


Prime Areas




Specific Areas

WHOLE SCHOOL TOPIC: Resilience



Week / Big Book	PSED	Physical Development	Communicatio n & Language  Articulate their ideas and thoughts in well- formed sentences/ use some joining words for compound sentences. 2: Use new vocabulary in different contexts/ Pick up new words quickly and easily. 3: Ask questions to find out more and to check they understand what has been said to them	Literacy	Letters & Sounds	Mathematic s	Understanding the world TOPIC QUESTION: <b>How do plants grow?</b>	Express ive Arts & Design
<p>Week 1 24<sup>th</sup> - 28<sup>th</sup> Feb 2025</p> <p><b>The Naughty Bus</b></p>	<p><b>PSHE Jigsaw</b></p> <p>Puzzle 4: Healthy Me Piece 1: Everybody's Body! Intention: I understand that I need to exercise to keep my</p>	<p><b>PE Multi-skills activities</b></p> <p>WOW: Making vegetable soup peeling and cutting vegetables Tasting vegetables, thinking about senses Exploring push and pull forces</p> <p><b>Letter formation:</b> Ongoing practise of</p>	<p>Offer explanations for how people maintain their gardens. Discuss how gardens are similar/ different within the community.</p> <p>Ask questions they would like to find out about gardens.</p>	<p>Session 1 on Literacy Tree - WOW</p> <p>Reading the text: Before reading, wrap a toy bus up in purple paper like the first picture within the book. Ask children to guess what this could be. Open the bus and tell children that this present could be the start of an adventure. Take responses from questions such as - Who has seen a bus like this before? Have</p>	<p><b>Little Wandle Phase 4</b></p> <p>review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</p> <p>Review all Tricky words taught so far.</p>	<p><b>Mastering Number</b></p> <p>Practise counting aloud. Revisit the principles of counting. Use generalised statements to describe the '5 and a bit' composition of the numbers 6- 8.</p>	<p>Explain how the naughty bus has visited a garden. Gardener's role and children to use small world to represent this role. Look at different pictures of a garden and allotments in the <b>community.</b></p> <p>E-safety:</p>	<p>Music Kapow Transport Lesson 1: Exploring Different Types of Transport.</p>


	<p>body healthy.</p>	<p>writing letter shapes for children's names. Practise curly caterpillar letters: c a o d s g q e f</p>  <p><i>PULL UP THE CARROTS</i> <i>fine motor sensory tray</i></p>	<p>Make comments when discussing artist works. How is the work unique?</p>	<p>you been on one? Where? What did you see out of the window? What job do buses have? Why are they so important? Where do you see them? What bus numbers do you know? Where do they go? Where would like to go on a bus? Where do you like to sit on a bus?</p> <p>Sing 'The Wheels on the Bus' to reinforce vocabulary around buses. Set up a bus stop in the role play area with a bus stop sign, seats under a shelter (if possible), 'bus stop' signage on the floor. Other elements could include timetables, coins, bags, umbrellas, bus driver uniforms etc</p> <p>Draw the bus. Create labels for an image of a bus: these could be using any graphemes the children know to write e.g. door wheels windows driver Labels could also be used for the role play area: bus stop, shelter etc.</p>		<p>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. Describe the '1 more/1 less' relationship of numbers to 10. Work together to order numbers between 1 and 10, noticing the '5 and a bit' structure.</p>	<p>Technology: E -Safety session: Active Bytes. Building Healthy Habits. How can we be safe online when using different types of technology? Reinforce the children's awareness from previous term Technology (Computing): Use the chromebooks to research different types of buses (related to our story) and draw pictures of these.</p> <p><b>Computing:</b> Beebots moving around garden.</p> <p>RE- How have I changed? Key Question: What can I do now that I couldn't do before? Key Question: Does everyone change and grow in the same way?</p>	
<p>Week 2 3<sup>rd</sup> - 7<sup>th</sup> March 2025</p> <p><b>The Naughty Bus</b></p> <p>Pancake day 04/03</p> <p>World Book day 06/03</p>	<p><b>PSHE Jigsaw</b> Puzzle 4: Healthy Me Piece 2: We like to move it, move it!</p>	<p><b>PE CH Multi-skills activities</b></p> <p><b>Letter formation:</b> Ongoing practise of writing letter shapes for children's names.</p>	<p>Discuss why each part of the plant is important, discussing structure of a plant.</p>	<p>Children to think about somewhere the bus might stop. What might they see? Where might they visit? Draw and label the place they visit.</p>	<p><b>Little Wandle Phase 4</b> Review Phase 3: er air words with double letters longer words</p>	<p><b>Mastering Number</b> Comparison Subitise arrangements of 6 and NOT 6.</p>	<p>Snowflake has visited a garden and wants to plant some seeds. Talk about different seeds. Introduce the topic question 'how do plants grow?'</p>	<p>Music Kapow Transport Lesson 2: Trains</p> <p>Vegetable printing</p>

<p>International Womens Day 08/03 PM 07/03</p>	<p>Intention: I know which foods are healthy and not so healthy and can make healthy eating choices.</p>	<p>Practise long legged giraffe letters l i t u j y</p> <p>Tricky word threading pasta</p>  <p><b>FUN indoor winter ACTIVITIES</b></p> 	<p>Ask questions about minibeasts and their habitat and talk about why things might happen in relationship to this.</p> <p>Why do plants not survive?</p>	<p>Who might we see on the bus? Children to draw a passenger and write words to describe them e.g. tall, kind.</p> <p>Draw a map for the bus to follow. Label the places e.g. town, street, road, tree.</p>	<p>Review all Tricky words taught so far.</p>	<p>Order Numberblock images to 8. Represent 8 as '5 and 3 more'. Describe how to place the numbers 1 to 8 in order. Explain how to order quantities to 10. Reason about which numbers are 'more than' others. Consolidate their understanding of 8 as '5 and 3 more'. Notice when numbers are increased or decreased and explain their thinking.</p>	<p>Show seeds linked to vegetables/fruit. Look at different seeds and talk about how they grow and talk about the lifecycle.</p> <p>Plant lifecycle- represent this on computing programme, collage techniques and making observational drawing.</p> <p>Show children the process of water transferring up the stem to the petals using food colouring.</p> <p>Forest School CH <b>How do we look after our gardens? How do we plant seeds and transplant plants?</b> Talk about role of gardener. Explain children are going to do de-weed the forest school planters and plant seeds. (vegetable seeds)</p>	<p>(leave veg for decay observation )</p> <p>Online 2D shape garden pictures</p> <p>Outdoor garden centre role play.</p>
<p>Week 3 10<sup>th</sup> -14<sup>th</sup> March 2025</p> <p>The Naughty Bus</p>	<p>PSHE <b>Jigsaw</b> Puzzle 4: Healthy Me Piece 3: Food, Glorious Food</p>	<p>PE CH Multi-skills activities</p> 	<p>Offer explanations on why we have fruit and vegetables and why they have a particular origin.</p>	<p>Look at session 2 from the Literacy Tree unit mixed planning suggestions. Talk about buses and tell the children they will write one piece of information about buses for a class book. Provide each child</p>	<p><b>Little Wandle Phase 4</b> Words with two or more digraphs.</p>	<p><b>Mastering Number</b> Composition Use skills of conceptual subitising to describe parts of a whole set.</p>	<p>Vegetable feely bag activity- using senses and vocabulary to describe vegetables. describe it. Introduce the vegetable names and new vocabulary too.</p>	<p>Music Kapow Transport Lesson 3: Boats</p>

	<p>Intention: I know what the word 'healthy' means and that some foods are healthier than others.</p>	<p><b>Letter formation:</b> Ongoing practise of writing letter shapes for children's names. Practise one armed robots letters b m n r p h</p>	<p>Ask partner questions to guess their fruit.</p> <p>Ask questions to find out more about food origins, talking about a particular fruit/vegetable of interest.</p> <p>Discussing decay - what does it look like, what has happened and why it has happened.</p>	<p>with an image of a bus to create simple captions for. These could be scribed onto a sentence strip and then chopped up for children to reorder e.g. the bus has four big wheels. Children to then write one thing about the bus e.g. a bus has four wheels. It is red and big.</p> <p>Re-read the story so far. Session 3 on Literacy Tree unit mixed planning suggestions. Share the story up to 'When I'm full up'. Orally rehearse giving commands to Naughty Bus. Children can stand up and point their fingers as if they are telling Naughty Bus off! TA to scribe children's sentences. Children record command sentences: Slow down! Drive safely.</p> <p>Session 4 on Literacy Tree unit mixed planning suggestions. Read to the end of the story. Children to use a phoneme frame to record the words that fall out of the book, using graphemes that are familiar to them. Allow phonically plausible attempts where these are</p>	<p>Review all Tricky words taught so far.</p>	<p>Visualise arrangements and use gestures to describe the numbers within a whole set. Investigate ways of making 7 with two parts. Use their fingers to make and describe 7 as '5 and 2 more'. 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. See that 7 can be composed in different ways. Explain their understanding of the composition of 7.</p>	<p>Fruit and vegetable plants- Discuss where fruit and vegetables grow on different parts of the plant- above and under the ground. Children to plant these.</p> <p>Exploring the origins of food, looking at food from different cultures</p> <p>Forest School WALT: <b>Can I draw what I see?</b> Make an observational drawing of a plant outside. Discuss meaning of observational.</p>	<p>Paint online vegetable picture</p> <p>Discuss what a self-portrait is and children to use drawing skills techniques to make self-portrait.</p> <p>Guiseppe Arcimboldo vegetable self-portraits</p> <p>Use different Art mediums to make a self-portrait in continuous provision</p>
--	---	---	---	--	---	--	---	--

				appropriate, e.g. play, wait, again, This will phonetically plausible.				
<p>Week 4 17<sup>th</sup> - 21<sup>st</sup> March 2025</p> <p><b>The Naughty Bus</b></p>	<p><b>PSHE</b> <b>Jigsaw</b> Puzzle 4: Healthy Me Piece 4: Sweet Dreams</p> <p>Intention: I know how to help myself go to sleep and understand why sleep is good for me.</p>	<p><b>PE CH Multi-skills activities</b></p> <p><b>Letter formation:</b> Ongoing practise of writing letter shapes for children's names. Practise one armed robots letters b m n r p h</p>	<p>Offer explanations about story structure.</p> <p>Participate in story group discussions about garden communities and different types of flowers during the summer season.</p> <p>Discuss why we need to eat healthy.</p> <p>Ask questions to find about more about decay.</p> <p>Use new vocabulary during decaying vegetables observational drawing.</p>	<p>Session 5 on Literacy Tree unit mixed planning suggestions. Sequence six key images from the text and place on a washing line. Let children tell the story orally and practise using words with 'ay' phonemes from the previous lesson.</p> <p>Session 7 on Literacy Tree unit mixed planning suggestions. Have a range of small world toys available for children to continue re-telling the story of Naughty Bus on their own or in small groups. Encourage children to think beyond the book and into the classroom. What else could Naughty Bus have got up to in our classroom. Children to record key words and phrases for where the bus visited e.g. he went to space, he went to bed, he went for a wash.</p> <p>Session 8 on Literacy Tree unit mixed planning suggestions. Adult to take the bus around the school and take photos of the bus doing naughty things e.g. rubbish</p>	<p><b>Little Wandle Phase 4</b> longer words ending in -ing compound words</p> <p>Review all Tricky words taught so far.</p>	<p><b>Mastering Number</b> Composition Practise identifying when 2 sets are equal in number. Identify when a double is shown and explain why. Say what the whole is when there are 2 equal parts. Use objects to make doubles patterns and describe what they can see. 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>Comparing gardens in the community and around the world.</p> <p>Discuss different types of flowers in the Spring.</p> <p>Observe decay from vegetables</p> <p>RE; Week 3 WALT: Listen carefully to the Salvation (Easter) story. Share our thoughts about the Salvation (Easter) story we have listened to Key Question: What does the Bible tell us about the Easter story? Key Question: What questions or thoughts do you have about the Easter story? Key Question: How did Jesus show his love to the world in this story?</p>	<p>Music Kapow Transport Lesson 4: Cars</p> <p>Learn healthy living poems/songs and perform these. Videoing these.</p>

				on the bench, run in class, knock down toys. Children to write a sentence to say one thing the bus did.				
<p><b>Week 5</b> 24<sup>th</sup> - 28<sup>th</sup> March 2025</p> <p><b>The Naughty Bus</b></p> <p>Mothers' Day Sunday 30/03 Making cards 28/03</p>	<p><b>PSHE</b> <b>Jigsaw</b> Puzzle 4: Healthy Me Piece 5: Keeping Clean</p> <p>Intention: 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><b>PE CH Multi-skills activities</b></p> <p>Healthy living including oral health</p> <p><b>Letter formation:</b> Ongoing practise of zigzag letters Practise x v w z</p>	<p>Offer explanations to explain why they have included the things they have in their garden.</p> <p>Ask their peer questions to gather more information about their peers garden.</p>	<p>Children to work in groups to sequence four photos of the naughty things that the bus did in the story. Children to cut and stick photos in order. This will be used for their writing tomorrow to help them to sequence their sentences.</p> <p>Session 10 on Literacy Tree mixed planning suggestions. Assessment writing - Children to write 1-2 sentences using their sequenced pictures from the previous day e.g. Naughty bus splashed water. Books fell on the carpet.</p> <p>Session 10 on Literacy Tree mixed planning suggestions. Assessment writing - Children to write 1-2 sentences using their sequenced pictures from the first session this week e.g. Naughty bus made a mess. He went to sleep.</p>	<p><b>Little Wandle Phase 4</b> Longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</p> <p>Review all Tricky words taught so far.</p>	<p><b>Mastering Number</b> Composition 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. Describe attributes that they notice for a group of objects. Sort and re-sort objects according to their own attributes. Describe attributes of the Numberblocks.</p>	<p>What is a garden? Creating mini gardens - using natural materials in cardboard/foil boxes. Children to think about grass, making shed, vegetable patch, bench, stepping stones.</p> <p>History/UTW: Look at past and present photographs/pictures of vehicles, including 'Buses'. Compare and look at the differences</p> <p>Forest School CH WALT:- Can we create a mini garden?</p> <p><b>RE:</b></p> <p>WALT: Talk about what we have remembered of the Salvation (Easter) story. Work together with an adult and my peers to sequence the Salvation (Easter) story. Key Question: Can you remember what happened in the Salvation (Easter) story?</p>	<p>Music Kapow Transport Lesson 5: Transport Journey</p>

						Sort the Numberblocks using the criteria 'odd blocks' or 'even tops'. Investigate patterns of doubles.		
<p><b>Week 6</b> 31<sup>st</sup> March - 4th April</p> <p><b>The Naughty Bus</b></p> <p>World Autism Day 02/04</p> <p>Easter/Season Day 03/04-04/04</p> 	<p><b>PSHE Jigsaw</b></p> <p>Puzzle 4: Healthy Me Piece 6: Stranger Danger Intention: I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p><b>PE CH Multi-skills activities</b></p> <p><b>Letter formation:</b> Ongoing practise of zigzag letters Practise x v w z</p>	<p>Talk to the children about the seasons and what seasons are needed for different plants to grow.</p> <p>Model an explanation to the children why Christians believe in Easter. This can be used in their role play area to recreate.</p>	<p>Spring poetry.</p> <p>Drawing and labelling spring pictures.</p> <p>Reading Spring non-fiction texts.</p>	<p>Little Wandle assessment checks</p> <p>Review planning</p>	<p><b>Mastering Number</b> Recognise numbers 1-20</p>	<p>RE: Key Question: Who are Christians? Key Question: What do Christians believe about Easter? Key Question: How do Christians celebrate Easter?</p> <p><b>Forest school: Natural easter egg/ easter egg hunt in the forest school area.</b></p>	<p>Music Listen to spring music</p> <p>Easter basket crafts.</p> <p>Easter egg colouring.</p>