My Planet.</p>	
7 7/4/25	<p>Continue pollution: litter picking the local area? Why is litter picking the area a good idea?                  How do you think local community will feel? How will it make you feel?                  What could we do as individuals to help the planet during our Easter holidays? Recycle Easter packaging.                  Finish bean diaries?                  Shape, space, measure: 2D shapes.                  Finish off pollution posters- display around school?                  Easter activities: easter cards, art,                  Rehears and perform 'I'm a Spring Chicken'.                  Salt dough Easter eggs.                  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.                  PSHE: My Happy Mind.</p>	<p>*I Will Not Ever Eat a Tomato- Lauren Child.                  *Somebody Swallowed Stanley.                  *10 Things I Can Do to Save My Planet.</p>	<p>CCVC 23.                  Composition</p>

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Week	Summer term 1. All Aboard!	RSE:			Text:	

1 28/4/25	<p>Our Local Area: Where are we?  <b>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.</b> How do we get to school?  <b>PSHE: RSE Monday after PE.</b>  <b>Shape, space, measure: mass.</b>  <b>Science: changes over time, making predictions, writing evaluations/findings.</b>  <b>(investigation suggestions- ice cubes, growing cress, potion making with oil and water? Dissolving salt).</b>  <b>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</b>  <b>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</b></p>	*Izzy Gizmo- Pip Jones.	CVC+ (you're here saw) 24. Composition
2 5/5/25  BH	<p>Our Local Area: Ticket to ride- transport.  <b>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?</b>  <b>Shape, space, measure: mass.</b>  <b>PSHE: RSE Monday after PE.</b>  <b>Science: changes over time, making predictions, writing evaluations/findings.</b>  <b>(investigation suggestions- ice cubes, growing cress, potion making with oil and water? Dissolving salt).</b>  <b>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</b>  <b>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</b></p>	*Izzy Gizmo- Pip Jones.	CVC+ (you're here saw) Phonics assessment 5.  25. Comparison
3 12/5/25	<p>Our Local Area: Ticket to ride- transport.  <b>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,</b> forms of transport found in Steam Mills/Cinderford.  <b>PSHE: RSE Monday after PE.</b>  <b>Science: changes over time, making predictions, writing evaluations/findings.</b>  <b>(investigation suggestions- ice cubes, growing cress, potion making with oil and water? Dissolving salt).</b>  <b>Shape, space, measure: mass.</b></p>	*Izzy Gizmo- Pip Jones.	CCVCC (time out house about) 26. Subitising on a Rekenrek

	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.		
4 19/5/25	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.	*Izzy Gizmo- Pip Jones.	CCVCC (time out house about)  27. Comparison

Communication and language	Personal, social, emotional development	Physical development	Literacy	Maths	Understanding the world	Expressive arts and design
Week	Summer term 2. Fun at the Seaside!				Text:	
1 2/6/25	<b>Seaside holidays past and present.</b> What do we know about the seaside? What do we do when we go to the seaside? What's changed about seaside holidays? Similarities and differences (recognising and sorting). Fashion show- using different materials to design and create different seaside scenes (past and present i.e., fabrics to make costumes). Have you been to the seaside? What was your favourite thing about going to the seaside? Did you see or do anything exciting? Shape, space, measure: Capacity. Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.				*Oi Frog- Kes Gray & Jim Field	CVC+ polysyllabic (made make came) 28. Patterns within numbers to 10

	<p>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p>		
2 9/6/25	<p><b>Seaside holidays past and present- coasts</b> revisit last week's learning before moving onto coasts.</p> <p>Father's Day cards/gifts/pictures.</p> <p>What is a coast? What happens at the coast? (Weather, houses, population). Looking at the impact water/waves have on coasts (coastal erosion)</p> <p>Let's make a coast- using natural objects and classroom resources to make a seaside/coastal scene. Comprehension questions regarding literature for PSHE.</p> <p>Shape, space, measure: Capacity.</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>	*Oi Frog- Kes Gray & Jim Field	CVC+ (I'm very old) 29. Automatic recall.
3 16/6/25	<p><b>Coasts- What is a coast? What happens at the coast? (Weather, houses, population). Looking at the impact water/waves have on coasts (coastal erosion).</b></p> <p>Building water defences to protect the beach (tuff tray experiments)</p> <p>Fact files about the coast- what is coastal erosion?</p> <p>Comprehension questions regarding literature for PSHE.</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: Capacity.</p>	*Oi Frog- Kes Gray & Jim Field	CCC onset words & CCVCC (called asked looked) 30. Understanding of numbers to 10
4 23/6/25	<p><b>Pirates! History of pirates, who are they? What do they do? What do you think about pirates? What kind of pirate would you be?</b></p> <p>Book Review: Shared writing to consolidate setting, characters, key events and understanding.</p> <p>Pirate activities: arts, and crafts. What is your Pirate name? Where were the pirates? Are there anymore pirates?</p> <p>Shape, space, measure: Capacity.</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p>	*The Lighthouse Keeper's Lunch.	CCVCC (their our) 31. Counting beyond 20



	<p>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p>		
5 30/6/25	<p><b>Pirates!</b> History of pirates, who are they? What do they do? What do you think about pirates? What kind of pirate would you be?</p> <p>Book Review: Shared writing to consolidate setting, characters, key events and understanding.</p> <p>Pirate activities: arts, and crafts. What is your Pirate name? Where were the pirates? Are there anymore pirates?</p> <p>Shape, space, measure: Capacity.</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>	*The Lighthouse Keeper's Lunch.	CVC+ HFW (Mr, Mrs, don't)
6 7/7/25	<p><b>Seaside animals-</b> revisiting previous animal and habitat learning.</p> <p>Designing a Lighthouse Keeper's lunch (delicious lunch) create and make actual menu (playdough, salt dough). Where do the animals sleep, eat, toilet?</p> <p>Looking more closely at coastal animals (England), compare to other countries maybe?</p> <p>Shape, space, measure: Capacity.</p>	*The Lighthouse Keeper's Lunch.	CVC+ HFW (people, could) Phonics assessment 6.
7 14/7/25	<p><b>Seaside animals-</b> revisiting previous animal and habitat learning.</p> <p>Designing a Lighthouse Keeper's lunch (delicious lunch) create and make actual menu (playdough, salt dough). Where do the animals sleep, eat, toilet?</p> <p>Looking more closely at coastal animals (England), compare to other countries maybe?</p> <p>Shape, space, measure: Capacity.</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>	*The Lighthouse Keeper's Lunch.	Final week