

	Topic/ Focus	PSE D	C&L	PD	Lit	Maths	UW	EAD	Values
Aut 1 (INSET 1.9.17 & 4.9.17) 5.9.17 (7wks)	wc 5.9.17 – Settling and Baseline Assessment Week- Circle time opportunities and Settling Observations completed.								
	Wk 1 and 2 All about me <u>Baseline</u>	Establish Rules and routines- Recap on our transition day rules. Make our own classroom rules and discuss why	Circle time- Can you tell us all about you? Building confidence- Getting to know the children	Can you write your name? Can you write initial sounds in your name? Can they write their sir name? Offer a variety of mediums- sand, chalks, books, paper roll, ribbon, etc. 4-8 3-9	Hears and days initial sounds words Writing names 4-8	Baseline assessment How far can the children verbally count? Can The children recognise any numbers? Can the children write any numbers? N4-1,2,3,4	Baseline Name parts of their body, Label parts of the body UW4:1	Draw and paint pictures of themselves. What do you like to do? What do you like to play? What are your hobbies? BASELINE	Sept- kindness Oct- Courage
	Wk 3 and 4 Week 3 The Three Little Pigs Week 4 Goldilocks	How the 3 little are pigs feeling? What do you think of the wolf's behaviour? How is Goldilocks Behaving? 3-1, 4-1	Expressing view points from a familiar story. 4-3	Building houses using a variety of materials. PE – Acting out the story. 4-1, 3-1	Phonics: introduce s,a,t,p,,named Sequencing the stories. Hears and days initial sounds words Labelling pictures of the story. 4-1	Counting bricks, counting spoonful's of porridge, three little pigs. 4-3 4-4 4-5 3-1 3-2 3-4 Size of bears and ordering Order by length and height SSM 4-5	Make porridge 4-4 Taste porridge Fruit tasting	Free painting of characters Building houses using a variety of materials.	
Wk 5 and 6 Owl Babies Peace at last.	How did the Owl babies feel? 3-1 4-1 When do you feel peaceful	Where is the owl? Can you tell your talk partner where the owl is? Prepositional language on, under, behind etc. 3-2 (refer/links to mathematics)	Write initial sounds/words from story PD4-8 Feeding owls with tweezers PD4-7	Recap on wk3/4 phonics plus g.o.c.k Act out story of owl babies What information can children gain from the story? Enjoys a variety of books 4-8 4-7	Times of the day Can you sort day and night pictures? Can you sequence activities of the day in order? Opposites- What's the opposite of day? Can the children stick in the picture which is opposite the statement e.g. day/night picture, big/small, light/heavy SSM 4-7 4-10 4-9	Light and Dark Nocturnal animal Light and dark pictures What are nocturnal animals, Children to have access to a tuff spot with a variety of nocturnal and non-nocturnal to explore 4-1 3-13-2	Playdough/clay owls EMM4-8 Light and dark pictures BI introduces a storyline or narrative into their play 4-4 4-5		
Wc 16.10.2017	Assessment week. And Diwali plus child initiated planning								
wc 23.10.17	Half Term Holiday								
Aut 2 31.10.17 (7 wks)	Wk 7 and 8 The Hungry Caterpillar fireworks	How do we keeping safe with fireworks and stranger danger. MFB 2-7	Creating own noises of fireworks with voices 3-1, 3-3, 3-43-5	Firework display with nursery using junk modelling	Write simple words linked to fireworks wee, pop, bang	Painting numbers forming numbers to 10 and beyond. Various resources N4-14	Seasons, weather, environment, celebrations.	Junk modelling fireworks/rock ets. Free painting	Nov – Enthusiasm Dec –

				MH 4-1, 4-2, 4-3	W4-1,4-4, 4-6, 4-7,4-8	Buying a hotdog from nursery. SSM4-8 Make number caterpillars MN4, 3, 4		Splatter painting Straw painting.	responsibility
Wk 9 and 10 Gingerbread man Visit the Library/Bakery	Explain that the gingerbread man may have felt lonely in the oven. What does it mean to feel lonely? How did the gingerbread man feel when the fox was going to eat him?	Listening to the librarian, asking and answering questions to the librarian. Writing a thank you letter, card or email to the librarian WOW EVENT: Trip to library and bakery	PE: Act out the story. Climbing on the foxes back, running away from the little old man, cow etc.	Write in speech bubbles linked to the story Write a recipe hoe to make a gingerbread man	Handle money by buying an individual gingerbread man from Gregg's bakery.	What's in our local area? During our visit look at what we can see, hear and smell in our local community	Cookery- Can the children use their recipe to bake a gingerbread man? Decorate a gingerbread man Arts and crafts run by librarian		
Wk 11 and 12 Christmas	What does Christmas mean to you? How does it make you feel?	School production practises	Sewing a stocking Decorating our class tree Making reef	Writing Christmas list, letter to Santa, writing a Christmas card	Counting baubles on the tree and recording answers. Going on a Christmas hunt recording numbers Finding one more present and taking presents away to find the total	The meaning of Christmas. Celebrations Snow and ice-weather change	Design and make reindeer Christmas cards, Make Christmas baubles for HR Church		

WC 11.12.17 Wk 13 – Assessment week- through a winter wonderland theme

WC19.12.17 Christmas Holiday Begins



	Topic/ Focus	PSE D	C&L	PD	Lit	Maths	UW	EAD	Values
Spr 1 (INSET 2.1.18) 3.1.18 (6wks)	Wk 1 and 2 Week 1 & 2: Dinosaurs	e discussion about our Christmas break. label a picture of something special from your holiday. C&L5 LW4:1 LW4:7,8	time: Where did the dinosaur foot prints come from? Who do they belong to? Why are they here?	Create a shape of an egg with your body. Children to hatch out of an egg and travel like a dinosaur Can you throw and catch the egg	Recap on all phones s,a,t,p,,n,m,l,d,o ,c,k,ck,b,d,e,f,g, h,j,k,l,n,p,r,s,t,u, recap in grapheme, ch, sh and introduce 'th' LR4:4 Reading mornings x2 LR4:2,3 Writing and reading hot words L4:4,5	Measuring dinosaurs. How many cubes tall/long/short is each plastic/laminated dinosaur. SMS4:4,5 Which dinosaur is bigger/smaller taller and shorter? SMS4:4, & ELG How heavy are the dinosaurs. How many cubes heavy? SMS4 & ELG Ordering by size. SSM ELG	Researching different types of dinosaurs UWTW3:1,2 Researching where dinosaurs used to live UWTW4:1 & 5 ELG	Junk modelling dinosaurs EAD4:7,8,10 Dinosaur foot print dipping EAD4:7	Jan –Patients Feb – Honesty

				without dropping it? PDMH4:3,4,5	Listening to dinosaur books both fiction and non – fiction LR4:7,8				
	Wk 3 and 4 Jack and the Beanstalk	Discuss if Jack did the right thing? Did he make a good choice? Discuss behaviour choices. CLS4:2	Can the children tell the story of Jack and the bean stalk LA4:1,2 C&LS4:4,5	Play 'Running beans' game MH4:3 Tweezers picking up bean and placing in beakers MH4:7,8	Story sequencing LR4:6 Listening to stories LR:3,9	Counting beans- how many beans fill the beaker/ MN4:1,2,3,4,5,6, Ordering number leaves MN5:ELG Estimating how many beans are in a pot MN4:9 Matching numerals to amount of seeds MN4:9 Continue measuring by comparing the height of the giant and us. Make a class height chart. SSM4,4	Growing grass heads TW3:4,5 ELG Grow cress ELG Planting seeds in our garden ELG Use a toaster to make microwave to make beans on toast T3:1 T5: ELG	Make a giant beanstalk with paint EMM4:3 Paint the window in our role-play area to create a scene BI4:56 Paper Mache giant beans EMM4:6	
	Wk 5 and 6 People Who Help us Careers day for Gold and Year 1 (wk 6)	Circle time: What do your families /friends/neighbour do? PC3:4 ELG WOW EVENT Careers day week 6 UWPC3:4	Circle time: What would you like you like be when you grow up and why? LS5:ELG What skills do you need to have this job? CLS:5 ELG	Throwing, catching and rolling skills during PE and outside MH45	Write interview questions for our WOW day LW1:9 Act out interview questions for our careday visitors	Addition and subtraction. What is one more than? Less than? Can we add two groups practically together MN4: 12,13,14 5ELG	Learning about people who help us. Who helps us? Can you copy this to make a picture on the computer? T4:1,2 Can you match up the person to the place they work?	Painting pictures of what we want to be when we grow up. BI4:1	
Wc 5.2.18	Assessment Week –								
Wc 12.2.18	Half Term Holiday								
Spr 2 19.2.18 (5wks)	Wk 7 and 8 3 Billy Goats Gruff The Gruffalo	Discuss How did the Billy goats feel? Why? Why did the troll behave as he did? PSEDMFB4:1,2,3 PSED: Values. What does respect mean? Did the mouse have respect for the Gruffalo? Why was he judged?	Act out the story CLU4:3,4 Can you describe the Gruffalo? C&I ELG5	Play Billy goats gruff, catch and dodge the troll to stay safe. Throwing, catching and rolling skills MH4:5 Go on a Gruffalo trail	Write beginning middle and end of story using visual aids and props LR3:8 LW4:7,9 Make a Gruffalo map Can we write describing words?	How many Billy Goats are there? How many trolls? Can we add groups of animals? Groups of trolls? MN4 12,14,15 Sorting activities: How many different ways can we 'sort' the trolls?	Make a safe bridge for the goats to cross TW3:4 (See PD) Can you use musical instruments to sound like the Gruffalo EADBI	Make spoon Billy goat gruff Characters Make Gruffalo masks Make muddy Gruffalo footprints with brown playdough. Can you make your own playdough? ELG5	March-respect

	Wk 9 and 10 Easter Easter WOW EVENT Parents/carers invited	Talk about the story of Easter and Christianity. Talk about Jesus being selfless and what selfless act we could do. SC4:1	Easter prayers Saying words for our Easter show ELG5	Make a clay Easter egg and decorate Egg and spoon race-hopping like a bunny Pdmh4:67	Hide and seek: Find the chicks by identifying letters and words. Are they under that egg? Following instructions on an Easter eggs hunt Writing Easter cards LR:2,3 W4:6	Using mathematical language heavier and lighter MSSM4:5 What shape is an egg? 2d and 3d shapes SSM4:1,2	Being part of Easter, celebrating Easter and learning the meaning of Easter P&C4:1 Life cycles	Making Easter cards Design and design Easter basket Sing Easter songs and play instruments EMM4:12,3	
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Wc 26.3.18	Assessment Week
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C 29.3.18	Easter Holidays
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	Topic/ Focus	PSE D	C&L	PD	Lit	Maths	UW	EAD	Values
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Sum 1 (INSET 16.4.18) 17.4.18 (6 wks)	Wk 1 and 2 <u>Superheroes Adventure</u>	If you were a superhero what would your superpower be and why? Why are we already super heroes? What are our own strengths and weaknesses? SCA 4:2 ELG5	Superhero stories Super hero clips. Children will listen to a range of books, clips and audio tapes. CL: ELG5	Team games linked to super hero PD: 5 ELG	Super hero and super heroine writers of the week- Write a story about a superhero Say, write and identify rhyming words to our superhero nonsense words LR 4:1	Who came First, Second and third in our races? Superhero number problem cards SSM4: 3 & 5 ELG MN: 5	Super Pea jelly Children to sort 'real' world environment of a super hero world and discuss the similarities and differences to the environments. W:5	Make super hero masks EMM: 5 Provide and facilitate a variety of technology for the children to select to investigate superheroes such as binoculars, torches, lap tops and iPad and camera UT *EMM: 5	April - Aspiration May -
	Wk 3 and 4 <u>Rumble in the Jungle</u>	Discuss keeping ourselves and animals safe, and how we keep the environment safe PDHSC: 5	Opportunities for communication and language in our Travel agents. Where would you like to go? What would you like to see? CL 4/5	Follow, create and perform African dancing MH4:1,3	Writing in speech bubbles-linked to 'Hug Book' Write a list of items needed in the jungle. What would you take? PD MH4: 10,11 LW ELG	African patterns SSM4:6 Create class bar charts and individual bar charts linked to favourite fruit (Hands' Surprise) SSM: 5	African dancing Fruit tasting linked to Handa' Surprise Listen to African music Learn about African culture and clothes PC: 5ELG	make and play musical instruments EMM:5 Design and make African jewellery EMM: 4: 6,7,10 ELG	
	Wk 5 and 6 Rumble in the Jungle week 5 Down on the farm- week 6 TRIP-WEEK 6	Discuss hygiene, why we wash our hands after handling pets/animals. Discuss other ways to stay fit and healthy PDHSC: 5	Make 'Mud' yoghurts- Discuss what it tastes like? Follow a variety of instructions and commands when travelling on our imaginary tractor ride around the classroom and playground. CLU:4	Travel like different animals PD MH 4,1,3 & 5ELG Sports Day Preparation	Research and write a fact file about a chosen animal LW ELG Sorting Fiction and Non-fiction books linked to our topic books: Rumble in the jungle, giraffes	Farm shop for our role-play area- coin recognition SSM4:8 What time is it on the farm? SSM4:9	Learn about transport. What transport linked to our travel agents Junk Modelling to make a home for a farmyard animal TW:5 Trip to a farm	Make monkeys using their own photos – these will be displayed in our classroom BI 5 Make fruit skewers	

			CL U:5 (ELG)		can't dance, animal fact, facts about weather LR4:3,7,8 LR ELG				
WC 21.5.18	Assessment Week								
Wc 28.5.18	Half Term								
Sum 2 (4.6.18 Inset) 5.6.18 (7wks)	Wk 7 and 8	Access our pirate ship role-play area both child initiated an adult led. Can the children work together and play together to solve problem, make and create props and act out pirate stories and events? MR: 4: 1, 3. MR: 5	Pirate ship role-play area	Sports Day and sports day preparation Go on a Pirate treasure hunt during PE PDMH 4:2,3,4 PD MH5 CL S: 5 (ELG)	Writing Pirate passports	Counting coins in a treasure chest. SSM4: 8 MN:5 Estimating amounts of treasure mn4:9 Make and follow treasure maps, giving and receiving positional language instructions, follow given directions to find treasure Understand and use positional language Direct peers to treasure using - Draw treasure maps for pirates. SSM &N ELG	Learn about sea creatures TW 3:5, 4:1 Floating and sinking investigations. What floats and sinks at sea? UT:5 ELG	Painting of under the Sea creatures BI: ELG Make a pirate bottle EMM: 4,7,9 Make clay sea creatures EMM 4,6,7,10	June –
	Under The Sea week 7		Under the sea reading corner		Write postcards from a pirate				Write messages in a bottle LW ELG
	Wk 9 and 10 Finalising EYFSP Data	Recap on all of our school values Circle time and outdoor questioning. What do we see in the garden? What's your garden or friends garden like? Can you explain what you already know about gardens? Do you have any questions about the garden/insects/plants and what more would you like to find out about? MR4:2	End of year Teddy Bear Picnic celebration- Garden party	Digging and planting MH:4:6,7 & mh5 elg Know the importance for good health of physical exercise, healthy eating and ways to keep healthy and safe by sorting healthy and non-healthy foods, discuss ways to keep safe and healthy in small group time PD HSC:5	Invent their very own magical garden and label LW ELG LW 4: 8,9 Reading 1-1, guided and paired questions. Using their comprehension skills. LR ELG	Make doubling lady birds MN: 5 ELG Make symmetrical butterflies and learn about symmetry SSM Use everyday language to discuss time Look at important times of the day on the clock- lunch time, home time etc. Look at the hands and which numbers they sit on for these particular times SSM: 4 7,10	Talk about features from their own immediate environment and how environments vary from one another where does water come from? Look at the different sources around the world: rivers, sea, lakes, waterfalls, etc. Look at which parts of the world are wet and very dry TW 5 PC:5	Explore a variety of media, tools, techniques and colour Observational drawings of flowers and other objects using pastels and pencils EMM ELG	
	Pirate Attack Out in The garden								
	Wk 11 and 12- Transition	Can you talk about your ideas confidently in a familiar group? Reflect upon your year in Gold class. What have you	Explore books and internet resources to research past and present beach life,	Packing a suitcase. Children to fold and pack items from their chosen	Compose and make a holiday brochures. LW5	Ordinal numbers- Understand the meaning of 1 st , 2 nd , 3 rd , 4 th and place themselves in these orders (Sports day and races) M ELG	Weather Talk about features from their own immediate environment	Make holiday brochures using cutting and sticking skills	
	Life's a Beach								

		<p>achieved in and out of school? What are your future personal targets and those targets form teachers and families? SCSA:5</p> <p>Preparing for transition</p>	<p>discussing and extending vocabulary</p> <p>CLS: 4: 1</p>	<p>list-see literacy.</p> <p>PDMH:5</p>	<p>Literacy during transition mornings in year 1 linking to SL and new teachers planning</p>		<p>and how environments vary from one another where does water come from? Look at the different sources around the world: rivers, sea, lakes, waterfalls, etc. Look at which parts of the world are wet and very dry</p> <p>elg</p>	<p>Explore a variety of media, tools, techniques and colour</p> <p>Observational drawings of shells and other objects using pastels and pencils</p> <p>EMM ELG</p>	
	<p>Wk 13</p> <p>Child initiated- TBC</p>	Child Initiated TBC	Child Initiated TBC	Child Initiated TBC	Child Initiated TBC	Child Initiated TBC	Child Initiated TBC	Child Initiated TBC	
WC 23.7.18	Summer Holiday Begins								