

Prime Areas

Specific Areas  
WHOLE SCHOOL TOPIC: The Power of Words



Week / Big Book	Communication & Language	PSED	Physical Development	Literacy	Little Wandle	Mathematics	Understanding the world	Expressive Arts & Design
<p>05-09 Jan All Join In Themed week The power of words</p>	<p><b>Speaking</b> (Know many rhymes, be able to talk about familiar books, and be able to tell a long story.) Repeat Refrain in story CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E (S&amp;LP3)</p>	<p><b>Managing Self</b> (Look for clues about how to respond to something interesting.) Which instrument CL: LA&amp;U CL: S PSED: SR PSED: MS PD: GM PD:FM L:C L: WR L: W UTW: TNW EAD: CW M EAD: BI&amp;E  'Yoga and mindfulness about senses'</p>	<p><b>Gross Motor</b> (Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. ) Dancing to music CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GM EAD: CW M EAD: BI&amp;E</p>	<p><b>Word Reading</b> (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.) Bertha the Bus Using instruments singing songs  CL: LA&amp;U CL: S L:C M: N M:NP EAD: CW M EAD: BI&amp;E</p>	<p>Teach 'G' Blending</p>	<p><b>Numerical Patterns</b> (Understand position through words alone - for example, "The bag is under the table," - with no pointing.) Using language looking at details in story CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E</p>	<p><b>The Natural World</b> (Use all their senses in hands-on exploration of natural materials.) Using various instruments Sorting Materials CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM EAD: CW M EAD: BI&amp;E  Forest school: See planning</p>	<p><b>Being Imaginative and Expressive</b> (Develop their own ideas and then decide which materials to use to express them.) (Listen with increased attention to sounds.) Making rice shakers/ musical instruments Dancing CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E Music lesson: See planning</p>
<p>12-16 Jan The Little Yellow Chicken</p>	<p><b>Listening Attention &amp; Understanding</b> (Use a wider range of vocabulary.) Who, what, why questionsp in relation to the story. CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR L:C (S&amp;LP1)</p>	<p><b>Self-Regulation</b> (Talk with others to solve conflicts.) Story links behaviour and feelings. <b>Managing Self</b> (Do not always need an adult to remind them of a rule.) Snack party treats Kp groups Friends Celebrating. CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM UTW: P&amp;P UTW: PC&amp;C  Zen den 'On the farm'</p>	<p><b>Gross Motor Skills</b> (Skip, hop, stand on one leg and hold a pose for a game like musical statues.) Playing party games Wheeled toys <b>Fine Motor Skills</b> (Use a comfortable grip with good control when holding pens and pencils.) Writing names Icing cakes CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E</p>	<p><b>Writing</b> (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.) Shopping lists <b>Word Reading</b> Name recognition on envelopes/ invitations Listening ears CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E</p>	<p>Teach 'O' Blending</p>	<p><b>Number</b> (Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.) Dough cakes and candles <b>Counting Assessment (new groups)</b> <b>Numerical Patterns</b> (Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.) Wrapping presents Birthday cards CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CWM EAD: BI&amp;E</p>	<p><b>The Natural World</b> (Understand the key features of the life cycle of a plant and an animal.) Naming creatures/habitats/ life cycles CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM UTW: TNW EAD: CWM EAD: BI&amp;E  Forest school: See planning</p>	<p><b>Creating with Materials</b> (Explore different materials freely, in order to develop their ideas about how to use them and what to make) Mud pies (pg61 messy play) (explore colour mixing) Colour mixing shades of yellow <b>Being Imaginative &amp; Expressive</b> (Take part in simple pretend play, using an object to represent something else even though they are not similar.) Role play shop CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CWM EAD: BI&amp;E Music lesson: See planning Yellow bubble printing Paper chains Party hats</p>

<p><b>19-23 Jan</b> <b>The Gingerbread Man</b></p>	<p><b>Speaking</b> (Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".)  Vocab for programming a Beebot. Recap how we made gingerbread. CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E  <b>(S&amp;LP2)</b></p>	<p><b>Managing Self</b> <b>Building Relationships</b> (Increasingly follow rules, understanding why they are important.)  Keeping safe Following rules CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E</p>	<p><b>Fine Motor Skills</b> (Use large-muscle movements to wave flags and streamers, paint and make marks.)  Making gingerbread Photos and places numbered treasure hunt CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E</p>	<p><b>Comprehension</b> (Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.)  Following recipe Chants in story tapping out with claves CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E</p>	<p><b>Teach 'C' 'K'</b> <b>Blending</b></p>	<p><b>Number</b> (Compare quantities using language: 'more than', 'fewer than'.)  Counting Weighing ingredients CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E</p>	<p><b>Past and Present</b> (Talk about the differences between materials and changes they notice.)  Beebots to role play. Story features/ environments. Model village (outside p25.) Effects of water on different objects. The farm EY phonics. CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E  Forest school: See planning</p>	<p><b>Creating with Materials</b> (Create closed shapes with continuous lines and begin to use these shapes to represent objects.)  Orange colour mixing on Gingerbread people shapes. Printing with oranges CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E  Music lesson: See planning</p>
<p><b>26-30 Jan</b> <b>Duck in the Truck</b></p>	<p><b>Speaking</b> (Understand 'why' questions, like: "Why do you think the caterpillar got so fat?")  Tasting /describing vegetables Making relationships Friends working together CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E  <b>(S&amp;LP1)</b></p>	<p><b>Self Regulation</b> (Develop appropriate ways of being assertive.)  Road safety Rhymes People who help us CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E  Zen den 'Super power listening'</p>	<p><b>Fine Motor Skills</b> (Use one-handed tools and equipment, for example, making snips in paper with scissors.)  Chopping veg Healthy foods Large portable equipment making vehicles CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E</p>	<p><b>Writing</b> (Write some or all of their name.)  Counting wands Garage mechanic Rhyme in story Silly soup EY phonics on the road. CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E</p>	<p><b>Teach 'E'</b> <b>Blending</b></p>	<p><b>Numbers</b> (Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).)  Making and using own Counting wand Bikes trikes and cars Counting ducks CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E</p>	<p><b>The world</b> (Explore and talk about different forces they can feel.) (Explore how things work.)  Into science pushing pulling. Tasting vegetables. Drawing ducks on computer. CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E  Forest school: See planning</p>	<p><b>Creating with Materials</b> (Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.)  Welly walk Muddy prints Clay mud Drawing cars Listening ears Design a bag for sheep's wool. <b>Being Imaginative &amp; Expressive</b> (Take part in simple pretend play, using an object to represent something else even though they are not similar.)  Washing cars Wooden car role play Mud garden Listening ears Design a bag for sheep's wool CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E  Music lesson: See planning</p>

<p>02-06 Feb The Big Red Bath</p>	<p><u>Listening Attention &amp; Understanding</u> (Enjoy listening to longer stories and can remember much of what happens.) <u>Speaking</u> (May have problems saying: some sounds: r, j, th, ch, and sh, multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.) Berths the bus Letters and sounds CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E (S&amp;LP1)</p>	<p><u>Building Relationships</u> (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.) My mum pictures Families special people &amp; relationships CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E Mindfulness 'thought bubbles'</p>	<p><u>Gross Motor</u> <u>Fine Motor</u> (Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.) (Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.) Washing hands and feet testing soaps shoes and socks off and on. Painting animals CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E</p>	<p><u>Comprehension</u> (Engage in extended conversations about stories, learning new vocabulary.) Recall refrain Name recognition on bath shapes CL: LA&amp;U CL: S PSED: SR PSED: MS CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E</p>	<p>Teach 'U' Blending</p>	<p><u>Numerical pattern</u> (Make comparisons between objects relating to size, length, weight and capacity.) Jump in CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E</p>	<p><u>People, Culture &amp; Communities</u> (Begin to make sense of their own life-story and family's history.) My mums <u>The natural world</u> (Begin to understand the need to respect and care for the natural environment and all living things.) Living things 4 wild animals Bubbles CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E Forest school: See planning</p>	<p><u>Creating with materials</u> (Draw with increasing complexity and detail, such as representing a face with a circle and including details.) Painting animals Bubble printing CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E Music lesson: See planning</p>
<p>09-13 Feb Guess How Much I Love You Children's mental health week/ dress to express 9<sup>th</sup> 12<sup>th</sup> Chinese New Year 14<sup>th</sup> Valentines Day Pancake Day</p>	<p><u>Listening Attention &amp; Understanding</u> (Can find it difficult to pay attention to more than one thing at a time.) Questioning in the story CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C (S&amp;LP2)</p>	<p><u>Managing Self</u> (Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.) Story links loving/thinking for themselves CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M Zen den 'guess how much I love you'</p>	<p><u>Fine Motor Skills</u> (Show a preference for a dominant hand.) Writing in Valentine's cards 95CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E</p>	<p><u>Comprehension</u> (Engage in extended conversations about stories, learning new vocabulary.) Down on the farm <u>Word Reading/ Writing</u> (Use some of their print and letter knowledge in their early writing.) CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E</p>	<p>Teach 'R' Blending</p>	<p><u>Numerical patterns</u> (Describe a familiar route.) (Discuss routes and locations, using words like 'in front of' and 'behind'.) Distances length of a journey CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E</p>	<p><u>People, Culture &amp; Communities</u> (Continue to develop positive attitudes about the differences between people.) Making Valentines cards for family. CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E Forest school: See planning</p>	<p><u>Creating with Materials</u> (Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc) Down on the farm (SWRB pg 13) CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CW M EAD: BI&amp;E Music lesson: See planning</p>