

Prime Areas

Specific Areas

WHOLE SCHOOL TOPIC: Reading For Pleasure

Week /Text	PSED	Physical Development	Communication & Language	Literacy Literacy Tree; Cave baby/ Bringing the Rain to Kapiti Plan	Letters & Sounds	Mathematics	Understanding the world Topic question: What animals come out at night?	Expressive Arts & Design
<p>Week 1 03.09.24 - 06.09.24</p> <p>03.09.24 INSET</p>	<p>PSHE Jigsaw Puzzle 1: Being Me in My World - Piece 1 - Who... Me?! Learning Intention: I understand how it feels to belong and that we are similar and different</p>	<p>PE - Sports coach/WB WB: Dance - Animals</p> <p>Fine motor skills: Use of paintbrushes and art materials to make Gruffalo character collages.</p> <p>Fine motor activities during continuous provision, including pegboards, tap-a-shape, tweezers and pompoms</p> <p>Letter formation: Practice writing children's names. Begin to practise curly caterpillar letters: c a o d s g q e f</p>	<p>Listening to stories. Sitting together. Talking about the stories. Offering opinions and ideas. Learn vocabulary related to the story of the Gruffalo Joining in with nursery rhymes. Listening to simple instructions Washing hands and eating lunch appropriately</p> <p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day</p>	<p>Settling in and Theme weeks Go on Gruffalo adventure and meet the characters. Use actions to retell story. Name the characters and identify body parts</p>	<p>Little Wandle Phase 2 & 3</p> <p>Year 1 - Reception Summer A</p> <p>Reception - Autumn A</p>	<p>Settling in and Theme weeks Introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language</p> <p>Counting by rote to 10 and beyond</p> <p>Recognising numbers to 10 and beyond</p> <p>Counting objects</p>	<p>PE - Sports coach/WB WB: Dance - Animals <i>Reception to practise changing for PE quickly.</i></p>	 <p>Gruffalo crafts: Gruffalo, mouse, fox, snake and owl painting, woodland tree collage, green handprints - used to decorate the story corner.</p> <p>Music Kapow unit: Exploring Sound Imitate and identify different sorts of voice sound. Sing songs that include voice sounds.</p>

<p>Week 2 09.09.24 - 13.09.24</p>	<p>PSHE Jigsaw Puzzle 1: Being Me in My World - Piece 2 - How am I feeling today? Learning Intention: I can start to recognise and manage my feeling.</p> <p>E-safety: Active bytes: Autumn A</p> <p>08.09.2024 Grandparent's day.</p> <p>09.09.24 RfP assembly</p>	<p>PE - Sports coach <i>Reception to practise changing quickly.</i></p> <p>Fine motor skills: Fine motor activities during continuous provision</p> <p>Using various sponges, paintbrushes, glue sticks and scissors</p> <p>Using tweezers to move/ count beads.</p> <p>Letter formation: Practise writing children's names. Practise curly caterpillar letters: c a o d</p>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day</p>	<p>Settling in and Theme weeks</p>	<p>Little Wandle Phase 2 & 3</p> <p>Year 1 - Reception Summer A</p> <p>Reception - Autumn A</p>	<p>Mastering Number: Subitising 1 and 2</p>	<p>Week 1 Special Me Special Me: Who am I? WALT: Think how we are all different and special Resources: Face outlines for the class. Crayons. Ink pads for fingerprints</p> <p>Explain to children that everyone is special and unique. Discuss that this might be how we look but that Some things that make us special cannot be seen. Talk about likes/dislikes, what we are good at etc.</p> <p>Q: How are you special? Record comments on a post-it note Q: What is the same about you and a friend? Record comments on a post-it note/speech bubble Q: What is different? Record comments on a post-it note/speech bubble</p> <p>Discuss how are finger prints are all unique, encourage them to look closely at them.</p> <p>Activity: Children to create a self-portrait of themselves using the face templates. They can also print their finger prints on the paper and draw anything else they like/makes them special</p>	<p>Music Kapow unit: Exploring Sound Imitate different body percussion sounds. Keep a body percussion rhythm going at different tempos. Sing body songs.</p> <p>Art: Christmas card project</p>
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<p>Week 3 16.09.24 - 20.09.24</p> <p>Cave Baby: Narrative inspired by the original</p>	<p>PSHE Jigsaw Puzzle 1: Being Me in My World - Piece 3 - Being at School</p> <p>Learning Intention: I can work together and consider other people's feeling</p>	<p>PE - Sports coach / WB Dance -farm animals</p> <p>Letter formation: Ongoing practise of writing letter shapes for children's names. Practise long legged giraffe letters l i t u j y</p> <p>Fine motor skills: Fine motor activities during continuous provision <i>E.g, threading beads, leaves moving beads/pompoms with tweezers</i></p> <p>Threading pipe cleaners through colanders (planet space themed)</p> <p>Using tweezers to place small objects on night time sky scene and shapes.</p>	<p><i>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day</i></p>	<p>Literacy Tree Session 1 Learning Objective 1 To describe events</p> <p>Wow starter - cave paintings in classroom</p> <p>Session 2 Learning Objective 2 To spell words by identifying sounds in them and representing the sounds with letters</p> <p>Session 3 Learning objective 3 To use and understand recently introduce vocabulary during discussions with stories</p>	<p>Little Wandle Phase 2 & 3</p> <p>Year 1 - Reception Summer A</p> <p>Reception - Autumn A</p>	<p>Mastering number</p>	<p>PE - Sports coach / WB Dance - farm Animals</p> <p>Introduce our topic question: What animals come out at night? Display question and ask children to share their ideas - explain that we will return to this as we explore our topic</p> <p>Science: Discover day and night and light and dark. Explore torches and name other sources of light e.g sun, stars and lights. Look at night-time videos make a night-time painting.</p> <p>Use lightbox to represent a nighttime scene in the woodlands. Engage in small world space (continuous provision)</p> <p>Go on daytime walk (experiences include; leaf jumping, collecting flowers and making a picture and looking for natural materials) during walk discuss how can we care for the natural world.</p>	<p>Music Kapow unit: Exploring Sound Explore the sounds of different percussion instruments. Try to name and group them. Play them using different tempos and dynamics.</p>
<p>Week 4 23.09.24 - 27. 09.24</p> <p>Cave Baby: Narrative inspired by the original</p>	<p>PSHE Jigsaw Puzzle 1: Being Me in My World Piece 4 - Gentle Hands</p> <p>Learning Intention: I understand why it is good to be kind</p>	<p>PE - Sports coach</p> <p>Letter formation: Ongoing practise of writing letter shapes for children's names.</p> <p>Fine motor skills:</p>	<p><i>Understand how to listen carefully and why listening is important. Learn new vocabulary.</i></p>	<p>Session 1 Learning objective 4 To use and understand recently introduced vocabulary</p>	<p>Little Wandle Phase 2 & 3</p> <p>Year 1 - Reception Summer A</p>	<p>Mastering Number</p>	<p>RE: Week 2 Special me - Lesson 2: Special things</p> <p>WALT: Think how different people have different special things</p> <p>Resources - children's bible</p>	<p>Music: Kapow unit: Exploring Sound Listen carefully to environmental sounds and identify. Imitate and describe the tempo, dynamics or pitch.</p>

	<p>and use gentle hands.</p> <p>25.09.2024 Bridgwater fair - to include welly walk/picnic</p>	<p>Fine motor activities during continuous provision Using playdough and tools to make nocturnal animals. Using feathers to make marks in sand.</p>	<p>Use new vocabulary through the day</p>	<p>during discussions about stories</p> <p>Session 2 Learning objective 5 To demonstrate understanding of what has been read to them by retelling stories</p> <p>Session 3 Learning objective 6 To identify full stops and capital letters in sentences</p>	<p>Reception - Autumn A</p>		<p>Class beforehand to bring in an object that says something about what is important to them. Children then to share to the class about their object saying what it shows about what is important to them. Q: What is important to you? Q: Are our special things the same? Record comments on a post-it note/ speech bubble.</p> <p>Show the children a Bible Explain that, to Christian families, this is one of the most important things in their home. It is not worth a lot of money - it is because of what it says. Christians believe that the Bible is "God's Word" - it is like God speaking to people today. At bed time each night Mum or Dad will read their children a bed time story from the Bible. Let's listen to a story from the Bible together and see if we can begin to understand why the Children might enjoy that. Read a story from an appropriate Children's Bible, such as the Lion Storyteller Bible</p> <p>Bridgwater fair welly walk/Picnic</p> <p>Science: Introduce Barnaby bear camping out at night. Discover nocturnal animals and describe features including owls, bats, badgers, hedgehogs and foxes. What do they eat? Where do they live? Discuss what a habitat is and talk about features of a woodland habitat. Discuss similarities of habitat in relation to woodlands. Use the internet to research nocturnal animals. Look at photos, sounds and videos.</p> <p>Forest School WALT: Create a leaf using a bark rubbing. Discuss different parts of a</p>	
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<p>Week 5 30.09.24 - 04.10.24</p> <p>Cave Baby: Narrative inspired by the original</p>	<p>PSHE Jigsaw Puzzle 1: Being Me in My World Piece 5 - Our Rights</p> <p>Learning Intention: I am starting to understand children's rights and this means we should all be allowed to learn and play</p> <p>Rosh Hashanah (02.10.24) Harvest festival church assembly - wear autumn colours (02.10.24)</p> <p>National Poetry Day (03.10.24)</p> <p>Black History Month (October)</p>	<p>PE - Sports coach / WB</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>Fine motor skills: Fine motor activities during continuous provision.</p>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day</p>	<p>Session 1 Learning objective 7 To write simple phrases and sentences that can be read by others</p> <p>Session 2 Learning Objective 8 To write simple phrases and sentences that can be read by others</p> <p>Session 3 Learning Objective 9 To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words</p>	<p>Little Wandle Phase 2 & 3 Assessment week</p>	<p>Mastering Number</p>	<p>PE - WB Dance - Farm Animals</p> <p>Harvest festival church assembly</p> <p>Science: Talk about the family connections within the story and discuss similarities and differences across families. Look at young and adult animals within families. Match young and adult animals. Talk about growth and make links to features of animals.</p> <p>Black History Month - Explore during whole class story times</p>	<p>Music: Kapow unit: Exploring Sound</p> <p>Take part in a nature meditation and recreate and describe the sounds you hear.</p>

<p>Week 6 07.10.24 - 11.10.24</p> <p>Cave Baby: Narrative inspired by the original I</p>	<p>PSHE Jigsaw Puzzle 1: Being Me in My World – Piece 6 – Our Responsibilities</p> <p>Learning Intention: I am learning what being responsible means</p> <p>Black History Month (October)</p> <p>World mental Health Day (10.10.2024)</p>	<p>PE – Sports coach / WB</p> <p>Letter formation: Ongoing practise of letters Practise</p> <p>Fine motor skills: Fine motor activities during continuous provision. Using tools to manipulate clay. Explore a range of art mediums – pastels, crayons pencils charcoal and wax.</p>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day</p>	<p>Session 1 Learning objective 10 To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words</p>	<p>Little Wandle Phase 2 & 3</p>	<p>Mastering Number</p>	<p>RE: Week 3 Children to reflect on the people that are special to them and to see why Jesus might be important to Christians</p> <p>WALT: Think about who are the special people in our lives</p> <p><i>Who are the special people in our lives? Why are they special to us? Do we want to be like them? Do they inspire us?</i> Talk first about people in the family, and then widen it to people outside the family. List the qualities that make them such special people (they are kind... they are good at ... they help others by ... they inspire me to want to ...) Christians want to be like Jesus. They find out about what Jesus is like and how he wants people to live from the Bible. Listen to a story from the bible that tells Christian about what Jesus is like</p> <p>https://request.org.uk/resource/restart/2015/11/12/feeding-of-the-5000-people/</p> <p>Forest School WALT: build a shelter to find out which fabrics let in light, and which fabrics don't. Discuss source of light in the day and at night. Children move to shelter. Explain children are going to make tepee shaped shelters using sticks, string & tying double knots. The children will then cover their 'tepees'` in different den fabrics. Explain children are going to test which fabrics let light in. and which ones keep the tepee dark.</p> <p>Science/Geography: Talk about seasonal changes including weather and tree changes. (Link to art). Discuss the trees in the immediate environment and the</p>	<p>Music: Kapow unit: Exploring Sound Listen to a composition by Errollyn Wallen, describe the sounds using musical words and draw a picture about it.</p> <p>Art: Make observational drawings of a tree and talk about tree growth. Use charcoal / wax crayons to draw tree (Link to science/ geography)</p>
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							similarities and differences between these Black History Month - Explore during whole class story times	
Week 7 14.10.24 - 18.10.24 Bringing the rain to Kapiti Plain: Advice Leaflet	Black History Month (October) 14.10.24 School sponsored event - each class to plan own event	PE - Sports coach / WB	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day		Little Wandle Phase 2 & 3	Mastering Number	PE WB Dance - Bear Hunt Science/Art: Revisit topic question: What animals come out at night? Ask children to name some of the nocturnal animal we have learnt about this term. Use the computer to look up images of them. Can we add anything to our question - what we have learnt etc/answer any questions we had. Black History Month - Explore during whole class story times	Music: Kapow unit: Exploring Sound Explore voices, bodies and instruments to find sounds to describe a part of 'The Gingerbread Man' story, thinking about tempo and dynamics. Art: Explore clay texture and clay tools. Practise manipulating clay by making shapes and patterns. Build up skills to make a clay animal or tree Chn to use natural object in combination with clay 
Week 8 21.10.24 - 25.10.24 25.10.24	Black History Month (October)	PE - Sports coach / WB <u>Fine motor skills:</u>	Understand how to listen carefully and why listening is important.	ASSESSMENT WEEK	Little Wandle Phase 2 & 3	ASSESSMENT WEEK Mastering Number	RE: Week WALT: think about why some times are special Resources: Birthday cards, birthday banner, badge, Kippers Birthday	Music: Kapow unit: Exploring Sound Think of the kinds of sounds the owls

<p>INSET DAY</p> <p>Bringing the rain to Kapiti Plain: Advice Leaflet</p>		<p>Fine motor activities during continuous provision. Control scissors when cutting collage art materials</p>	<p>Learn new vocabulary. Use new vocabulary through the day</p>			<p>Explain that we are thinking at why some times are special. <i>What special times can we think of?</i> Discuss and make a list e.g. birthdays, Christmas, christenings Ask the children who is 4 and who is 5? Today we are thinking about birthdays. Read Kippers Birthday. Explore why birthdays are special. <i>When do they happen? What do people do to celebrate and why?</i> record comments on a post-it note/ speech bubble. <i>Which special objects might be used to celebrate?</i> Pupils to design a birthday card or a birthday badge.</p> <p>Forest School WALT: Create a group collage and stick frame of a nocturnal animal. Ask children what a collage is? Explain children are going to work in keyworker groups to make collages of a nocturnal animal. Ask children to name nocturnal animals. Show images of different woodland nocturnal animals. Model lashing and tying knots to create a frame. Children work in groups using sticks & string to create group frames with adult support. Children go to wild area, adventure playground & field to collect natural materials to make collages. Children create collages on cable reels/ table of one nocturnal animal around the shelter using their group frames and images as support.</p> <p>Black History Month - Explore during whole class story times</p>	<p>might hear and make them with voices and instruments. Record.</p> <p>Art: explore collage techniques using man-made materials (tissue paper) to link to forest school. Chn to make a collage picture of a nocturnal animal.</p>
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