


Prime Areas

Specific Areas



WHOLE SCHOOL TOPIC: BEING RESILIENT



Week / Big Book	PSED	Physical Development	Communication & Language	Literacy	Letters & Sounds	Mathematics	Understanding the world	Expressive Arts & Design
Week 1 Monday 6 th - Friday 10 th January Best Friends, Busy Friends 	Building Relationships Scavenger Hunt. Children to pair up with a friend and find items listed. 0-3 Develop friendships with other children. 3-4 Show more confidence in new social situations. 1-PSED PD CLL UTW	Gross motor skills Scavenger Hunt. Children to pair up with a friend and find items listed. 0-3 Walk, run, jump and climb – and start to use the stairs independently. 3-4 Start taking part in some group activities which they make up for themselves, or in teams. 1-PSED PD CLL UTW	Speaking Scavenger Hunt. Children to pair up with a friend and find items listed. 0-3 Recognise and point to objects if asked about them. 3-4 Can start a conversation with an adult or a friend and continue it for many turns. 1-PSED PD CLL UTW	Writing Draw a friend picture. Children to be paired up with a friend and draw a picture of them. 0-3 Enjoy drawing freely. 3-4 Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	Mon-Thurs Little Wandle; Foundation for Phonics What's in the box for new phonemes and Little Wandle games. 'e' Fri-Music lesson rhymes/instrument	Number Friendship handprint circle. Children to paint their handprints in a circle shape to make a friendship circle. Handprints to organised in 2 colour pattern. 0-3 Notice patterns and arrange things in patterns. 3-4 Extend and create ABAB patterns – stick, leaf, stick, leaf. 2-PSED PD CLL M UTW EAD	The Natural World Scavenger Hunt. Children to pair up with a friend and find items listed. 0-3 Explore materials with different properties. 3-4 Talk about what they see, using a wide vocabulary. 1-PSED PD CLL UTW	Creating with materials Friendship handprint circle. Children to paint their handprints in a circle shape to make a friendship circle. Handprints to organised in 2 colour pattern. 0-3 Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. 3-4 Join different materials and explore different textures. 2-PSED PD CLL M UTW EAD
Week 2 Monday 13 th -Friday 17 th January	Building Relationships Den Building. Children to work together to build a den.	Gross motor skills Den Building. Children to work together to build a den.	Speaking Den Building. Children to work together to build a den. 0-3 Start to develop	Comprehension '10 in the bed' nursery rhyme. Children to sing and act out rhyme.	Mon-Thurs Little Wandle; Foundation for Phonics	Number '10 in the bed' nursery rhyme. Children to sing and act out rhyme.	The Natural World Den Building. Children to work together to build a den. 0-3 Explore materials with	Being imaginative and expressive '10 in the bed' nursery rhyme. Children to sing and act out rhyme.

<p>10 Little Friends</p> 	<p>0-3 Begin to show 'effortful control'. 3-4 Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. 1-PSED CLL PD M UTW EAD</p>	<p>0-3 Build independently with a range of resources 3-4 Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 1-PSED CLL PD M UTW EAD</p>	<p>conversation, often jumping from topic to topic. 3-4 Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 1-PSED CLL PD M UTW EAD</p>	<p>0-3 Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. 3-4 Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</p>	<p>What's in the box for new phonemes and Little Wandle games. 'u' Fri-Music lesson rhymes/instrument</p>	<p>0-3 Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'. 3-4 Say one number for each item in order: 1,2,3,4,5. 2-PSED CLL M L EAD</p>	<p>different properties. 3-4 Explore collections of materials with similar and/or different properties. 1-PSED CLL PD M UTW EAD</p>	<p>0-3 Join in with songs and rhymes, making some sounds. 3-4 Remember and sing entire songs. 2-PSED CLL M L EAD</p>
<p>Week 3 Monday 20th-Friday 24th January Mia's Brave Move</p> 	<p>Self-regulation Exploring emotions. Children to explore and talk about the different emotions in the story. 0-3 Safely explore emotions beyond their normal range through play and stories. 3-4 Begin to understand how others might be feeling.</p>	<p>Fine motor skills Snowflake decorations Children to make/decorate a paper snowflake. 0-3 Develop manipulation and control 3-4 Use one-handed tools and equipment, for example, making snips in paper with scissors. 1-PSED CLL PD EAD</p>	<p>Listening, attention and understanding Exploring emotions. Children to explore and talk about the different emotions in the story. 0-3 Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 3-4 Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Writing My family pictures. Children to draw of picture of their own immediate family. 0-3 Enjoy drawing freely. 3-4 Write some or all of their name.</p>	<p>Mon-Thurs Little Wandle; Foundation for Phonics What's in the box for new phonemes and Little Wandle games. 'r' Fri-Music lesson rhymes/instrument</p>	<p>Number Stick snowflake making. Children to arrange sticks into a snowflake shape. 0-3 Notice patterns and arrange things in patterns. 3-4 Combine shapes to make new ones - an arch, a bigger triangle etc.</p>	<p>People, Culture and Communities Family lotto. Children to play family lotto game, discuss and understand the differences/similarities between families. 0-3 Make connections between the features of their family and other families. 3-4 Begin to make sense of their own life-story and family's history. 2-PSED CLL UTW M</p>	<p>Creating with materials Snowflake decorations Children to make/decorate a paper snowflake. 0-3 Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. 3-4 Join different materials and explore different textures. 1-PSED CLL PD EAD</p>

<p>Week 4 Monday 27th-Friday 31st January Peppa's Chinese New Year</p>  <p>29th- Chinese New Year</p>	<p>Managing self Great wall of China. Children to work together as a small group to build their own version of the 'Great Wall'. 0-3 Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. 3-4 Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. 1-PSED CLL PD M UTW EAD</p>	<p>Fine motor skills Great wall of China. Children to work together as a small group to build their own version of the 'Great Wall'. 0-3 Build independently with a range of appropriate resources 3-4 Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 1-PSED CLL PD M UTW EAD</p>	<p>Speaking Great wall of China. Children to work together as a small group to build their own version of the 'Great Wall'. 0-3 Start to develop conversation, often jumping from topic to topic. 3-4 Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 1-PSED CLL PD M UTW EAD</p>	<p>Writing Chinese writing/mark making, Children to explore different Chinese markings. 0-3 Make marks on their picture to stand for their name. 3-4 Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. 2-PSED CLL PD L M EAD</p>	<p>Mon-Thurs Little Wandle; Foundation for Phonics</p> <p>What's in the box for new phonemes and Little Wandle games. 'h'</p> <p>Fri-Music lesson rhymes/instrument</p>	<p>Number Great wall of China. Children to work together as a small group to build their own version of the 'Great Wall'. 0-3 Build with a range of resources. 3-4 Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. 1-PSED CLL PD M UTW EAD</p>	<p>The Natural World Chinese noodle play. Children to explore Chinese noodles through, talk about different types of Chinese food etc. 0-3 Explore materials with different properties. 3-4 Use all their senses in hands-on exploration of natural materials.</p>	<p>Creating with materials Great wall of China. Children to work together as a small group to build their own version of the 'Great Wall'. 0-3 Make simple models which express their ideas. 3-4 Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 1-PSED CLL PD M UTW EAD</p>
<p>Week 5 Monday 3rd- Friday 7th February Ravi's Roar</p>	<p>Self-regulation Mirror emotions. Children to explore a variety of emotion cards and then try to make some emotion/facial expression in mirror.</p>	<p>Fine motor skills Playdough emotion face mats. Children to explore emotions using playdough and face mats. 0-3 Explore different</p>	<p>Speaking Mirror emotions. Children to explore a variety of emotion cards and then try to make some emotion/facial expression in mirror. 0-3 Start to say how they are</p>	<p>Writing Name writing practice. Children to practice writing names. 0-3 Make marks on their picture to stand for their name.</p>	<p>Mon-Thurs Little Wandle; Foundation for Phonics</p> <p>What's in the box for new phonemes and Little Wandle games. 'b'</p>	<p>Number Shape faces. Children to use 2D shapes to make a face and talk about the shapes they have used. 0-3 Notice patterns and arrange things in patterns.</p>	<p>The Natural World Playdough emotion face mats. Children to explore emotions using playdough and face mats. 0-3 Explore materials with different properties.</p>	<p>Creating with materials Playdough emotion face mats. Children to explore emotions using playdough and face mats. 0-3 Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p>

 <p>3rd-Dress to express</p>	<p>0-3 Safely explore emotions beyond their normal range through play and stories. 3-4 Begin to understand how others might be feeling. 1-PSED CLL</p>	<p>materials and tools. 3-4 Show a preference for a dominant hand. 2-PSED CLL PD EAD UTW</p>	<p>feeling, using words as well as actions. 3-4 Use longer sentences of four to six words. 1-PSED CLL</p>		<p>3-4 Write some or all of their name.</p>	<p>Fri-Music lesson rhymes/instrument</p>	<p>3-4 Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p>3-4 Use all their senses in hands-on exploration of natural materials. 2-PSED CLL PD EAD UTW</p>	<p>3-4 Explore different materials freely, in order to develop their ideas about how to use them and what to make. 2-PSED CLL PD EAD UTW</p>
<p>Week 6 Monday 10th-Friday 14th February My friends and me</p>  <p>14th- Valentine's Day cards</p>	<p>Self-regulation Who lives in my house? Children to draw a picture of the people/pets that live in their house. 0-3 Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. 3-4 Develop their sense of responsibility and membership of a community. 1-PSED CLL PD L UTW EAD</p>	<p>Fine motor skills Who lives in my house? Children to draw a picture of the people/pets that live in their house. 0-3 Develop manipulation and control 3-4 Use a comfortable grip with good control when holding pens and pencils. 1-PSED CLL PD L UTW EAD</p>	<p>Speaking Who lives in my house? Children to draw a picture of the people/pets that live in their house. 0-3 Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 3-4 Use longer sentences of four to six words. 1-PSED CLL PD L UTW EAD</p>	<p>Writing Who lives in my house? Children to draw a picture of the people/pets that live in their house. 0-3 Enjoy drawing freely. 3-4 Write some or all of their name. 1-PSED CLL PD L UTW EAD</p>	<p>Mon-Thurs Little Wandle; Foundation for Phonics What's in the box for new phonemes and Little Wandle games. 'o' Fri-Music lesson rhymes/instrument</p>	<p>Number Building houses. Children to build their house using a selection of building resources. 0-3 Build with a range of resources. 3-4 Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. 2-PSED CLL PD M EAD</p>	<p>People, Culture and Communities Who lives in my house? Children to draw a picture of the people/pets that live in their house. 0-3 Make connections between the features of their family and other families. 3-4 Begin to make sense of their own life-story and family's history. 1-PSED CLL PD L UTW EAD</p>	<p>Creating with materials Who lives in my house? Children to draw a picture of the people/pets that live in their house. 0-3 Start to make marks intentionally. 3-4 Draw with increasing complexity and detail, such as representing a face with a circle and including details. 1-PSED CLL PD L UTW EAD</p>	
<p>Week 7</p>									

