

Prime Areas

Specific Areas

WHOLE SCHOOL TOPIC: FOOD AND FARMING



Week / Big Book	Communication & Language	PSED	Physical Development	Literacy	Little Wandle	Mathematics	Understanding the world	Expressive Arts & Design
02/06 The Train Ride	<p><u>Listening Attention &amp; Understanding</u> (Understand 'why' questions) Verbalising how to programme a Beebot</p> <p>CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD:FM M: N M:NP UTW: TNW EAD: CWM EAD: BI&amp;E (S&amp;LP3)</p>	<p><u>Managing self</u> (Play with one or more other children, extending and elaborating play ideas.) Playing in a group building role-play with others</p> <p>CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR</p> <p>L:C UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CWM EAD: BI&amp;E  Zen Den 'squish the fish'</p>	<p><u>Fine Motor</u> (Use one-handed tools and equipment, for example, making snips in paper with scissors.) Making favourite sandwich</p> <p>CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD:FM</p>	<p><u>Writing</u> (Write some letters accurately.) Train tickets</p> <p>CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: MH PD:FM L:C L: WR L: W UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CWM EAD: BI&amp;E</p>	<p>Phoneme: 'Z' 'qu' Use blend from the box z-i-p, z-oo, qu-ee-n, qu-a-ck, qu-i-ck</p>	<p><u>Numerical Patterns</u> (Describe a familiar route.) Number tunnels Clocks timers</p> <p>CL: LA&amp;U CL: S PD: MH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW</p>	<p><u>Past &amp; Present</u> (Begin to make sense of their own life-story and family's history.) Role-play story <u>The natural world</u> (Talk about what they see, using a wide vocabulary) Reflections in water (Explore how things work.) Beebots</p> <p>CL: LA&amp;U CL: S UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CWM EAD: BI&amp;E  Forest school: see separate planning</p>	<p><u>Being Imaginative &amp; Expressive</u> (Take part in simple pretend play, using an object to represent something else) Talk for writing corner</p> <p>CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: MH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: BI&amp;E  Music lesson: see separate planning</p>
09/06 Badgers parting gifts Father's day cards	<p><u>Speaking</u> (Can start a conversation with an adult or a friend and continue it for many turns.) KW groups children discuss their gifts and talents.</p> <p>CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: MH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CWM EAD: BI&amp;E (S&amp;LP1)</p>	<p><u>Self-Regulation</u> (Begin to understand how others might be feeling.) Help children understand feelings of others by labelling emotions sadness worried scared etc. Life and death.</p> <p>CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR UTW: P&amp;P UTW: PC&amp;C UTW: TNW  Zen den 'woodland magic'</p>	<p><u>Gross Motor and Fine Motor</u> (Use one-handed tools and equipment) Using scissors, biscuit cutters, utensils,</p> <p>CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: MH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW</p>	<p><u>Writing</u> (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.) STC recipe to make rabbit biscuits.</p> <p>CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: MH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CWM</p>	<p>Phoneme: 'Ch' 'CK' Use blend from the box Ch-i-ck, ch-i-n, ch-o-p, ch-i-p, s-o-ck, d-u-ck, n-e-ck, r-o-ck</p>	<p><u>Numerical Patterns</u> (Fast recognition of up to 3 objects, without having to count them individually ('subitising').) Numicon tiles Mole lines, (Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.) Stripped ties for badger.</p> <p>CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: MH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW</p>	<p><u>The World</u> (Begin to understand the need to respect and care for the natural environment and all living things.) Rabbit biscuits Naming woodland animals and habitats <u>Past and Present</u> (Begin to make sense of their own life-story and family's history.) Special events</p> <p>CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR UTW: P&amp;P UTW: PC&amp;C UTW: TNW  Forest school: see separate planning</p>	<p><u>Being Imaginative &amp; Expressive</u> (Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.) Role play story in tuff spot</p> <p>CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: MH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CWM EAD: BI&amp;E  Music lesson: see separate planning</p>
16/06 Funnybones	<p><u>LA&amp;U</u> (Understand 'why' questions) Into science answering who what where questions</p> <p>CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: MH PD:FM</p>	<p><u>Managing Self</u> (Develop their sense of responsibility and membership of a community.) Selecting resources and materials. Role play</p> <p>CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: MH L:C L: WR</p>	<p><u>Gross Motor</u> (Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.) Obstacle course (Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.) Dressing up costumes <u>Fine Motor</u> (Use a comfortable grip with good control when holding pens and pencils.)</p>	<p><u>Word Reading</u> (recognise words with the same initial sound, such as money and mother.) <u>Writing</u> (Write some letters accurately.) Naming / labelling body parts</p> <p>CL: LA&amp;U CL: S PSED: SR</p>	<p>Phoneme: 'X' 'Sh' Use blend from the box F-o-x, b-o-x, w-a-x, s-i-x Sh-e-ll, sh-ir-t, sh-o-p, sh-e-d</p>	<p><u>Numerical Patterns</u> (Discuss routes and locations, using words like 'in front of' and 'behind'.) Looking at the story illustrations Time Day/ night</p> <p>CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: MH</p>	<p><u>People, Culture &amp; Communities</u> (Continue to develop positive attitudes about the differences between people.) Into science human body Body map Cooking chicken</p> <p>CL: LA&amp;U CL: S PSED: SR PSED: MS</p>	<p><u>Creating with Materials</u> (Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.) Observational drawing of a skeleton Moving skeletons <u>Being Imaginative &amp; Expressive</u> (Take part in simple pretend play)</p>

	<p>L:C L: WR L: W UTW: P&amp;P UTW: PC&amp;C UTW: TNW (S&amp;LP2)</p>	<p>EAD: BI&amp;E Zed den 'Spooky kids Halloween'</p>	<p>Drawing skeletons (Make healthy choices about food, drink, activity and toothbrushing.) Observing exercise effects on body CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: MH PD:FM L:C L: WR L: W UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CWM EAD: BI&amp;E</p>	<p>PSED: MS PSED: BR PD: MH PD:FM L:C L: WR L: W M: N M:NP</p>		<p>PD:FM UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CWM EAD: BI&amp;E</p>	<p>PSED: BR PD: MH PD:FM L:C L: WR L: W UTW: P&amp;P UTW: PC&amp;C UTW: TNW Forest school: see separate planning</p>	<p>Role play story CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: MH PD:FM L:C L: WR L: W UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CWM EAD: BI&amp;E Music lesson: see separate planning</p>
<p>23/06 The rainbow fish At the seaside somerset heritage workshop booked for 25<sup>th</sup> Wednesday</p>	<p><u>Listening Attention &amp; Understanding</u> (Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions) Which children retain fish dissection information CL: LA&amp;U CL: S UTW: PC&amp;C UTW: TNW EAD: CWM EAD: BI&amp;E (S&amp;LP3)</p>	<p><u>Self-Regulation</u> (Begin to understand how others might be feeling) Respect for others and living things PSED: SR PSED: MS PSED: BR Zen den 'Frank the frog'</p>	<p><u>Gross Motor</u> (Start taking part in some group activities which they make up for themselves, or in teams.) Moving freely with pleasure jumping, hopping, sliding</p>	<p><u>Comprehension</u> (Understand the five key concepts about print) Following STC recipe CL: LA&amp;U CL: S L:C L: WR L: W M: N M:NP UTW: P&amp;P UTW: PC&amp;C</p>	<p>Phoneme: 'th' Use blend from the box Th-u=mb, t-ee-th, m-o-th, th-igh.</p>	<p><u>Numbers</u> (Experiment with their own symbols and marks as well as numerals.) Frogs in the pond 'Maths outside' p10 CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: MH PD:FM M: N M:NP</p>	<p><u>The natural world</u> (Understand the key features of the life cycle of a plant and an animal.) Dissecting round and flat fish STC pond vocab CL: LA&amp;U CL: S PD:FM UTW: TNW EAD: CWM Forest school: see separate planning</p>	<p><u>Creating With Materials</u> (Create closed shapes with continuous lines and begin to use these shapes to represent objects.) Observational drawing of fish Fish printing <u>Being Imaginative &amp; Expressive</u> (Make imaginative and complex 'small worlds') Role-play pond PD: MH PD:FM L: W UTW: TNW EAD: CWM Music lesson: see separate planning</p>
<p>30/06 Lost and found</p>	<p><u>Speaking</u> (Use a wider range of vocabulary) Ice Mountain, observing and describing what happens. CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: W UTW: PC&amp;C UTW: TNW EAD: CWM EAD: BI&amp;E (S&amp;LP2)</p>	<p><u>Building relationships</u> (Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.) Exploring and labelling emotions e.g. lonely sad. CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM UTW: P&amp;P UTW: PC&amp;C UTW: TNW Zen den 'Pedro the penguin'</p>	<p><u>Gross motor skills</u> (Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.) Provide portable equipment for boat building. CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH UTW: TNW EAD: BI&amp;E</p>	<p><u>Comprehension</u> (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.) Guided reading with text CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GM PD:FM L:C L: WR L: W</p>	<p>Phoneme: 'ng' 'nk' Use blend from the box r-i-ng, w-i-ng, k-i-ng. p-i-nk, t-a-nk, w-i-nk, s-i-nk,</p>	<p><u>Numerical patterns</u> (Extend and create ABAB patterns - stick, leaf, stick, leaf.) (Notice and correct an error in a repeating pattern.) Pattern repeating with 1 or 2 attributes CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM M: N M:NP UTW: TNW EAD: CWM EAD: BI&amp;E</p>	<p><u>The Natural World</u> (Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.) Ice mountain Beebots making journey CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L:C L: WR L: W UTW: P&amp;P UTW: PC&amp;C UTW: TNW EAD: CWM EAD: BI&amp;E Forest School : see planning</p>	<p><u>Creating with Materials</u> (Develop their own ideas and then decide which materials to use to express them.) Making boats, (Explore colour and colour mixing.) Colour mixing shades of blue <u>BI&amp;E</u> (Develop their own ideas and then decide which materials to use to express them.) Role play story CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: GH PD:FM L: W M: N UTW: TNW EAD: CWM EAD: BI&amp;E Music Lesson :see planning</p>
<p>07/07 Room on the broom.</p>	<p><u>LA&amp;U</u> (Use longer sentences of four to six words.) Magic box same/different CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: MH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P</p>	<p><u>Building Relationships</u> (Help to find solutions to conflicts and rivalries.) Selecting and using resources independently to make a broom CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: MH PD:FM L:C L: WR</p>	<p><u>Gross Motor</u> (Show a preference for a dominant hand.) Cheese straws Using tools, cutters grater, knives Using safely (Start to eat independently and learning how to use a knife and fork.) CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: MH PD:FM L:C</p>	<p><u>Word Reading</u> (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.) Recognises rhyme &amp; rhythm using claves spells cauldrons silly soup CL: LA&amp;U CL: S PSED: SR</p>	<p>Recap Blending Touch your</p>	<p><u>Number</u> (Make comparisons between objects relating to size, length, weight and capacity.) Weighing ingredients More/less heavier lighter CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: MH PD:FM L:C L: WR L: W</p>	<p><u>The world</u> (Talk about what they see, using a wide vocabulary.) Collecting natural objects making brooms CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: MH PD:FM L:C L: WR L: W M: N M:NP UTW: P&amp;P</p>	<p><u>Being Imaginative And Creative</u> (Create their own songs or improvise a song around one they know.) Children invent a witch dance. Paint characters (Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.) CL: LA&amp;U CL: S PSED: SR PSED: MS PSED: BR PD: MH PD:FM</p>

	UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E (S&LP1)	L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E Zen den 'Focus potion' Helping each other	L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E	PSED: MS PSED: BR PD: MH PD:FM L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E	M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E	UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E Forest school: see separate planning	L:C L: WR L: W M: N M:NP UTW: P&P UTW: PC&C UTW: TNW EAD: CWM EAD: BI&E Music lesson: see separate planning
<b>14/07</b> Various stories/children's choice Celebrating/moving on	Children will choose own daily activities	Zen den 'Dance Party'			Recap Rhyming		