

Prime Areas


*Year 1


Specific Areas


Whole school topic: Celebrating Difference




Topic question: Where do we live?





Week / Big Book	PSED	Physical Development	Communication & Language	Literacy	Letters & Sounds	Mathematics	Understanding the world	Expressive Arts & Design
<p>Week 1 1.9.25</p>  <p>Theme Week: Celebrating Difference</p>	<p>All groups: Create class rules, link to British Values - talk about behaviour chart</p> <p><i>Experience - Play hide and seek</i></p>	<p>PE: Sports coach Teach dressing skills</p> <p>Fine Motor Skills - Finger gym during soft start</p> <p><i>Independence skills - Reading through the STC independence checklists - talking about how we will be learning and coming</i></p>	<p>Sharing our holiday news.</p> <p>Talking about how we are feeling in our new class - modelling full sentences</p> <p><i>Speaking and listening - Teaching good listening activity - sharing the Gruffalo story. Using STC</i></p>	<p>Reading 'Gruffalo Story' and discussing the story. <i>Modelling interacting with the story, Teach and model good listening skills.</i></p> <p>Writing our names - Introducing Little Wandle formation phrases</p> <p>Author focus, Giles Andrea - sharing stories</p>	<p>Phonological awareness activities & games</p> <p><i>Foundation for phonics Games</i></p>	<p>Getting to know you: Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language</p>	<p>Introduce Barnaby bear starting class with Gruffalo Class- think of a name for this.</p> <p>Gruffalo woodland experience: Go on a gruffalo walk and talk about the different settings he goes through.</p>	<p>Christmas card project by 24th Sept</p> <p>All groups: My first day in reception handprints</p> <p>Routine songs - introduce the line up song</p>


<p>Focus book: <i>Gruffalo</i> Class</p>	<p>Routines of the school day - teaching lining up</p> <p>PSED: Introducing ourselves and our interests in all about me activities.</p> <p>Introduce classroom environment and talk about classroom expectation and rules.</p> <p>Discuss class community and talk about Snow bears class family.</p>	<p><i>back to these skills throughout the year - display independence STC chart.</i></p>	<p><i>prompts to support good listening, Adult modelling - can we spot good listening?</i></p>	<p>Reading for Pleasure- reading in various places around the school- indoors and outdoors.</p>		<p><i>Year 1: Settling in week- counting forwards and backwards, number recognition</i></p>	<p>Getting to know the school - taking children to areas around the school and talking about what we do there etc - teach about 'quiet' areas of school.</p> <p>Physical resources: Dirt by Sea' by Michael Wagner.</p>	<p>Adding music to stories.</p> <p>Market Day' by Carrie Gallasch</p>
<p>Week 2 8.9.25</p>  <p>Theme Week: Celebrating Differences</p>	<p>Jigsaw Puzzle: Being Me In my world. Piece 1 Who...Me?!</p> <p>I understand how it feels to belong and that we are similar and different.</p> <p><i>Wellbeing activity - sensory walk. Take an 'autumn walk' - what is</i></p>	<p>PE: Sports coach Teach dressing skills</p> <p>PE: CH Spatial awareness Changing for P.E Different ways of moving & negotiating space</p> <p><i>Experience - Trikes/scooters on playground</i></p>	<p><i>Speaking and listening - speaking in longer sentences. Adult to have a feely bag full of words (cvc decodable and STC words). Model putting the word into a longer sentence. Repeat with several words, asking children to come up with their own sentences and ensuring they are</i></p>	<p>Children to read different books that represent different families and cultures,</p> <p>Children to write a poem about their family.</p> <p>Children to write fact cards about the world around them.</p> <p>Children to engage with vote cards for British Values discussions..</p>	<p><i>Little Wandle Autumn 1 s a t p</i></p> <p><i>Year 1- Spring 1 Rec ai ee igh oa</i></p>	<p>Number blocks: Number 1 and 2.</p> <p><i>Year 1: Settling in week- counting forwards and backwards, number recognition</i></p>	<p>Share non-fiction texts and illustrate this. Children to use small world contexts to act out non-fiction texts.</p> <p>Rainbow Time</p> <p>Monday - Being Me: What's the same between us all? What is different? People are all different - the look different,</p>	<p>Christmas card project by 24th Sept</p> <p>Using creative materials to represent the world and differences and similarities.</p> <p>Create a self-portrait.</p> <p>All groups: My mum / my special person</p>

<p>Focus book: Gruffalo Julia Donaldson.</p> <p>Friday 19th- Welcome to Display boards to be completed.</p>	<p>one thing we can see, hear, smell, touch in the environment in autumn. Connect with our senses by spending time outside in silence.</p>	<p>FMS in soft start - playdough rolling, tap a shape, nuts and bolts, plastic links</p>	<p>always modelled back correctly.</p> <p>Speaking clearly to chare books with others.</p> <p>Expressing our opinions - I this animal because...I like this place in the world because..</p> <p>Listening carefully to instructions to create a collaborative display about our class.</p> <p>Using new book and story vocabulary after adult modelling - author, title, illustrator, fiction, non-fiction, like, dislike, choose</p>	<p>Author focus - Giles Andrea Grandparents Day - listening carefully and discussing a story about grandparents. "I love my granny" "I love my grandad". Both by Giles Andrea</p> <p>Settling in/ Celebrating Differences (note- plan a class poem in readiness for Poetry day, based on class settling in)</p>			<p>they feel different, the believe different things, they like different things, they dislike different things. Self-portraits</p> <p>Families- Look at family traditions and cultures. Discuss different types of homes.</p> <p>Our World Music, animals, homes, families around our world.</p> <p>British Values</p> <p>Black History month.</p>	<p>pictures - teaching how to draw simple person</p>
<p>Week 3 15.9.25</p> <p>I AM HENRY FINCH </p> <p>Focus book: I am Henry Finch by Alexis Deacon</p>	<p>Jigsaw Puzzle: BM Piece 2 How am I feeling today? I can start to recognise and manage my feelings.</p> <p>Name and talk about our feelings.</p> <p>Set ourselves a goal for over this half term -</p>	<p>PE: Sports coach Teach dressing skills PE: Spatial awareness Beans game & Traffic lights - Different ways of moving / negotiating space/ Balancing beanbags on body parts</p> <p>Finger gym in soft start - threading beads, dough disco, tweezers</p>	<p>Speaking and listening - understand why questions. Introduce children to 'talk to the hand' with STC question words. Go through question words and focus on why. Looking at different scenes / pictures and asking 'why' questions e.g. why has the tree got no leaves? Adults model appropriate</p>	<p><u>Session 1</u> Session 1 on Literacy Tree - WOW Children arrive to class to 'find' Henry Finch perched on a branch with a Thought Bubble containing the statement: I am Henry Finch. Bubbles of thought: Let the children each make a fingerprint bird - make prints using (ideally) ink then add eyes, beaks and wings then cut and stick along a branch for display.</p>	<p>Little Wandle Autumn 1 i n m d</p> <p>Year 1- Spring 1 Rec oo oo ar or</p> <p>Begin RPS.</p>	<p>Number blocks: Number 3, 4 and 5.</p> <p>Year 1: Place Value within 10. Sort objects. Count objects. Count objects from a larger group. Represent Objects. Recognise numbers as words. Count on from any number. 1 more.</p>	<p>RE - Special Me - Who am I? Is everybody the same? What makes me special? What do I like about being me? Mirror in the box activity - I have something amazing in this box, something special, unique, one of a kind! Keep it secret! Discuss what was in the box and why we</p>	<p>Christmas card project by 24th Sept</p> <p>Explore beat and rhythm related to the story. Move in different ways to music, focusing on moving in time to music.</p> <p>Song-gingerbread man is on the run...(links to two</p>

<p>Literacy Tree outcome: Guidebook - How to Think</p>	<p>what would I like to achieve? Record on paper - add to PSHE display? Talk about our own abilities.</p> <p>Wellbeing activity Experience - Blowing bubbles. Children to go outside and enjoy blowing bubbles - watch as they gently float through the air.</p>	<p>Gingerbread fine motor control</p>   	<p>responses and then children have a go.</p> <p>Book talk - using newly introduced vocabulary, children talk about the new book and express their ideas in full sentences with adult support.</p> <p>RE - why am I special? Why is [...] special? Using positive words to talk about ourselves and others. Listening carefully to others.</p> <p>Following instructions on how to use the chrome book. Using key vocabulary linked to online safety.</p> <p>Listening to others who are describing physical and human features in Bridgwater town..</p>	<p>Given that Reception children are so little, you might want to copy and enlarge the prints so that the birds are a bit bigger. Provide the children with their own thought bubble in which to write their finch-name, thus creating a flock.</p> <p>Session 2 Who is Henry Finch? Is he a boy? Is he a person? Is he a different animal? Is he a bird? Children to use their imagination to draw this and label this. Can children write... he is a boy. He is a girl.</p> <p>Session 3 Show children the front cover. Discuss what do they see. What animal is it? Show pictures of different birds. What does a bird look like? Can children talk about and describe its features e.g pointy nose, round body, short wings. Children to now draw a bird and label this. Can you extend children to write a sentence e.g he is red. He has feet.</p> <p>Author focus, Giles Andrea - sharing stories</p>		<p>Count backwards within 10.</p>	<p>are special. Create a self-portrait - Talk about similarities and differences.</p> <p>Link to Henry Finch visit Bridgwater and he met our Barnaby Bear. Geography: Where do we live? Describe where we live, making observations and looking at maps. Talk about what can be observed in the local area e.g. fields, town, shops, supermarkets, parks, hills (The Quantock hills), canal, bridges, rivers in Bridgwater. Explain that 'Bridgwater' is a town. What features do we find in a town? Draw a group map of our local area. Add physical and human features to the map. Look at google maps on the IWB. Can we find where we live? Our school? Year 1 Geography: <i>Use geographical vocabulary to describe local area</i></p> <p>Online safety lesson- incorporate using chrome books to search for Bridgwater locations and draw pictures using paper. (using</p>	<p>exploration of our town).</p> <p>Music: Exploring sound Lesson 1 Vocal sounds</p> <p>Art: Make a bird (Literacy Tree)</p>
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<p>Week 4 22.9.25</p>  <p>Focus book: I am Henry Finch by Alexis Deacon</p> <p>Literacy Tree outcome: Guidebook - How to Think</p> <p>Wednesday 24th September- Bridgwater fair welly walk and picnic</p> <p>Tuesday 23rd September- Rash Hashana -</p>	<p>Jigsaw Puzzle: BM Piece 3 Being at school. I enjoy working with others to make school a good place to be.</p> <p>Work and play cooperatively. Empathy for others and their feelings.</p> <p>Wellbeing activity musical mindfulness - adult to play an exciting/fast piece of music and children to draw whatever it makes them think of. The repeat with a calming tune and ask the children to draw again - what differences do they notice? How did each piece of music</p>	<p>Whole school walk and picnic to fair</p> <p>PE: Teach dressing skills PE: - Basic motor awareness Move with confidence, travel in different ways with control and co-ordination</p> <p>Finger gym in soft start - dough disco, lego building, lightbox patterns, penpals finger gym</p>	<p>Speaking and Listening - Why is listening important? Act out scenarios where one of the adults does not listen to the other e.g. following instructions but getting it wrong because they were not listening or being in a dangerous situation and not listening...what would happen?</p> <p>Asking and answering questions during hot seating - using some why questions.</p> <p>Welly walk - careful listening linked to safety! Why is it important to listen?</p> <p>New vocabulary in mathematics - subitising.</p> <p>Geographical, positional and directional vocabulary - Barnaby Bear</p>	<p><u>Session 1</u> Where do birds live? Can children draw a birds house for their bird? Show children different pictures of bird houses. What do they look like? Can they describe this? Children to draw a bird house for Henry Finch and label this. Children to write a sentence. It is tall. It is dark.</p> <p><u>Session 2</u> Where do we find bird houses? Talk about trees. What are the features of a tree? Use their body parts to form different parts of a tree. Can children draw a tree and label this using scientific words. Can children describe these? Children to write a sentence. A tree has a trunk. The roots are long.</p> <p><u>Session 3</u> Use your imagination. Where is your tree? Is it at the park? Is it in a garden? It is in a forest school area? Children to draw their picture of where there tree belongs. Can they label this.</p>	<p>Little Wandle Autumn 1 g o c k</p> <p>Tricky word 'is'</p> <p>Year 1- Spring 1 Rec ur ow oi ear</p>	<p>Mastering number: subitising</p> <p>To be able to subitise 1 and 2 Mastering Number</p> <p>2 To be able to subitise within 3 Mastering Number</p> <p>3 To be able to represent quantities Mastering Number</p> <p>4 To be able to identify sub-groups of 1, 2, and 3</p> <p>Year 1: Place Value within 10. Sort objects. Count objects. Count objects from a larger group. Represent Objects. Recognise numbers as words. Count on from any number. 1 more. Count backwards within 10.</p>	<p>In Bridgwater - Seasons that take place. Seasons - Talking about the changes of the seasons we might notice on our welly walk. Discuss changing of day length - when does the fair/carnival happen? What about fireworks? Why do we have these things at night / in the Autumn? Year 1 Geography/ Science: Describe the 4 season and weather patterns of the UK. Describe/identify and discuss seasons.</p> <p>Talking about the weather and naming different types of weather.</p> <p>Rainbow time</p> <p>Forest School: Taking care of the natural environment-</p>	<p>Music: Exploring sound Lesson 2 Body sounds</p>


<p>PM activities</p> <p>Friday 26th September - MacMillan coffee morning</p>	<p>make them feel?</p>			<p>Author focus, Giles Andrea - sharing stories</p>			<p>discuss seasonal change. Noticing outdoor seasons- photograph this and come back to this for future use.</p>	
<p>Week 5 29.9.5</p>  <p>Focus book: I am Henry Finch by Alexis Deacon</p> <p>Literacy Tree outcome: Guidebook - How to Think</p> <p>Friday 3rd October - National Poetry Day - Classes to</p>	<p>Jigsaw Puzzle: BM Piece 4 Gentle hands. I understand why it is good to be kind and use gentle hands.</p> <p>Talking about friendships - showing sensitivity to other chns feelings.</p> <p>Check on our half termly goals - talk about resilience and perseverance.</p> <p>Wellbeing activity Cosmic kids yoga activity. Children can remove shoes</p>	<p>PE: Sports coach</p> <p>Teach dressing skills PE: Basic motor awareness Jump in different ways, show control and co-ordination, recognise what happens to their bodies during exercise</p> <p>Finger gym in soft start - pipettes, pompom balancing, pattern tracing</p>	<p>Speaking and Listening - Using longer sentences to give more detail. Playing lucky dip descriptions. Making silly sentences.</p> <p>Describe towns using conjunctions</p> <p>Describe own environment using full sentences</p> <p>Explain who lives in the town using full sentences.</p> <p>Using past, present, future tenses when describing our home time.</p> <p>Talking to each other when making a bridge to work together.</p>	<p><u>Session 1</u> Look at session 1 on Literacy tree: Read text up to page where it says, He had a thought and he heard it. What is thinking? What has just happened to Henry Finch? What are you thinking? In small groups, Play circle game where each child says I am thinking about...</p> <p><u>Session 2</u> Look at session 2 on Literacy Tree. Re-read the story so far reading up to This was the way it always was. Note that you are reading a little less than you did in session 1. Display the following words on cards: morning, afternoon, evening and night. Put in time-order. Talk about what it says that the Finches did at each time of day. What else might they do? Relate</p>	<p>Little Wandle Autumn 1 ck e u r</p> <p>Tricky word 'I'</p> <p>Year 1- Spring 1 Re air er words with double letters: dd mm tt bb rr gg pp ff</p>	<p>Mastering number: counting, Cardinality and Subitising</p> <p>1 To be able to count in a sequence to 5 Mastering Number</p> <p>2 To be able to count in a sequence to 5 (how many) Mastering Number</p> <p>3 To be able to count one to one Mastering Number</p> <p>4 To be able to count one to one</p> <p>Year 1: Place Value within 10. Sort objects. Count objects. Count objects from a larger group. Represent Objects.</p>	<p>Barnaby Bear * Talk and describe the rivers and bridges in Bridgwater. Use the Internet to look at pictures of bridges and rivers. Why do we have bridges? Are they all the same? What water places are in Bridgwater? Name the canal and river. Building bridges collaboratively activity.</p> <p>Year 1 geography: Explore the local area of Bridgwater and begin to use geographical vocabulary</p> <p>Show pictures of the history of the town- what is different? Similar?</p>	<p>Build a bridge collaboratively, paying attention to function. Explain it must be able to carry the Beebot over. What materials are strong? Children to make bridges using lego, cardboard, building blocks. Programme Beebots over a bridge. Which was the strongest? Why?</p> <p>Music: Exploring sound Lesson 3 Instrumental sounds</p> <p>Continuous provision: colour mixing</p>

<p>read their class poem created together.</p>	<p>and turn lights out to create a calm environment.</p>		<p>Listening carefully to each other.</p> <p>Children to explore the question: why do we have bridges?</p> <p>Collaborative bridge making. Look at pictures of bridges and rivers</p>	<p>to the children's own routines. Write a timetable for Henry Finch. Children could use pictures and labels to create a visual timetable.</p> <p>As you work with the children, talk about the fact that the finches did the same thing at the same time every day.</p> <p><u>Session 3</u> Look at session 2 on Literacy Tree. Display the grapheme 'j' and rehearse saying and writing this on mini whiteboards. Shared reading: Shared-read the following words, placing sound buttons under each: jam, jog, job, jet, jump. Orally model use in sentences about what Henry might do in a day and place these under the timeheadings: Go for a jog. Eat some jam. Fly in a jet. Do some jobs. Jump out of the Beast's way</p>		<p>Recognise numbers as words. Count on from any number. 1 more. Count backwards within 10.</p>	<p>Individual town map drawing. Have the map of a town- children to draw their own maps. Year 1 History: <i>Differences and similarities between the past and present</i> RE - Special Me - My special things. What is special to me? What do I believe is important? Have I got a special object? Bringing in a special object from home and sharing with each other. Send letter home. Asking and answering questions about ourselves and our special objects?</p> <p>Forest school: Can we make a waterslide to test out our rafts?</p>	
<p>Week 6 6.10.25</p> 	<p>Jigsaw Puzzle: BM Piece 5 Our rights. I am starting to understand children's rights and this means we should all be</p>	<p>PE: MW Teach dressing skills PE: - CH CO-ORDINATION & CONTROL Move with increasing control and co-ordination, use a range of small</p>	<p>Speaking and Listening - Answering 'why' questions. Making up 'why' jokes!</p> <p>Comparing environments using full sentences</p>	<p><u>Session 1</u> Session 3 on Literacy Tree Continue reading the story, reading up to It was the time for greatness. Stop here to predict what might happen next before reading on to I WILL LISTEN TO MY</p>	<p>Little Wandle Autumn 1 h b f l</p> <p>Tricky word 'the'.</p>	<p>Mastering number: Composition</p> <p>1 To be able to understand the composition of 2 Mastering Number</p>	<p>Barnaby Bear * Look at environments from different countries, drawing on maps to make comparisons. Barnaby Bear to support with 'holiday pictures'. Create venn diagram of pictures /</p>	<p>World Mental Health afternoon activities: Friendship flower</p> <p>Continuous provision: activities to include markets of the world.</p>

<p>Focus book: I am Henry Finch by Alexis Deacon</p> <p>Literacy Tree outcome: Guidebook - How to Think</p> <p>Wednesday 8th</p> <p>October- Harvest Festival church assembly- wear Autumn colours- raise money for food bank.</p> <p>Friday 10th</p> <p>October- World Mental Health day- whole day celebrating mental health.</p>	<p>allowed to learn and play.</p> <p>Talk about self confidence and having our own voice.</p> <p>Wellbeing activity Shape breathing - talk about what makes us feel a bit like we are 'out of control' . practise different shape breathing to help us calm ourselves and focus.</p>	<p>equipment, carry and control equipment, familiarization, begin to work with a partner</p> <p>Finger gym in soft start - mark making, threading beads on pipe cleaners, spaghetti and colanders</p> 	<p>Comparing markets using full sentences</p> <p>Talking about markets using full sentences</p> <p>Talk about markets of the world books, using this to demonstrate understanding of comparing countries</p> <p>Maths vocabulary - composition</p>	<p>THOUGHTS, Henry Finch said. I will listen to my thoughts.</p> <p>Pretend to be Henry Finch in the monster's tummy What might it be like? How do you think he is feeling? Why do you think Henry decides to listen to his thoughts? Do you think that this might help him work out what to do next? Hot seat teacher in role as Henry. What do/could the children think to themselves if they feel worried/scared? Building on the circle game played in session 1, using the frame: If I am scared I will...</p> <p>Children to draw the things they do when they feel scared. Children to write a sentence: I hug my mum.</p> <p><u>Session 2</u></p> <p>Lesson 4 on Literacy Tree. Finish reading the book - How did Henry use his thoughts to save himself and the others? How do we know that Henry was happy that the others were thinking? Why did Henry say to the other finches BUT FIRST YOU HAVE TO BE QUIET? Talk about what makes the children unique- how and what they think is part of this. How can we help ourselves to think? How can</p>	<p>Year 1- Spring 1</p> <p>Re longer words</p>	<p>2 To be able to identify a composition of 3 Mastering Number</p> <p>3 To be able to identify a composition of 3 (2nd part) Mastering Number</p> <p>4 To be able to identify when a collection is composed of 3 or not 3</p> <p>Year 1:</p> <p>1 less.</p> <p>Compare groups by matching</p> <p>Fewer, More, Same.</p> <p>Less than, greater than, equal to.</p> <p>Compare numbers</p> <p>Order objects and numbers.</p> <p>The number line</p>	<p>STC to compare and contract countries - look at technology in different towns.</p> <p>Look at markets in Bridgwater and different countries. Read market story: My granny went to market or a gift for amma. Use stories and pictures to explore similarities and differences. Think of WOW words to describe markets</p> <p>Year 1 geography: Compare and contrast weather patterns of the UK with those overseas</p> <p>Rainbow Time</p>	<p>Music: Exploring sound</p> <p>Lesson 4 Environmental sounds</p>
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				<p>we help others to think? What does it mean to be thoughtful? Create motivational signs. Create motivational signage for the Thinking Zone e.g. Fix problems here! Sit and relax!</p> <p><u>Session 3</u> Lesson 5 of Literacy tree. Talk about the illustrations that show Henry thinking his different thoughts e.g. when he is 'Super Henry' and when he is inside the beast's stomach. Model finding the part in the text that tells us what Henry was thinking at these points. Now re-read the page where Henry is inside the monster's stomach But they were bad thoughts. You are a fool. You are not great. You are only someone's dinner. Model Writing and then Shared Reading of other thoughts Henry might've had, noticing the grapheme 'y': I will yell at the beast. Don't give up yet. Yes!</p>				
<p>Week 7 13.10.25</p>	<p>Jigsaw Puzzle: BM Piece 6 Our responsibilities. I am learning what being</p>	<p>PE: Sports coach Teach dressing skills PE: CO-ORDINATION & CONTROL Move with increasing control and co-</p>	<p><i>Speaking and listening</i> - Putting good listening skills into practise. Recap on good listening skills - <i>who can remember the key things we</i></p>	<p><u>Session 1</u> <u>Lesson 6 on Literacy Tree</u> A Finch from Henry's Flock- Harry Finch- is found sitting in the Thinking Zone, wearing a large luggage tag around his neck that says: My thoughts</p>	<p>Little Wandle assessments Year 1- Rec Spring 2</p>	<p>Mastering Number: Subitising (1 session) Comparison (3 sessions) 1 To be able to: Subitise arrangements of 2 and 3</p>	<p>Talk about how to look after the community such as working together, being respectful and recycling. Sort materials based on</p>	<p>FS: Can we make a bridge to save the Gingerbread Man? Music: Exploring sound</p>

<p>I AM HENRY FINCH</p>  <p>Focus book: I am Henry Finch by Alexis Deacon</p> <p>Literacy Tree outcome: Guidebook - How to Think</p> <p>Friday 17th October- Parents Day</p>	<p>responsible means.</p> <p>Check in on half termly goals - did I achieve my goal? How do I feel? What are my next steps?</p> <p>Wellbeing Wednesday -</p>	<p>ordination, use a range of small equipment, carry and control equipment, familiarization, begin to work with a partner</p> <p>Finger gym in soft start - pipettes, pompom balancing, pattern tracing</p>	<p>need to do to show we are listening. Adult to read a story to the children and check children are showing good listening skills. Children to demonstrate good listening skills by answering why questions about the story. Adult to encourage children to answer questions with longer sentences. Mirror and model back clear, full sentences.</p> <p>Explaining why some materials are recyclable / not recyclable</p> <p>Children to answer why questions in relation to recycling - new vocabulary related to recycling - reduce, reuse, recycle</p> <p>Listening carefully during shared write to ensure a successful writing assessment.</p>	<p>are all muddled. Some bad, some sad. Help! He is having trouble dealing with his thoughts! Can we help him? Share ideas about what could help this poor finch. Children speak to the finch directly. Children write little notes to Harry Finch to help him stay calm: Don't worry - we'll help you! We will think about how to help. <u>Session 2 / 3</u></p> <p>Assessment writing- Children to use knowledge and skills to write a list of things that can help Henry Finch. Sit still. Use thinking to fix things. Time to relax. Listen to soft music. Close your eyes.</p>		<p>Practise making 2s and 3s with their fingers Subitise auditory patterns up to 3. Mastering Number</p> <p>2 To be able to: Subitise auditory patterns up to 3 Identify when a small collection is rearranged or the quantity changed. Mastering Number</p> <p>3 To be able to: Show small quantities on their fingers Use positional language to describe patterns of 4. Mastering Number</p> <p>4 To be able to Use positional language to describe patterns of 4 Make patterns showing 4.</p> <p>Year 1:</p> <p>1 less. Compare groups by matching Fewer, More, Same. Less than, greater than, equal to. Compare numbers Order objects and numbers.</p>	<p>recyclable / not. Create a recycling poster. Introduce terms: reduce, reuse, recycle.</p> <p>RE - Special Me - My special people. Who are the special people in my life? Why are they special to me? Do all of my special people live in my home? Linking with PSHE Talking about family, sharing what makes them special. Talk about care/love. Talking about school/teams - sharing a common goal/beliefs. Drawing and labelling our special people using phonic knowledge. Practise writing decodable words e.g. mum, dad, nan etc</p> <p>Forest school: Can we make an outdoor sculpture using recycled materials?</p>	<p>Lesson 5 Nature sounds</p>
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<p>Week 8 20.10.25</p>  <p>Assessment Week</p> <p>INSET DAY 25th October 24</p> <p>Assessment Week</p> <p>Tuesday 21st October- Diwali -PM activities</p>	<p>Reflect on the term and discuss how friendships have grown.</p> <p>Demonstrate an act of kindness.</p>		<p>Consolidation of learning this half term.</p> <p>Continued focus on speaking and listening, with all adults modelling high standards of oracy, wide vocabulary and good listening skills.</p>	<p>Writing assessment - writing our own guidebook "How to Think".</p> <p>Supply the children with a framework of the How to Think guidebook. Support children to use their phonic knowledge independently but support with sharing ideas and reminders of using the sound mats etc.</p> <p>Support - writing initial sound / cvc labels Extend - writing captions / sentences</p>	<p>Year 1- Rec Spring 2</p>	<p>Mastering number catch up/assessment week. Assess what has been taught so far.</p> <p>Year 1: <u>Small steps:</u> Introduce parts and wholes Part-whole model Write number sentences Fact families - addition facts Number bonds within 10</p>	<p>Complete fantastic finishers</p>	<p>Explain what instruments are suited for different feelings.</p> <p>Listen to 2 different styles of music and describe how they make you feel when thinking about the different emotions in the story.</p>