


Prime Areas

Specific Areas

Whole school topic: Being Resilient



Week / Big Book	PSED	Physical Development	Communication & Language	Literacy 	Little Wandle Letters & Sounds	Mathematics	Understanding the world What do you want to be?	Expressive Arts & Design
<p>Week 1 24.02.25 - 28.02.25</p> <p>28th Feb Ramadan begins</p> <p>28th Feb St David's Day assembly</p>	<p>PSHE Jigsaw: Healthy Me. Piece 1 - Everybody's Body! Learning Intention/s: I understand that I need to exercise to keep my body healthy.</p>	<p>PE - multiskills PE Coach led PE JC FMS - Pen disco Dough disco Threading beads Pattern tracing</p> <p>Handwriting - Little Wandle program - see weekly phonics planning.</p> <p>Using tools safely to create textures</p>	<p>Talking about how to stay safe and kind online</p> <p>Talk about the processes used when making muddy animal pictures</p>	<p>Literacy Tree <i>See separate Reception Planning for Literacy tree unit for full detailed planning.</i></p> <p>Session 1 WOW starter Take the children on a walk in your school grounds. Focus on the sensory and senses. Children to collect anything from nature that they find on the ground. Take photographs for the children to caption.</p> <p>Session 2 Discuss the front cover. Children to write words or captions to describe what they see, hear and smell using the front cover as reference</p> <p>Session 3 Children to draw a flower from the front cover. The children should write</p>	<p><u>Rec / Y1</u> Reception Spring 2: Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all tricky words taught so far. Secure spelling</p> <p><u>Year 1</u> Year 1 Autumn 1: Week 1 review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear Tricky words phases 2-4 Week 2 air er /z/ s -es words with two or more digraphs e.g. queen thicker Tricky words phases 2-4</p>	<p><u>Week 1: Counting, Cardinality and Ordinality</u></p> <p>1. Practise counting aloud. Revisit the principles of counting.</p> <p>2. Practise counting aloud. Use generalised statements to describe the '5 and a bit' composition of the numbers 6-8</p> <p>3. Practise counting aloud. Investigate the '1 more/1 less' pattern of the base-10 counting system. Begin to order numbers between 1 and 10, noticing the '5 and a bit' structure.</p> <p>4. Describe the '1 more/1 less' relationship of numbers to 10. Work together to order numbers between 1</p>	<p>WOW Starter: Finding out what is a farm . Introduce the topic of farms and farmers. What animals might we find on a farm Naming and matching young and old animals. Muddy animal pictures: see EAD column</p> <p>E-Safety</p>	<p>Muddy animal pictures, texture exploration. Use a variety of substances to create different textures - flour, salt etc. How would you describe mud? How can we make the animals muddy?</p> <p>Music - Kapow Unit: Transport Exploring transport Exploring the sounds of different types of vehicles.</p>

				labels/captions to describe the flower.		and 10, noticing the '5 and a bit' structure.		
<p>Week 2 03.03.25 - 07.03.25</p> <p>3rd March World Wildlife Day</p> <p>4th March Pancake Day</p> <p>6th March World Book Day - PJs</p> <p>7th March International Woman's Day (PM)</p>	<p>Jigsaw: Healthy Me Piece 2 - We like to move it, move it! Learning Intention/s: I know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p>Active Bytes: I am kind and responsible (Smartie the penguin)</p>	<p>PE - multiskills</p> <p>PE Coach led</p> <p>PE JC</p> <p>FMS - Pen disco</p> <p>Dough disco</p> <p>Threading beads</p> <p>Pattern tracing</p> <p>Handwriting - Little Wandle program - see weekly phonics planning.</p> <p>Animal footprints in clay/dough</p> <p>Using tools to role play jobs</p>	<p>Learn new vocabulary relating to animals, textures, positional language and farms</p> <p>Listening to story</p> <p>Discussing who the characters in the story are</p> <p>Describing hidden objects using positional language</p> <p>Talking about on experiences of farms</p> <p>Name seasons and describe them</p>	<p>Literacy Tree</p> <p>See separate Reception Planning for Literacy tree unit for full detailed planning.</p> <p>Session 1</p> <p>Children to draw the main character and then label the picture with words or captions.</p> <p>Session 2</p> <p>Children to draw a picture of the bird and label it.</p> <p>Session 3</p> <p>Children to draw their dream garden and label it.</p>	<p><u>Rec / Y1</u></p> <p>Reception Spring 2:</p> <p>Week 2 review</p> <p>Phase 3: er air words with double letters longer words.</p> <p>Review all tricky words taught so far. Secure spelling.</p> <p><u>Year 1</u></p> <p>Year 1 Autumn 1:</p> <p>Week 3 Phase 4: CVCC CCVC CCVCC CCCVC</p> <p>Phase 4 with long vowels</p> <p>Tricky words phases 2-4</p> <p>Week 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</p> <p>Tricky words phases 2-4</p>	<p><u>Week 2 - Comparison</u></p> <p>1. Subitise arrangements of 6 and NOT 6. Order Numberblock images to 8.</p> <p>2. Represent 8 as '5 and 3 more'.</p> <p>Describe how to place the numbers 1 to 8 in order.</p> <p>3. Explain how to order quantities to 10. Reason about which numbers are 'more than' others.</p> <p>4. Consolidate their understanding of 8 as '5 and 3 more'.</p> <p>Notice when numbers are increased or decreased and explain their thinking.</p>	<p>Naming and talking about weather. Deciding what clothes are most appropriate for different weather. What should Barnaby Bear pack for different weathers? Introduce the topic of season.</p> <p>Introduce the role of farmers What jobs do farmers do in different seasons? Role play jobs: harvesting, lambing, planting seeds outside weather dependent</p> <p>Year 1 Science</p> <p>Seasonal change/ weather</p> <p>Forest School</p> <p>Explain children are working in groups of 4 to make a farm collage using natural materials. E.g., could be a farm animal, a barn or a tractor. Demonstrate lashing sticks together to make a corner. Groups lash & tie frames with adult support. Children go to wild area/ sensory</p>	<p>Role play jobs: harvesting, lambing, planting seeds outside weather dependent</p> <p>Music - Kapow Unit: Transport Trains Exploring and mimicking the sounds of a train.</p>

							<p>garden & field to collect natural materials in group trays to make the collage.</p> <p>RE: Special Times - Easter WALT: Listen carefully to the Salvation (Easter) story. Share our thoughts about the Salvation (Easter) story. What does the Bible tell us about the Easter story? What questions or thoughts do you have about the Easter story? How did Jesus show his love to the world in this story?</p>	
<p>Week 3 10.03.25 - 14.03.25 14th March Parents Day</p>	<p>Jigsaw: Healthy Me Piece 3 - Food, Glorious Food. Learning Intention/s: I know what the word 'healthy' means and that some foods are healthier than others.</p>	<p>PE - multiskills PE Coach led PE JC FMS - Pen disco Dough disco Threading beads Pattern tracing Handwriting - Little Wandle program - see weekly phonics planning.</p>	<p>Learn new vocabulary relating to seasons, jobs, Christmas. Recap texture vocabulary Say sentences from STC about farmer duck's jobs Discuss processes for making junk</p>	<p>Literacy Tree See separate Reception Planning for Literacy tree unit for full detailed planning. Session 1 Gather some objects from nature Place each item in a feely bag Children describe /guess what it is. Model creating labels for labels Children have a go at writing their own labels. Session 2</p>	<p><u>Rec/ Y1</u> Reception Spring 2: Week 3 words with two or more digraphs Review all tricky words taught so far. Secure spelling <u>Year 1</u> Year 1 Autumn 1: Week 5: Longer words Tricky words phases 2-4.</p>	<p><u>Week 3 - Composition</u> 1. Use skills of conceptual subitising to describe parts of a whole set. Visualise arrangements and use gestures to describe the numbers within a whole set. 2. Investigate ways of making 7 with two parts. Use their fingers to make and describe 7 as '5 and 2 more'.</p>	<p>Beebots - Explore using the Beebots to travel in different directions to reach positions on a farm travel? Make a map of route see EAD column Year 1 Science Name a variety of common animals. Name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>Junk modelling farm machines. What shapes do you need? What would stick the materials together the best? Make a map of the farm - route of the Beebot Music - Kapow Unit: Transport</p>

		Using tools to create farm machine - junk modelling see EAD column	model farm machines Discuss how to use beebot and where it needs to travel Talk about how to make numbers to 5	Children to create an imaginary plant, flower or creature. They should then write a sentence to describe what they have drawn. Session 3 Have a letter to arrive from Joe Talk to the children about how they can help. Model writing a letter back to Joe. Children to then write a caption or sentence of how they may help.	Year 1 Autumn 2: <u>Week 1</u> /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn their people oh your	3. Notice when towers are made of 7 or NOT 7 interlocking cubes. Work out the missing part of 7 using the '5 and a bit' structure. 4. See that 7 can be composed in different ways. Explain their understanding of the composition of 7.	Describe and compare the external features of common animals.	Boats Exploring sounds heard on and around boats.
Week 4 17.03.25 - 21.03.25 17 th March St Patrick's Day assembly 21st March comic relief	Jigsaw: Healthy Me. Piece 4 - Sweet Dreams. Learning Intention/s: I know how to help myself go to sleep and understand why sleep is good for me. Reiterate road and water safety for trip to duck pond	PE - multiskills PE Coach led PE JC FMS - Pen disco Dough disco Threading beads Pattern tracing Handwriting - Little Wandle program - see weekly phonics planning. Walk to the duck pond and bridge	Learn new vocabulary relating to more and less, pirates and materials. Recap positional language vocabulary Discuss possible jobs Talk about what one more or one less than a number is Discussing jobs and relating	Literacy Tree <i>See separate Reception Planning for Literacy tree unit for full detailed planning.</i> Session 1 Talk to the children about the steps that Joe took to plant his apple seeds. Show children images from the books and discuss the steps further. Children to stick a photo from the story in their books and then write words or a sentence to describe the picture. Session 2 Sequence the main events in the story. Children to orally	<u>Rec/ Y1</u> Reception Spring 2: Week 4 longer words words ending in -ing compound words Review all tricky words taught so far. Secure spelling <u>Year 1</u> Year 1 Autumn 2: <i>Week 2</i> /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he Mr Mrs Ms ask <i>Week 3</i> /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	<u>Week 4 - Composition</u> 1. Practise identifying when 2 sets are equal in number. Identify when a double is shown and explain why. 2. Identify when a double is shown and explain why. Say what the whole is when there are 2 equal parts. 3. Say what the whole is when there are 2 equal parts. Use objects to make doubles patterns and describe what they can see,	Jobs in our community. What jobs do your family have? Who might help us in the community? Children to act out jobs for their peers to guess what they are pretending to do Year 1 Science Draw a person Name, draw and label the basic parts of a human body Name each body part associated with each sense Compare environments / habitats 'ponds - trip to local pond/explore using google maps. Children to	Jobs in our community. Children to act out jobs for their peers to guess what they are pretending to do Music - Kapow Unit: Transport Cars Interpreting symbols to reflect a car's journey.

			<p>them to own experiences</p> <p>Talking about how to stay safe on our trip</p>	<p>rehearse the story events using the pictures. Model writing captions and sentences about the key pictures. Cut up the sentences for the children to put back in order and stick in their books.</p> <p>Session 3</p> <p>Discuss other roles that the children could be extraordinary at e.g. nurse, vet, farmer etc. Children to role-play using props that 'go' with the job. Take photos of the children playing as these will be useful for planning their own stories in the next session.</p>	<p>could would should our</p>	<p>4. Show doubles patterns on their fingers in response to being given the whole. Use positional language to describe spatial arrangements of objects. Visualise doubles patterns to 5 and 5.</p>	<p>explore role play pond in the tuff spot. Find out what the children 'observe' e.g. frogs ducks plant etc. Name and describe the features of the creatures that live on a pond.</p> <p>Forest School</p> <p>Show STC pictures of seasons. Discuss seasons and beginning of spring. Taking turns, children dig over the planter using child sized spades, removing weeds & putting in compost bins. Children smooth soil ready for planting, they make shallow channels front to back of planter. Children plant their seeds in channel and cover over with soil. They mark the line with a named stick.</p> <p>RE: Special Times - Easter</p> <p>WALT: Begin to show understanding of how Christians celebrate Easter. Use some relevant vocabulary to</p>	
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							discuss Easter & Salvation. Who are Christians? What do Christians believe about Easter? How do Christians celebrate Easter?	
<p>Week 5 24.03.25 - 28.03.25</p> <p>28th March Mother's Day cards</p>	<p>Jigsaw: Healthy Me. Piece 5 - Keeping Clean. Learning Intention/s: I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p>Jobs in our community. What jobs do your family have? Who might help us in the community?</p>	<p>PE - multiskills PE Coach led PE JC FMS - Pen disco Dough disco Threading beads Pattern tracing Handwriting - Little Wandle program - see weekly phonics planning.</p>	<p>Learn new vocabulary relating to jobs, community. Recap texture vocabulary and Christmas vocabulary</p> <p>Listen to and interact with Martin Waddell books</p> <p>Naming and describing shapes, describing patterns</p> <p>Discussing art techniques for paintings and processes</p> <p>Recalling incarnation story key points and talking about</p>	<p>Literacy Tree <i>See separate Reception Planning for Literacy tree unit for full detailed planning.</i></p> <p>Session 1 Plan a new story about someone extraordinary, inspired by The Extraordinary Gardener and with themes of kindness and spreading joy. Assessment writing - Children to write 1-2 sentences about their extraordinary person.</p> <p>Session 2 Assessment writing - Children to write the next 1-2 sentences about their extraordinary person.</p> <p>Session 3 Assessment writing - Children to write the final two 1-2 sentences about their extraordinary person.</p>	<p><u>Rec/ Y1</u> Reception Spring 2: Week 5 longer words words with s in the middle /z/ s words ending -s words with -es at end /z/ Review all tricky words taught so far. Secure spelling</p> <p><u>Year 1</u> Year 1 Autumn 2: Week 4 /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw house mouse water want Week 5 Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p>	<p><u>Week 5 - Composition</u> 1. Say what the whole is when there are 2 equal parts. Recognise and talk about ways in which objects are similar to or different from each other (colour, size, function, shape, etc.). Sort objects according to attributes described by an adult. 2. Say what the whole is when there are 2 equal parts. Describe attributes that they notice for a group of objects. Sort and re-sort objects according to their own attributes. 3. Say what the whole is when there are 2 equal parts. Describe attributes of the Numberblocks. Sort the Numberblocks using the criteria</p>	<p>Programme Beebot around a lifecycle of a frog. What does the frog start off as? What happens next? Which way do you need to move the Beebot?</p> <p>RE: Special Time - Easter WALT: Talk about how we celebrate Easter. Begin to understand that people celebrate special times in different ways. How do I celebrate Easter? Does everyone celebrate Easter the same way as I do?</p>	<p>Artist focus: Jackson Pollack paintings. Children to splatter paint at their paper. Explore techniques for flicking paint</p> <p>Music - Kapow Unit: Transport Transport journey Demonstrating simple rhythms on an instrument.</p>

			how people celebrate			'odd blocks' or 'even tops'. 4. Say what the whole is when there are 2 equal parts. Describe attributes of the Numberblocks. Investigate patterns of doubles.	
<p>Week 6 31.03.25 - 04.04.25</p> <p>Assessment Week</p> <p>2nd April World Autism Awareness assembly</p> <p>Theme - 2 day - Easter/sea sons</p>	<p>Jigsaw: Healthy Me. Piece 6 - Stranger Danger. Learning Intention/s: I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p>PE - multiskills PE Coach led PE JC FMS - Pen disco Dough disco Threading beads Pattern tracing Handwriting - Little Wandle program - see weekly phonics planning.</p>	<p>Learn new vocabulary relating to day, night, time, frogs, lifecycles. =</p> <p>Talk about daily routines and what happens in the day time and night time</p> <p>Talk about the changes frogs go through to discuss lifecycles.</p>	<p>Continuing with any assessment writing if needed</p>	<p>Little Wandle Assessments and consolidation</p> <p>Revise sounds</p>	<p>Assessment Week</p> <p>Teen Numbers - 1 - 20</p> <p>White Rose - Mass & Capacity. Step 1 Compare mass Step 2 Find a balance Step 3 Explore capacity Step 4 Compare capacity</p>	<p>Fantastic Finishers:</p> <ol style="list-style-type: none"> 1. Create a list of jobs for a farmer. 2. Pack a suitcase for a summer holiday. Pack a suitcase for a winter holiday. 3. Create a diagram showing the lifecycle of a frog. 4. Circle the piece of art that was created by Jackson Pollock. Create art inspired by Jackson Pollock. <p>Forest School Children look at seeds for any changes & water. Explain children are going to make mud paint using different types of soil. E.g., clay, compost, black soil from digging area & red soil. Children move to tables by shelter. Soils to be put in small pots on each table & children to add</p>

							<p>water to each pot to make 'paint' stirring it with sticks. Discuss the different consistencies, textures & colours. Discuss how paint could be used and explain children are going to use their mud paint, to paint a farm animal picture. Children choose which animal they want to paint.</p>	
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