

	Topic/ Focus	PSED	C&L	PD	Lit	Maths	UW	EAD	Values
<b>Aut 1</b> (INSET 1.9.17 & 4.9.17) <b>5.9.17</b> <b>(7wks)</b>	wc 5.9.17 – Settling and Baseline Assessment Week- Circle time opportunities and Settling Observations completed.								
	Wk 1 and 2  <b>All about me</b>	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 JW4:1	Draw and paint pictures of themselves.  What do you like to do? What do you like to play? What are your hobbies?  BASELINE	Sept- <b>Kindness</b>  Oct- <b>Courage</b>
	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/word 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 <b>The Hungry Caterpillar</b>  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 MH 4-1, 4-2, 4-3	Write simple words linked to fireworks wee, pop, bang W4-1,4-4, 4-6 4-7,4-8	Painting numbers forming numbers to 10 and beyond. Various resources N4-14  Buying a hotdog from nursery. SSM4-8  Make number caterpillars MN4, 3,4	Seasons, weather, environment, celebrations.	Junk modelling fireworks/rockets. Free painting Splatter painting Straw painting.	Nov – <b>Enthusiasm</b>  Dec – <b>responsibility</b>
	Wk 9 and 10 <b>Gingerbread man</b>  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  <b>WOW EVENT:</b> 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  <b>Arts and crafts run by librarian</b>	
	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								
	<b>Topic/ Focus</b>	<b>PSED</b>	<b>C&amp;L</b>	<b>PD</b>	<b>Lit</b>	<b>Maths</b>	<b>UW</b>	<b>EAD</b>	<b>Values</b>
Spr 1 (INSET 2.1.18) <b>3.1.18</b> (6wks)	Wk 1 and 2  Week 1 & 2: Dinosaurs	Circle Time discussion about our Christmas break. Draw and label a picture of something special from your holiday. C&LS LW4:1 LW4:7,8	Discussion time: Where did the dinosaur foot prints come from? Who do they belong to? Why are they here?  C&LS3:5,6 C&LS4:4	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	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	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.	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

				egg without dropping it? <b>PDMH4: 3,4,5</b>	<b>L4:4,5</b> Listening to dinosaur books both fiction and non – fiction <b>LR4:7,8</b>	<b>SSM ELG</b>			
	Wk 3 and 4 Jack and the Beanstalk	Discuss if Jack did the right thing? Did he make a good choice? Discuss behaviour choices. <b>CLS4:2</b>	Can the children tell the story of Jack and the bean stalk <b>LA4:1,2</b> <b>C&amp;LS4:4,5</b>	Play 'Running beans' game <b>MH4:3</b> Tweezers picking up bean and placing in beakers <b>MH4:7,8</b>	Story sequencing <b>LR4:6</b> Listening to stories <b>LR:3,9</b>	Counting beans- how many beans fill the beaker/ <b>MN4:1,2,3,4,5,6.</b> Ordering number leaves <b>MN5:ELG</b> Estimating how many beans are in a pot <b>MN4:9</b>  Matching numerals to amount of seeds <b>MN4:9</b> Continue measuring by comparing the height of the giant and us. Make a class height chart. <b>SSM4,4</b>	Growing grass heads <b>TW3:4,5 ELG</b> Grow cress <b>ELG</b>  Planting seeds in our garden <b>ELG</b>  Use a toaster to make microwave to make beans on toast <b>T3:1</b> <b>T5: ELG</b>	Make a giant beanstalk with paint <b>EMM4:3</b>  Paint the window in our role-play area to create a scene <b>BI4:56</b> Paper Mache giant beans <b>EMM4:6</b>	
	Wk 5 and 6  People Who Help us  <b>Careers day for Gold and Year 1 (wk 6)</b>	Circle time: What do your families /friends/neighbour do? <b>PC3:4 ELG</b>  <b>WOW EVENT</b> Careers day week 6 <b>UWPC3:4</b>	Circle time: What would you like you like be when you grow up and why? <b>LS5:ELG</b> What skills do you need to have this job? <b>CLS:5 ELG</b>	Throwing, catching and rolling skills during PE and outside <b>MH45</b>	Write interview questions for our WOW day <b>LW1:9</b> 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 <b>MN4: 12,13,14</b> <b>5ELG</b>	Learning about people who help us. Who helps us? Can you copy this to make a picture on the computer? <b>T4:1,2</b>  Can you match up the person to the place they work?	Painting pictures of what we want to be when we grow up. <b>BI4:1</b>	
Wc 5.2.18	Assessment Week –								
Wc 12.2.18	Half Term Holiday								
<b>Spr 2</b> <b>19.2.18</b> <b>(5wks)</b>	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? <b>PSEDMFB4:1,2,3</b> PSED: Values. What does respect mean? Did the mouse have respect for the Gruffalo? Why was he judged?	Act out the story <b>CLU4:3,4</b>  Can you describe the Gruffalo? <b>C&amp;I ELG5</b>	Play Billy goats gruff, catch and dodge the troll to stay safe. Throwing, catching and rolling skills <b>MH4:5</b> Go on a Gruffalo trail	Write beginning middle and end of story using visual aids and props <b>LR3:8</b> <b>LW4:7,9</b>  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? <b>MN4 12,14,15</b>  Sorting activities: How many different ways can we 'sort' the trolls?	Make a safe bridge for the goats to cross <b>TW3:4</b> (See PD)  Can you use musical instruments to sound like the Gruffalo <b>EADBI</b>	Make spoon Billy goat gruff Characters Make Gruffalo masks Make muddy Gruffalo footprints with brown playdough. Can you make your own playdough? <b>ELG5</b>	March-respect

	<p>Wk 9 and 10</p> <p>Easter</p> <p><u>Easter WOW EVENT</u> Parents/carers invited</p>	<p>Talk about the story of Easter and Christianity. Talk about Jesus being selfless and what selfless act we could do.</p> <p><b>SC4:1</b></p>	<p>Easter prayers</p> <p>Saying words for our Easter show</p> <p><b>ELG5</b></p>	<p>Make a clay Easter egg and decorate</p> <p>Egg and spoon race-hopping like a bunny</p> <p><b>Pdmh4:67</b></p>	<p>Hide and seek: Find the chicks by identifying letters and words. Are they under that egg? Following instructions on an Easter eggs hunt</p> <p>Writing Easter cards <b>LR:2,3</b></p> <p><b>W4:6</b></p>	<p>Using mathematical language heavier and lighter</p> <p><b>MSSM4:5</b></p> <p>What shape is an egg?</p> <p>2d and 3d shapes</p> <p><b>SSM4:1,2</b></p>	<p>Being part of Easter, celebrating Easter and learning the meaning of Easter</p> <p><b>P&amp;C4:1</b></p> <p>Life cycles</p>	<p>Making Easter cards</p> <p>Design and design Easter basket</p> <p>Sing Easter songs and play instruments</p> <p><b>EMM4:12,3</b></p>	
Wc 26.3.18	Assessment Week								
WC 29.3.18	Easter Holidays								