

Prime Areas

The Very Hungry Caterpillar
Class










Spring A MTP 2025

Specific Areas

WHOLE SCHOOL TOPIC: 'Being Resilient'.
Literacy Tree Story: 'The Extraordinary Gardener'
What do you want to be?



Week / Big Book	PSED	Physical Development	Communication & Language	Literacy	Letters & Sounds	Mathematics	Understanding the world	Expressive Arts & Design
<p>Week 1: 06/01/25- 10/01/25 'Being Resilient' Theme Week.</p> 	<p>Welcome back the children following the Christmas/ New Year holiday. Recap on the classroom rules/ routines.</p> <p>Well-being/ Mindfulness activities. Medication and Reflection: Take some quiet time to reflect on the past year and set goals for the new year. What do you want to achieve/get better at this year?</p> <p>Discuss our feelings: Share the 'Colour Monster' story. Talk about how we are feeling. Growth</p>	<p>PE: 'Winter' themed yoga session.</p> <p>P.E session with Miss Gardner P.E coach.</p> <p>Finger gym/fine motor control activities. Daily handwriting skills: c a o d g e s f (Use the Little Wandle rhymes)</p>	<p>*Each day the children will learn a 'sign' to communicate. This will be displayed in the classroom and modelled by the adults each day with the children e.g.</p>  <p>Speaking and Listening: Share the children's news and experiences from the school holiday. <i>To understand how to listen carefully and why listening is important. Maintain eye contact, look at the person who is talking. Learn new vocabulary through the day.</i></p> <p>UTW/Science: Name parts of our body. What are the five senses? Talk about how can we keep our body fit and healthy?</p>	<p>'Being Resilient' Theme Week:</p> <p>Activities will take place based on 'Team building and friendly competition', 'Keeping a healthy body', 'Mental Health and Wellbeing', 'Growth Mindset' and 'Proud to be Me'.</p> <p>*There will be activities planned using stories and the children using new vocabulary related to the theme of 'Being Resilient'. There will be opportunities for the children to take part in mark making/drawing/writing.</p> <p>Focus author for this half-term: Julia Donaldson. Share the 'Winter' themed stories: 'Stickman', 'The Gruffalo's Child'.</p>	<p>Little Wandle Phonics: Daily sessions. Revise previously taught phonemes/graphemes, ch, sh, th, ng, nk</p> <p>Start Reception: Spring A: Phase 3: ai, ee, igh, oa</p> <p>Revise tricky words from previous half term.</p> <p>*Daily keep up sessions targeted to support individual children.</p> <p>Tricky words: was, you, they</p> <p>Individual reading. Reading Practice Sessions</p>	<p>Child Initiated maths play provision activities.</p> <p>Counting and composition of numbers.</p>	<p>Seasons of the year: What changes can we see in the outdoor environment? Describe features of the 'Winter' season. What types of weather do we have during the 'Winter' season?</p> <p>Go on a 'Winter' wellbeing nature walk.</p> <p>Forest School Session: Can we make a stick man?</p> 	<p>Special Me: Drawing self-portraits.</p> <p>Construction activities taking place during the week based on working as a team e.g. tower building competition, rocket challenge, inventing and drawing own superheroes.</p> 

	<p>Mindset: make positive comments about ourselves and others. Being proud of ourselves. What makes you feel proud?</p>		<p>PSED: Talk about our feelings, learn to say positive comments about ourselves.</p>					
<p>Week 2: 13/01/25-17/01/25</p> <p>'Literacy Tree Text: 'The Extraordinary Gardener'</p> 	<p>PSHE Jigsaw: Dreams and Goals Session Piece 1: Challenge: I understand that if I persevere, I can tackle challenges.</p> <p>E-Safety update session Active Bytes. How to be safe when using the internet.</p> <p>R.E: 'Special Times'. Reflect on and talk about if and how the children celebrated 'Christmas'. What special activities did the children do with their families? Recap on the Nativity/ Incarnation story (Revisit the key Christian belief of incarnation) What other special times</p>	<p>PE: Large apparatus: Use the different apparatus in the hall to travel across safely. To develop confidence with climbing, travelling across the apparatus.</p> <p>P.E Session taught by Miss Gardner (P.E Coach)</p> <p>Finger gym/fine motor control activities. Daily handwriting skills: c a o d g e s f (Use the Little Wandle rhymes)</p>	<p>Speaking and Listening: To understand how to listen carefully and why listening is important. Maintain eye contact, look at the person who is talking. Learn new vocabulary through the day, related to new Fiction and Non-Fiction texts. Describe some events in more detail. Articulate their ideas and thoughts in well-formed sentences. Adults to encourage the children to listen carefully to questions and model how to respond in a sentence aloud.</p> <p>Listen to the story of 'The Extraordinary Gardener'. Join in with small group/whole class retelling of the story using signs and actions. Learn new story vocabulary. (Adult modelling)</p> <p>The children are going to name and describe features of a garden setting. Use nouns (naming words)</p>	<p>Wow story session 1: to introduce the Literacy Tree story. 'The Extraordinary Gardener'. Learn new story vocabulary. Take the children on a walk in the school grounds/local area/to a nearby park. Let them crunch through leaves, stroke tree-bark, lie on the grass under a tree with the shafts of light streaming through... anything that helps the children connect with and experience nature. Focus on the sensory and senses and support discussion around how things feel/smell/sound, teaching particular vocabulary/phrases such as blade of grass; sunbeams; dry twig. If possible, encourage the children to collect anything from nature that they find on the ground. Take photographs for the children to caption.</p> <p>Session 2: Children to look at the front cover of the book. What do you see? What might you smell? What might you hear? Think-pair-share discussion</p>	<p>Little Wandle Phonics: Daily sessions. Revise previously taught phonemes/graphemes: Phase 3: ai, ee, igh, oa</p> <p>Teach phonemes/graphemes: oo, oo, ar, or</p> <p>Tricky words: was, you, they,</p> <p>*Daily keep up sessions targeted to support individual children.</p> <p>Individual reading/Reading practice sessions</p>	<p>Mastering Number: Subitising: This week, the children will use their perceptual subitising skills (seeing the quantity without counting) in increasingly complex arrangements, moving from dots in a line and arrangements of 2, to a focus on standard dice arrangements. For larger quantities, the children will begin to use skills of conceptual subitising, beginning to quickly see the sub-groups within these larger numbers. A key focus will be on developing skills of visualising; the children will be encouraged to look carefully at arrangements of dots and then to close their eyes and explain what they saw. Using spatial language to describe sub-groups within these arrangements will deepen the children's understanding of part-whole relations and allow them to further consider composition (the numbers within numbers). This week, the children will be encouraged to continue representing quantities in different ways, including by showing amounts on 1 hand 'all at once'. There will also be a new focus on the symbolic representation of number and the children will</p>	<p>Forest School Session: Explore Gardening /Farm jobs</p> <p>Technology: Online Safety Session: Active Bytes. How can we be safe online when using different types of technology?</p> <p>Technology/ Geography: Work as a key group to draw a large farm/garden setting map for a beebot to travel around. Show children the BeeBots and talk about the different instructions they need to input in order to make it move. Children to work in small groups to program the beebot to travel around a farm map, to reach positions on the map.</p> 	<p>Music Session: Spring A Kapow unit: Musical Stories. Moving to music Children listen to the lyrics and melody of the 'Teddy Bear's Picnic' and follow instructions to move to the music, changing their movements to reflect the tempo, pitch or dynamic of the piece.</p> <p>Draw/paint a garden setting picture. Talk about features of a garden e.g. greenhouse, shed, flowers, plants, grass, seats, trees, paths, patio.</p> 

	<p>do we celebrate with our families? e.g. birthdays, weddings, new baby/christenings</p> <p>Well-being/ Mindfulness activities.</p>		<p>Talk about what else can we see in a garden? What jobs does a gardener do? Describe jobs e.g. digging, raking, planting seeds, watering, mowing the grass, sweeping up..</p> <p>*Each day the children will learn a 'sign' to communicate. This will be displayed in the classroom and modelled by the adults each day with the children</p>	<p>using the pictures on the front cover Children to write words or captions to describe what they see, hear and smell using the front cover as reference point e.g. I see pink flowers. I smell herbs. The bees buzz.</p> <p>Session 3: Children to draw a flower from the front cover. What colours can you see? What animals might you find in this plant/flower? How would you take care of it? The children should write labels/captions to describe the flower e.g. It is green and yellow. It smells nice. Bugs are on the flower.</p> <p>Focus author for this half-term: Julia Donaldson. Share and read the story; 'A squash and a squeeze'. (Garden/Farm setting)</p> <p>Writing simple captions/sentences during Phonics.</p>		<p>work on their recognition of numerals to 5, matching numerals to correct quantities in various games. Towards the end of the week, the children will use a number track (with numbers placed in equal spaces in ascending order) to play dice-based games. Playing games with dice will consolidate the children's understanding of the stable order of numbers and allow them to link the numbers on a track to the quantities on a die.</p> <p>Child Initiated maths play provision activities.</p>		
<p>Week 3: 20/01/25- 24/01/25 Literacy Tree Text: 'The Extraordinary Gardener'</p>	<p>PSHE Jigsaw: Dreams and Goals Session Piece 2: Never give up. I can tell you about a time I didn't give up until I achieved my goal.</p> <p>R.E:</p>	<p>P.E Session taught by Miss Gardner (P.E Coach)</p> <p>Finger gym/fine motor control activities. Daily handwriting skills: l i t u j y (Use the Little Wandle rhymes)</p>	<p>Speaking and Listening: To understand how to listen carefully and why listening is important. Maintain eye contact, look at the person who is talking. Learn new vocabulary through the day, related to new Fiction and Non-Fiction texts and topics.</p>	<p>Literacy Tree story. 'The Extraordinary Gardener'. Session 1 Look at the front cover once more. Who is the character? What is he doing? What does the picture tell us about him? What do you think he might do in the story? Children to draw the main character and then</p>	<p>Little Wandle Phonics: Daily sessions. Revise previously taught phonemes/graphemes: ai, ee, igh, oa, oo, oo, ar, or, Teach phonemes/graphemes: ur, ow, oi, ear</p> <p>Tricky words: my, by, all,</p>	<p>Mastering Number: Counting, ordinality and cardinality: This week, the children will continue to engage with activities that draw attention to the purpose of counting - to find out 'how many' objects there are. The children will also revisit the concept of cardinality - that the last number in the count tells us how many things</p>	<p>Forest School Session: Make bird feeders/set up bird feeding station/bird table outside our classroom. *RSPB: Birdwatch: 24/01/25-26/01/25 Name common garden birds.</p>	<p>Music Session: Spring A Kapow unit: Musical Stories. Storytelling with actions Children use actions to tell the story of 'The Sleeping Princess' before singing and performing a group song based on the story</p>



Wednesday 17/01/23:
Church Assembly:
 Walk to the church during the pm session. Following visit to the church, talk about why Christians visit the church? What are the other special times when we visit the church? What did you see at the church? Why do Christians visit the church? What do they believe?

Well-being/
 Mindfulness activities.

P.E

Large apparatus:
 Use the different apparatus in the hall to travel across safely. To develop confidence with climbing, travelling across the apparatus.

Describe some events in more detail. Articulate their ideas and thoughts in well-formed sentences. Adults to encourage the children to listen carefully to questions and model how to respond in a sentence aloud. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

Literacy: The children are going to name and describe features of a garden setting. Recount parts of the story of 'The Extraordinary Gardener' from the previous week. Talk about jobs that a gardener does. Use new vocabulary. Share ideas for what could be your dream garden?

UTW: Share the story of 'Farmer Duck'. Talk about a 'farm' setting. What features do you see at the farm? What animals can you see at the farm? Use 'farm' related vocabulary to describe places that you would find at a farm e.g. barn, stable, farm house, fields, hen house,

label the picture with words or captions. For example - He has a blue top. He has glasses. Look after the plants.

Session 2
 Look at the front cover. Show the children the image of the bird. What does the bird look like? What colours is he? Does he look happy or sad? What do you think that he is doing?
 Children to draw a picture of the bird and label it. For example - He has spots. He is black and blue.

Session 3
 Children to draw their dream garden. What would be in your garden? What might you see? Who might use your garden? What creatures might you find in your garden?
 Children to draw their dream garden and label it. For example - bugs, grass, plants, ants, plants in pots etc.

Focus author for this half-term:
 Julia Donaldson.

Writing simple captions/sentences during Phonics.

*Daily keep up sessions targeted to support individual children.

Individual reading/Reading practice sessions

there are ALTOGETHER. They will continue to be provided with opportunities to hear, join in with and develop their knowledge of the counting sequence. A key focus this week will be the stable order principle - rehearsing the order of the first 5 numbers and understanding that the position each number holds in our number sequence does not change. While continuing to work with numbers to 5, the children will develop their understanding of the ordinal aspect by investigating the difference in value of consecutive whole numbers. They will spend time discovering that each number has a value of 1 more than the previous number. Using blocks and squares to order quantities from 1 to 5 will help to embed this key understanding.

Child Initiated maths play provision activities.

Technology/ Geography/

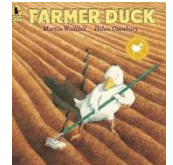
Geography:
 Work as a key group to draw map of the local area for a beebot to travel around. Show children the BeeBots and talk about the different instructions they need to input in order to make it move. Children to work in small groups to program the beebot to travel around a map, to reach positions on the map and recount our journey.

Barnaby Bear visits the farm. What does he see? What daily jobs does he take part in?



Watch the 'Barnaby Bear' visit to farm program.

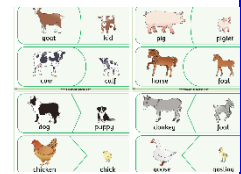
Share the story of 'Farmer Duck'. Talk about a 'farm' setting. What features do you see at the farm? What animals can you see at the farm?







Draw and paint farm setting pictures. Use natural collage materials to create different textures e.g. straw, twigs,


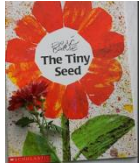
Use construction equipment/materials to create farm machinery e.g. tractors.

Name and Sort pictures of farm animals and their young.



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<p>Week 4: 27/01/25- 31/01/25</p> <p>'Literacy Tree Text: 'The Extraordinary Gardener'</p>  <p>Story telling Week: 27/01/25- 31/01/25</p> <p>Chinese New Year: 29/01/25 'The Year of the Snake'. Pm activities planned.</p>	<p>PSHE Jigsaw: Dreams and Goals Session Piece 3: Setting a goal. I can set a goal and work towards it. Well-being/ Mindfulness activities.</p> <p>R.E: Special Times: Share stories of Jesus growing up from the Bible (The special Christian book) Talk about Who is Jesus? How did he help people? Christians believe that Jesus is the son of God. Share the story: 'Jesus calms the storm'. Talk about the story. How did Jesus help? How did the story make you feel?</p>	<p>P.E Session taught by Miss Gardner (P.E Coach)</p> <p>P.E: Chinese Dragon themed dancing using the dance ribbons and colourful scarves whilst listening to Chinese music.</p> <p>Finger gym/fine motor control activities. Daily handwriting skills: l i t u j y (Use the Little Wandle rhymes)</p>	<p>Speaking and Listening: To understand how to listen carefully and why listening is important. Maintain eye contact, look at the person who is talking. Learn new vocabulary through the day, related to new Fiction and Non-Fiction texts and topics. Describe some events in more detail. Articulate their ideas and thoughts in well-formed sentences. Adults to encourage the children to listen carefully to questions and model how to respond in a sentence aloud.</p> <p>Literacy: Use descriptive vocabulary to describe nature objects in a feely bag. Describe how a seed grows and changes.</p> <p>UTW: Share 'Pirate' themed stories. Describe features of pirates and the jobs that they do. UTW/Science: *RSPB: Birdwatch: 26/01/24-28/01/24</p>	<p>Literacy Tree story. 'The Extraordinary Gardener'. Session 1 Look at session 2 from the Literacy Tree planning. Gather some objects from nature, either collected on the walk or things you have collected yourself. Acorns, Sycamore pods, twigs, leaves, bark that has fallen off a trunk and a clump of moss would all work well. Place each item in a feely bag and support the children to take turns in describing how each item feels. Can the children guess what each item is without peeking? Take each item out of its bag and model creating labels, placing a focus on the initial phoneme and any other phonemes that the children may know (focus on PGC's) for each of the items. Let the children have a go at writing their own labels. For example - twig, bark, pod, grass. Session 2 Look at session 3 from the Literacy Tree unit. Read the title and tell the children that 'extraordinary' means quite unlike anything</p>	<p>Little Wandle Phonics: Daily sessions. Revise previously taught phonemes/graphemes: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, Teach phonemes/graphemes: air, er, bb, rr, gg Tricky words: are, sure, pure, *Daily keep up sessions targeted to support individual children. Individual reading/Reading practice sessions</p>	<p>Mastering Number: Composition: This week, the children will consolidate their understanding of the composition of 5. Composing and decomposing numbers involves the children investigating part-part-whole relations, e.g. seeing that 5 can be made of 3 and 2. The children will deepen their understanding of a 'whole' being made up of smaller parts through practical experience, in this case moving frogs from a log to a pool in a nursery rhyme. They will begin to recognise that numbers can be made by combining parts in different ways, and will be encouraged to make links by considering similarities and differences in the ways of making 5. A key focus will be partitioning 5 (splitting it into parts) and considering the missing parts; the children will be encouraged to visualise numbers within 5 and to work out how many are hidden when they know the whole number in a set. Child Initiated maths play provision activities.</p>	<p>Forest School Session: Can we plant seeds? Use the school greenhouse.</p>	<p>Music Session: Spring A Kapow unit: Musical Stories. Using instruments to represent actions Children are divided into small groups and allocated a section of the story 'We're Going on a Bear Hunt' by Michael Rosen with corresponding instruments to play. Art: Artist focus: 'Jackson Pollack': Experiment with the technique explored by Jackson Pollack. Colour splatting. Storytelling/Role-play activities related to the theme of 'Pirate Duck'. (Change the story from Farmer Duck to Pirate Duck.) Drama: Dress up as pirates. Make pirate hats/construct pirate ships using different equipment. Share pirate themed stories. Explore 'pirate' toys. Role-play jobs that pirates can do e.g. scrub the deck, walk the plank. (Barnaby Bear experience) Pirate Cosmic Yoga. Chinese New Year Day: create lanterns, red</p>

			<p>Name common garden birds.</p> <p>UTW/Literacy: Chinese New Year Celebration: Learn the story of the Chinese New Year animal race. Use vocabulary to name the animals in the race.</p> <p>*Each day the children will learn a 'sign' to communicate. This will be displayed in the classroom and modelled by the adults each day with the children</p>	<p>else; unusual. Tell the children that you think that the child on the cover is the gardener mentioned in the title. Ask the children what they think will be extraordinary about him? They might say that children can't do gardening but they may also identify that the bird on the cover (and even the flowers) look unusual. Share the text from the beginning up to Every day, Joe longed for his world to come to life, stopping at the word 'ordinary' to ensure that the children know the meaning of the word. Children to create an imaginary plant, flower or creature. They should then write a sentence to describe what they have drawn e.g. The big yellow ant.</p> <p>Session 3</p> <p>Look at session 4 from the Literacy Tree unit. Have a letter appear/be delivered to class. How exciting! Open the letter and share with the class. Talk to the children about how they might be able to help. Model writing a letter back to Joe as a class. Children to then write a caption or sentence to suggest how they might be able to help e.g. I will plant seeds. Feed the plant.</p>				<p>Chinese envelopes and Chinese dragons. Explore mark making using Chinese symbols.</p>   
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				<p>Focus author for this half-term: Julia Donaldson.</p> <p>Story telling themed week activities.</p>				
<p>Week 5: 03/02/25- 07/02/25</p> <p>'Literacy Tree Text: 'The Extraordinary Gardener'</p>  <p>*Dress to Express Day (03/02/25)</p>	<p>PSHE Jigsaw: Dreams and Goals Session Piece 4: Obstacles and support. I can use kind words to encourage people.</p> <p>R.E: Special Times: Share a bible story related to how Jesus helped people. Jesus feeds the 5000. Talk about how did Jesus help the people? How could you help other people? Why did Jesus help?</p> <p>Well-being/ Mindfulness activities.</p>	<p>P.E Session taught by Miss Gardner (P.E Coach)</p> <p>Finger gym/fine motor control activities. Daily handwriting skills: r, b, n, h, m, k, p k (Use the Little Wandle rhymes)</p> <p>P.E: Floor work. Use the mats to practice side rolls and balancing using different parts of the body e.g. hands, leg, feet..</p>	<p>Speaking and Listening: To understand how to listen carefully and why listening is important. Maintain eye contact, look at the person who is talking. Learn new vocabulary through the day, related to new Fiction and Non-Fiction texts and topics. Describe some events in more detail. Articulate their ideas and thoughts in well-formed sentences. Adults to encourage the children to listen carefully to questions and model how to respond in a sentence aloud.</p> <p>Literacy: Recount how to plant a seed. Describe what happens at each stage. Say a sentence aloud to recount how to plant a seed and how it grows.</p> 	<p>Literacy Tree story. 'The Extraordinary Gardener'. Session 1 Look at session 5 from the Literacy Tree unit. Children to receive a letter back from Joe explaining that the children gave Joe a good idea. Show the children an apple that is cut in half and show them the seeds. Talk about the apple and what ideas this may have given him. Revisit the text and reading from the beginning for a second time, continue on from Then one night, while he was reading his favourite book, an idea began to grow ... and read up to and quietly waited... Talk to the children about the steps that Joe took to plant his apple seeds. Show children images from the books and discuss the steps further. Children to stick a photo from the story in their books and then write words or a sentence to describe the picture. For example - tip, dig, pop, pat. Or the children could write a sentence. For example -</p>	<p>Little Wandle Phonics: <u>Daily sessions.</u></p> <p>Revise previously taught phonemes/graphemes: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, bb, rr, gg</p> <p>Revise reading of the tricky words: are sure pure into she push* he we me be of</p> <p>Teach reading longer words e.g. lemon sunset laptop picnic</p> <p>Individual reading/Reading practice sessions</p> <p>Start Little Wandle Phonics individual assessments.</p>	<p>Mastering Number: Composition: This week, the children will continue to engage with activities that develop their understanding of composition, or the numbers within numbers. A key focus will be on exploring ways to represent numbers using the Hungarian number pattern (die pattern). These key representations will help to underline the '5-ness' of 5, and provide structures that will support exploration of its composition and its relationships with other numbers. The children will secure their understanding of the pairs of numbers that make 5, and then use double dice frames to begin to explore 6 and 7 as numbers that are composed of '5 and a bit'.</p> <p>Child Initiated maths play provision activities.</p>	<p>Forest School Session: Can I make a habitat for a bee? Discuss why bees are important. Show children elder sticks. Explain bees hibernate inside the sticks & seal themselves in. Tell children they need to 'whittle' the elder using peelers to take off the bark and push out the 'pith' by using a tent peg to push out the centre of each stick. Discuss using tools safely. Children join their sticks together using large rubber band to create a small habitat for bees. (approx. 10 sticks x 3) Children place their bee houses in the large whole school 'bug house'.</p> <p>Technology: Program the Code-a-pillar to travel to the pictures to sequence a life cycle of a farm animal/pond creature.</p>	<p>Music Session: Spring A Kapow unit: Musical Stories. Musical story composition Children write, compose, practise and perform their own musical story based on either their morning routine, the school day routine or anything else that is appropriate for your class.</p> <p>Walk to the local pond. Compare environments/habitat. Find out what the children observed e.g. ducks, geese, swans. Name and describe creatures that live in a pond. Find out about the life cycle of a duck/frog. Sequence pictures to show the growth.</p> <p>People who help us (Jobs) Find out about other jobs that people can do.</p>

A 'Gardener' is a job but what other jobs can people do? Discuss the children's ideas.



*Each day the children will learn a 'sign' to communicate. This will be displayed in the classroom and modelled by the adults each day with the children

Tip the compost in the pot. Pop a seed in. Pat it.

Session 2

Look at session 6 from the Literacy Tree unit. Read the whole story to the children. Print out images from the story.

Sequence the main events in the story.

Children to orally rehearse the story events using the

pictures. Model writing captions and sentences about the key pictures.

Cut up the sentences for the children to put back in order and stick in their books.

Session 3

Look at session 7 from the Literacy Tree unit. Display the title of the book: The Extraordinary Gardener. Discuss other roles that the children could be extraordinary at e.g. nurse, vet, farmer etc.

Children to role-play using props that 'go' with the job. Provide the children with scenarios to support their role-play such as a hamster who has a sore paw or a human who is poorly.

What might an extraordinary (vet/nurse etc) do? Take photos of the children playing as these will be useful for planning their own stories in the next session.

Focus author for this half-term:
Julia Donaldson.

<p><u>Week 6:</u> 10/02/25- 14/02/25</p> <p><u>Assessment Week</u></p> <p><u>*Safer Internet Day:</u> 11/02/25</p> <p>St. Valentine's Day: 14/02/25: Link to friendship.</p>	<p>PSHE Jigsaw: Dreams and Goals Session Piece 5: Flight to the future. I understand the link between what I learn now and the jobs I might like to do when I'm older. Piece 6: Award Ceremony: I can say how I feel when I achieve a goal and know what it means to feel proud.</p> <p>Dress to express day. (Children's mental health awareness) Safer Internet Day: 06/02/24</p> <p>Friday 9th February: Make Valentine's Day/Friendship cards pm</p> <p>Well-being/ Mindfulness activities.</p>	<p>P.E Session taught by Miss Gardner (P.E Coach)</p> <p>P.E: Floor work. Use the mats to practice side rolls and balancing using different parts of the body e.g. hands, leg, feet..</p> <p>Finger gym/fine motor control activities. Daily handwriting skills: r, b, n, h, m, k, p k (Use the Little Wandle rhymes)</p>	<p>Speaking and Listening: To understand how to listen carefully and why listening is important. Maintain eye contact, look at the person who is talking. Learn new vocabulary through the day, related to new Fiction and Non-Fiction texts and topics. Describe some events in more detail. Articulate their ideas and thoughts in well-formed sentences. Adults to encourage the children to listen carefully to questions and model how to respond in a sentence aloud.</p> <p><u>Literacy:</u> Talk about special jobs that people can do as the previous week. Say a sentence aloud to describe the jobs that people do e.g. A vet helps pets. A doctor helps.</p> <p>*Each day the children will learn a 'sign' to communicate. This will be displayed in the classroom and modelled by the adults each day with the children</p>	<p>Literacy Tree story. 'The Extraordinary Gardener'.</p> <p>Session 1 Look at session 8 from the Literacy Tree unit. Revisit session 6 where you pared the story down to just key events using illustrations and use this method, and the ideas generated through play in session 7, to plan a new story about someone extraordinary, inspired by The Extraordinary Gardener and with themes of kindness and spreading joy. Look at session 9 from the teaching unit. Assessment writing - Children to write 1-2 sentences about their extraordinary person. For example - A man called Bob was a vet. He looked after dogs and cats.</p> <p>Session 2 Look at session 9 from the teaching unit. <u>Assessment writing</u> - Children to write the next 1-2 sentences about their extraordinary person. For example - He wanted to look after a pet from a zoo. The next day he met a lion.</p> <p>Session 3 Look at session 9 from the teaching unit. <u>Assessment writing</u> - Children to write the final two 1-2 sentences about their extraordinary person. For example - He made</p>	<p>Little Wandle Phonics: Individual assessments. Longer words/Revision</p> <p>Individual reading/Reading practice sessions</p>	<p>Mastering Number: Comparison The comparison of quantities is something that children begin to do as babies. When comparing, children notice attributes and begin to understand differences and similarities. The activities this week will focus on further developing this innate skill as the children are encouraged to focus exclusively on the numerosity of sets, without being diverted by colour, shape or size. They will then be encouraged to notice when quantities are equal or unequal, and will begin to consider how they can manipulate the number of objects in 2 sets to make them equal. Language is a key focus and adults will need to reinforce the language of 'more than', 'fewer than' and 'an equal number' to describe how many objects there are in each set. 'Fewer than' is used rather than 'less than', as the focus is on countable things.</p> <p>Child Initiated maths play provision activities.</p>	<p>Forest School Session: Can I paint a picture using mud? Explore mixing mud to make it of a consistency for painting a picture.</p>	<p>Music Session: Spring A Kapow unit: Musical Stories. Musical story performance Children perform their musical story based upon a familiar routine, using movement to express moods or actions within the story.</p> <p>Recite Poetry/Rhyming texts.</p>
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				him better with a plaster. He was happy and kind. Focus author for this half-term: Julia Donaldson.				
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Half-term: 17/02/25-21/02/25