

Prime Areas

Specific Areas

WHOLE SCHOOL TOPIC:

Food and Farming



Literacy Tree Story: 'Billy and the Beast'

Focus: Who lives in a house like this?




<p>Week / Big Book</p>	<p>PSED PSHE</p>	<p>Physical Development</p>	<p>Communicatio n & Language</p>	<p>Literacy</p>	<p>Letters & Sounds</p>	<p>Mathematic s</p>	<p>Understanding the world TOPIC QUESTION: OPIC QUESTION: WHO LIVES IN A HOUSE LIKE THIS? At the start of every topic lesson show part of an image of a house. Chn to talk about who does this house belong to?</p>	<p>Express ve Arts & Design</p>
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<p>Week 1 2nd - 6th June</p>	<p>PSHE Jigsaw Puzzle 6: Changing Me Piece 1: My Body Intention: I can name parts of the body.</p> <p>Feeling of the week: Happiness- share an experience of happiness with talk partners.</p>	<p>PE Multi-skills activities</p> <p>Letter formation: Ongoing practise of writing letter shapes for children's names. Practise curly caterpillar letters: c a o d s g q e f</p>	<p>Talk about features of houses and homes. Name materials that are used.</p> <p>Use new vocabulary in different contexts. Describe the position of the features on a House.</p> <p>Ask questions for own enquiry into new topic focus on 'homes'</p> <p>Describe features of different homes. Use new vocabulary with adult modelling.</p>	<p><u>Session 1</u> Session 1 on Literacy Tree - WOW</p> <p>Arrive to class to discover some footprints (could also be in corridor and outdoor area), a clump of green fur, some things that have been knocked over and some food that has been taken (have food out in class that children have been made aware of the day before - could be fruit for snack). Tell children that there are some eye-witnesses who claim to have seen the monster the day before when all the children were at home. Prepare some questions to ask the eye- witnesses then have them visit the class so that the children can ask their questions. Elicit that there is a monster on the loose that has green fur, long claws, sharp teeth, is very tall and clumsy, appeared hungry and who goes by the name of Terrible Beast. You may want to scribe for the children as they listen to the eye-witness account.</p> <p><u>Session 2</u> Children to look at the front cover of the book. Who is the beast? What might he be like? Children to draw and label a drawing of the beast. Who is he? How might he describe him? How might he behave?</p>	<p>Little Wandle Phase 4 long vowel sounds CVCC CCVC Review all Tricky words taught so far.</p>	<p>Mastering Number use mathematical language to name and describe 3D shapes.</p>	<p>Introduce topic question and elicit children's prior understanding. What do children want to know about topic? Chn to ask questions about homes. If restrictions allow go on walk to look at houses in the local area. What is a home? Homes today. Look at the features of Billy's home. Name the different parts of the houses; windows, doors, bricks, roof, tiles, chimney.</p> <p>Children to draw a home using pictures to support.</p> <p>Work to go on working wall.</p> <p>Look at photographs/ pictures of our own homes.</p> <p>FOREST SCHOOL: NATURAL HOMES for Animals in story 'fox, mice, hedgehog.</p> <p>Online safety lesson Children search pictures of animal homes then draw a picture of them. Fox, mice, badger.</p>	<p>Construct houses using different materials. (junk materials.) Build dens outside. Work collaborativ ely with our new friends.</p> <p>Kapow Music Scheme: Unit: Big Band What makes an instrument? Learning about different musical instruments, children then use recyclable materials to create and play their own instruments</p>
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<p>Week 2 9th - 13th June 13th June Fathers day cards 15.06.25 Father's Day</p>	<p>PSHE Jigsaw Puzzle 6: Changing Me Piece 2: Respecting My Body Learning Intention: I can tell you some things I can do and foods I can eat to be healthy. Feeling of the week: Calmness share an experience of calmness with talk partners. Engage in</p>	<p>PE Multi-skills activities <u>Letter formation:</u> Ongoing practise of writing letter shapes for children's names. Practise long legged giraffe letters l i t u j y</p>	<p>Talk about own families. Talk about what a family is and make comparisons between them. Ask questions about their peers' house and family life. Describe features of own homes. Use new vocabulary with adult modelling. Engage in story times and retell stories.</p>	<p><u>Session 1</u> Look at the front cover once more. Who is the last character we can see? Discuss the cat on the front cover. How does he look? Does he look happy or sad? Why might he feel like that? Children to draw and label a picture of the cat. Children to think about what the cat might do in the story. <u>Session 2</u> Children to think about where the beast might live. Where would a beast live? What might he do in his home? Children to draw and label and picture of the beast's home. <u>Session 3</u> Children to write a sentence to predict what might happen in the story. For example - The cat will help. The beast will be mean. Billy will like the beast.</p>	<p>Little Wandle Phase 4 long vowel sounds <i>CCVC</i> <i>CCVC CCV</i> <i>CCVCC</i> Review all Tricky words taught so far.</p>	<p>Mastering Number subitise numbers to 5 and make equivalent amounts with their rekenreks count out 6 or 8 objects from a larger group and check by counting 1-to-1 arrange 6 or 8 objects into groups that can be subitised. join in with the counting sequence to 10 recognise and show numbers from 5 to 10 in '5 and a bit' arrangements remember to stop when they count to the end of a set of up to</p>	<p>How are our family homes different? Families: Talk about different families and children to understand that all types are special. Read books that celebrate families from different traditions and cultures. Find out about different types of homes e.g. flat, terrace, semi detached, detached houses, cottage, caravan, bungalow, canal boat, castle.. Look at photographs/ pictures of different types of homes. Small world play using different types of homes/</p>	<p>Kapow Music <u>Scheme:</u> <u>Unit: Big Band</u> <u>Introduction to orchestra</u> Children learn about the four different groups of musical instruments, where they are positioned in the orchestra, their different sounds and the role of the conductor Who lives in your home with you? Draw pictures of our own families.</p>

	calming activities.					10 jumps/claps/hops. count 20 objects practise saying the tricky 'teen' numbers. practise counting to 100 share strategies for counting larger amounts that can't be moved.	Environments RE:Special books- the bible Learning intention: To listen and respond to the Creation Story. To understand that this a story from the Bible that is special to Christians <i>Key Question: What is the Bible and why is it special?</i> <i>Key Question: How was our world created?</i> <i>Key Question: What do you think about The Creation Story?</i>	(Practise drawing people.) What detail do we need to add to our drawings?
Week 3 16 th - 20 th June 20 th June - Summer Solstice 21.6.25 Summer solstice	PSHE Jigsaw Puzzle 6: Changing Me Piece 3: Growing up Learning Intention: I understand that we all grow from babies to adults. Feeling of the week: sadness share an	PE Multi-skills activities Letter formation: Ongoing practise of writing letter shapes for children's names. Practise one armed robots letters b m n r p h	Describe the position of the homes and buildings using positional vocabulary e.g. in front of the path, next to the path, behind the shop, behind a tree. Talk about features of homes in the past. Compare with the present day.(Look at photographs/picture to support.	Session 1 Look at session 1 from the Literacy Tree unit mixed age planning. Children to draw a picture of a monster of their choice and label it with a word, caption or sentence to describe the monster. For example - Big monster on the loose. Scary monster runs away. Session 2 Look at session 2 from the Literacy Tree unit mixed age planning. Ideally working with an adult, show children the front cover of the book and ask them to 'say what they see'. Give them sentence starters and encourage	Little Wandle Phase 4 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Review all Tricky words taught so far.	Mastering Number find ways to partition (split) a set of 5 understand that 5 can be partitioned in different ways. understand that 5 can be partitioned (split) in different ways use what they know about 5 to work out a hidden number. use their fingers to represent numbers within 5	Talk about homes in a city, town and countryside. Comparing different Environments. MAP EXPLORATION LESSON (Bee-bots, drawing maps and looking at simple local maps). Look at maps. Adult to model drawing a map of journey to school. Can the children have a try at drawing their own map from home to school? Talk about the features in the	Kapow Music Scheme: Unit: Big Band Follow the beat Children follow a beat using an untuned instrument and play their instruments together to match the beat Make a clay tile of our own home.

	<p>experience of sadness and think about how we can change sadness</p>			<p>them to use 'and' to join ideas, e.g. The girl looks... The cat seems... The monster is...Adult to scribe the sentences onto a sentence strip and cut it into words/punctuation. Children to reorder and copy out their sentence</p> <p><u>Session 3</u></p> <p>Look at session 3 from the Literacy Tree unit mixed age planning. Read to 'It was a perfectly lovely day' (page 4). What would your perfect day look like? What would make it perfect? What might you do? Who might you see? Adult to scribe ideas and then model putting ideas into a sentence. Children to verbally explain their perfect day. Children to write words, captions or a sentence to describe their perfect day e.g. We would play in the sun. I will go to the park and play.</p>		<p>use dice frames as a different structure with which to represent the same numbers within 5 use spatial language to describe their arrangements. use positional language to describe spatial arrangements of objects visualise and describe doubles patterns up to '5 and 5'.</p>	<p>environment that they may pass on their journey to school.</p> <p>Use Bee-bots to move around local area map with key features.</p> <p>HOMES FROM THE PAST: Looking at houses in the past.</p> <p>Forest school Forest School Session. Can I create a tile of a house?</p> 	<p>Explore different Art materials e.g.charcoal to draw Houses/castles.</p> <p>(Homes from the past) Look at pictures of homes from the past/old homes e.g. castles.</p>
<p>Week 4 23rd - 27th June</p>	<p>PSHE Jigsaw Puzzle 6: Changing Me Piece 4:</p>	<p>PE Multi-skills activities</p> <p>Letter formation: Ongoing practise of writing letter shapes for children's names. Practise one armed robots letters b m n r p h</p>	<p>Use new vocabulary to talk about homes around the world</p> <p>Ask questions to find out more about homes around the World.</p>	<p><u>Session 1</u></p> <p>Look at session 4 from the Literacy Tree unit mixed age planning. Re-read the text from the beginning up to page 5. How did Billy help Fatcat? Read on to the page where all of the animals have gone (page 6). What do the children</p>	<p>Little Wandle Phase 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Review all Tricky words taught so far.</p>	<p>Mastering Number use their fingers to make and describe doubles facts explore and represent the composition of 5 on die frames</p>	<p>How are homes different around the world? EXPLORE HOMES AROUND THE WORLD <i>Find out about natural homes for animals in forest school.</i></p>	<p><u>Kapow Music Scheme:</u> Unit: Big Band Tuned and untuned instruments Experimenting with playing tuned and untuned</p>

	<p>Fun and Fears: Part 1</p> <p>Learning Intention: I can express how I feel about moving to year 1.</p> <p>Feeling of the week: Anger- talk about how our body changes with anger... reflect back at our experiences of calmness next week.</p>		<p>Connect ideas from current understanding of homes when talking about homes around the world. How are they similar/ different to our homes?</p>	<p>think has happened to them? Then read up to where Billy and Fatcat come face to face with The Terrible Beast (page 10 - red page). Discuss Billy's reaction (both what she says and what we can infer from the illustration) and support the children to infer that Billy doesn't seem frightened by the beast. How could we describe Billy's character? Give children some adjectives and ask them to place the words onto the dot if they describe Billy and leave them outside the dot if they do not. Prompt children to justify their responses using 'because' by asking them 'why'?</p> <p><u>Session 2</u></p> <p>Look at session 6 from the Literacy Tree unit mixed age planning.</p> <p>Read to the end of the story. Read the first parts of each sentence to the children and ask them to complete it, prompting them to use either and, but or because. Billy and Fatcat couldn't see the animals because..e.g because they were taken.</p> <p><u>Session 3</u></p> <p>Look at session 7 from the Literacy Tree unit mixed age planning.</p> <p>Reread the story. Discuss the events. What has</p>		<p>explore the commutativity of addition facts. explore and represent the composition of 5 on rekenreks use fingers and dice frames to explore and represent '5 and a bit' numbers to 10. use their fingers to represent '1 more than/1 less than' a given number use 10-frames to explore '5 and a bit' numbers to 10. use what they know about the number sequence to work out missing numbers to 10 use rekenreks to explore and make '5 and a bit' numbers to 10.</p>	<p><i>Explore creating an icehouse (igloo)</i> <i>Find out about cold environments and homes.</i></p> <p><i>Look at Antarctica and icy environments. Talk about ice features and the changes states of matter. Ice experiments linked to igloos.</i></p> <p><i>RE- special books</i> Week 3 Learning intention: What does the Bible say about looking after our world? How can I help to look after the world?</p> <p><i>Key Question: What does the Bible say about looking after our world?</i></p>	<p>instruments, children then play along and sing in time to familiar songs, changing the tempo (speed) or dynamic (volume) each time</p>
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				<p>happened? How have the characters changed throughout the story? What do the children think might happen next? Give children access to small world toys and ask them to retell the story in small groups using the props. Take photos of the children. Adults to sequence the images taken in order.</p>				
<p>Week 5 30th June - 4th July</p> <p>30.06 2025 - 13.07.2025 Wimbledon</p> <p>PARENTS DAY 4.7.25</p> <p>ASSESSMENT WEEK</p> <p>FANTASTIC FINISHER ASSESSMENT</p>	<p>PSHE Jigsaw Puzzle 6: Changing Me</p> <p>Piece 5: Fun and Fears: Part 2</p> <p>Learning Intention: I can talk about my worries/or the things I am looking forward to about being in Year 1</p>	<p>PE Multi-skills activities</p> <p>Letter formation: Ongoing practise of zigzag letters Practise x v w z</p>	<p>Talk to the children about new vocabulary which will be used in the lesson. Demonstrate this within a sentence. Children to then talk about how to build a den using the new vocabulary.</p> <p>Children to explore asking questions to peers and adults to find out more information when needed.</p> <p>Discuss with the children a book. Ask questions to the children for them to answer.</p>	<p><u>Session 1</u> Look at session 10 from the Literacy Tree unit mixed age planning. Children are going to create instructions for a meal that a monster might make. Have a feely bag containing some ingredients. Ask children to pick an object from the bag and segment the word to the others in the group who have to guess what it is, e.g. In my bag, I have a b-u-g. (bug). In my bag, I have a j-a-m. (jam). Model writing these up as ingredients. Look at session 12 from the Literacy Tree unit mixed age planning. Have a big mixing bowl (or bucket) and ask children to add each item to the bowl. Model creating a sentence for what's happening, e.g. Stir in the jam. Mix in the bug.</p> <p><u>Session 2</u></p>	<p>Little Wandle Phase 4 Phase 4 words ending in: -s /s/, -s /z/, -es longer words Review all Tricky words taught so far.</p>	<p>Mastering Number discuss their understanding of equivalence make and describe doubles arrangements on their fingers. distribute collections of objects into equal and unequal groups sort numbers to 10 according to whether each number is a double / is not a double. use their fingers to make matching doubles amounts make and describe doubles patterns on a rekenrek.</p>	<p>Forest School Can we work together to build group shelters? children are going to explore the den making materials, including large den fabrics, giant pegs, Quadro, crates, sticks & string. Children work together in groups, making group dens. Children swap activities/ materials if time allows. Children look at each other's dens. Ask children: What do you think they have done well? Why do you think that?</p>	<p>Kapow Music Scheme: Unit: Big Band Big band performance Children select appropriate instruments to represent different parts of a song before performing a practised song to a small audience</p>

				<p>Look at session 13 from the Literacy Tree unit mixed age planning. Children to begin writing their instructions. They should write 1-2 instructions today. Assessment writing - Stir the mud. Put in bugs and milk. <u>Session 3</u> Look at session 13 from the Literacy Tree unit mixed age planning. Children to finish writing their instructions. They should write 1-2 instructions today. Assessment writing - Mix in the jam. Put in crab shell.</p>		<p>recognise an odd and an even number when arranged in a 'doubles' pattern sort models into those that contain odd and those that contain even numbers of interlocking cubes.</p>	
<p>Week 6 7th - 11th July</p> <p>Charity event within sports week 7th-8th July - Sports Day 10.7.24 Church Assembly -Y2 Leavers 11th July - change over day 07.07.25 - 11.07.25 Transition week 05.07.2025 - 27.07.2025 Tour de France 30.06 2025 - 13.07.2025 Wimbledon</p>	<p>PSHE Jigsaw Puzzle 6: Changing Me</p> <p>Piece 6: Celebration</p> <p>Learning Intention: I can share my memories of the best bits of this year in reception</p>	<p>PE Multi-skills activities</p> <p><u>Letter formation:</u> Ongoing practise of zigzag letters Practise x v w z</p>	<p>Children to explore asking questions to peers and adults to find out more information when needed.</p> <p>Talk to the children about new vocabulary which will be used in the lesson. Demonstrate this within a sentence. Children to then talk about how to build a den using the new vocabulary.</p>	<p>Children to reflect on what celebration they have enjoyed the most. Draw a picture and write a sentence explaining why, use conjunctions. E.g I loved my birthday because it was fun.</p> <p>Children write an acrostic poem with the word party.</p> <p>Celebrate who their friends are in the class. Draw a picture of them and write why they are friends. E.g she is happy and kind.</p>	<p>Little Wandle Assessments</p>	<p>subitise quantities to 5 say which set of up to 10 objects contains more than the other. use their fingers to show 'more than' numbers to 10 use rekenreks to push amounts of beads that are equal to, more than and fewer than a given number. subitise '1 more' amounts to 5 order towers to 10 - recognising the '1 more'</p>	<p>My mum pictures= assessment</p> <p>RE- RE: Special books The Torah Learning intention: To understand that there are different Religions that people might believe in. To show respect to the religions of other people. To know that the Torah is a special to book in Judaism.</p> <p>Forest School Whole class den making.</p>

			Talk about different types of conjunctions and what conjunctions would work better in the sentence.			pattern of number. use their fingers to show 'more than' numbers to 10 explore the order and magnitude of numbers to 10.		
<p>Week 7 14th - 18th July</p> <p>14.07.25 - 18.07.25 Celebration week 17th July- picnic and party day</p>		<p>PE Multi-skills activities</p> <p>Letter formation: Ongoing practise of zigzag letters Practise x v w z</p>	<p>Offer explanations about Summer and ask questions to clarify understanding.</p> <p>Express ideas in art mediums.</p> <p>Make comments about summer cultures in various countries.</p> <p>Discuss own feelings about moving on to year 1.</p>	<p>Summer factfile in a form of shape poetry.</p> <p>Children to have sun and have a go at writing facts about summer.</p> <p>Children to reflect on own experiences at summertime.</p>			<p>Summer Safety.</p> <p>Children to talk about Summer safety including Staying safe in the sun and in water.</p> <p>Children to use various art collage materials to create a summer illustration.</p>	<p>Learning and performing summer songs/ rhymes.</p> <p>Friendship celebration week. Creating reflection artwork.</p>