

TOPIC: Magic and Mystery

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Class TAs: Mary Harwood, Claire Major, Viv Morely

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	Week 1 17/04/23	Week 2 24/03/2023	Week 3 01/05/2023	Week 4 08/05/2023	Week 5 15/05/2023	Week 6 22/05/2023	
		Staff meeting – Curriculum Thurs – Mary ELSA training, Viv in	Tue – 2pm EYFS briefing	KS2 SATS Fri – Forest School creation day	KS1 SATS		
Communication and Language	The magic porridge pot – make predictions about what will happen in the story All - learning to orally retell the story with story language and new vocabulary. Ask and answer questions about the story. Reception – create own version of the story, thinking and talking through their ideas	Write own version of The Magic Porridge pot Nursery – talk about their ideas create an alternative group version of the magic porridge pot. Reception – as they retell their own version of the story, connect one idea or action to another using a range of connectives.	Creating rhyming potions and rhyming strings Nursery – spot rhymes. Know many rhymes and songs (99) Someone's in the Kitchen With Dinah - YouTube All - New vocabulary related to magic, spells. Reception – listen to and talk about stories we are reading, building familiarity and understanding.	Nursery - Recalling what has happened in the story. Respond to 'why' questions related to the story. The Magic Bed Reception – anticipate key events in stories, why do you think that – link to inference project. Explain why they think that will happen.	Poetry – rhyming Orally recite a magic spell and then write it Use recently introduced vocabulary in a rhyming poem – a number rhyme potion poem e.g I will put in 3 cheese bees, 4 black doors, 10 grey hens.	Story and character discussion Reception – make comments about the story and express own thoughts and ideas. Comment on the actions of the characters. Nursery – listen to longer stories and remember much of what has happened.	
Literacy (Reading and Spelling)	Reception - Story map own version.	Write own version of The Magic Porridge Pot	Write a rhyming potion Unit 11-	Write answers to questions about the story.	Write own number rhyming poem	Write a simple book review.	
Phonics (to include writing of all new	Revise sh/ch Teach th code	Unit 11- Teach ck code	Teach wh code High frequency word- What	Unit 11- Teach ng code	Unit 11- Teach qu code	Recap all 2 letters one sound taught this term.	
letter sounds)	High frequency word- there	High frequency word- their and these		High frequency word- Where	High frequency word- Who		
Word of the Week	unusual	impressive	cackle	risky	eager	comfortable	
PSHE – Keeping Safe SCARF	What's safe to go onto my body? Name things that keep their bodies safe, clean and protected. Think about how to recognise things that might not be safe.	What's safe to go onto my body (including medicines)? Make safe decisions about items they don't recognise. Talk about what our bodies need to stay well. Name safe ways to store medicine and who can give it to children (adults).	Staying safe indoors and outdoors. Name some hazards and ways to stay safe inside and outside. Show how to care for the safety of others.	Listening to my feelings Name the adults they can ask for help from and will keep them safe. Recognise the feelings they have when they are unsafe. Talk about keeping themselves safe, safe touches and consent.	Keeping safe online Share ideas about activities that are safe to do online. What to do and who to talk to if they feel unsafe online.	People who help to keep me safe Name people in their life and community who keep them safe. Talk about ways to keep themselves safe in their environments.	
Physical Development	Nursery – Dance – Nursery rhymes	Nursery – Dance – Nursery rhymes	Nursery – Dance – Nursery rhymes	Nursery – Dance – Nursery rhymes	Nursery – Dance – Nursery rhymes	Nursery – Dance – Nursery rhymes	

	Gym – Parts high and parts low	Gym – Parts high and parts low	Gym – Parts high and parts low	Gym – Parts high and parts low	Gym – Parts high and parts low	Gym – Parts high and parts low
	Reception – Athletics & Sports day practise	Reception – Athletics & Sports day practise	Reception – Athletics & Sports day practise	Reception – Athletics & Sports day practise	Reception – Athletics & Sports day practise	Reception – Athletics & Sports day practise
Mathematics - Reception	Counting on to add Numerical patterns: Explore and represent patterns within numbers up to 10; Compare quantities up to 10 in different contexts. 1. Counting Sequences 2. Counting On from 5 3. Adding On a Ten Frame 4. Counting On from Any Number 5. Counting On from a Hidden Number' Magic Oven (Counting On)	Counting forwards and backwards Numerical patterns: Explore and represent patterns within numbers up to 10; Compare quantities up to 10 in different contexts 1. Counting Backwards 2. Counting Back from 10 3. Finding 1 More and 1 Less 4. Find the Quantity of a Hidden Collection 5. Finding the Unknown Amount Rosy Red (Counting On and Back)	Counting to 20 Number: Have a deep understanding of number to 10. Numerical patterns: Compare quantities up to 10 in different contexts 1. Counting to 20 Forwards and Backwards 2. Making Numbers 1–20 3. Different Representations of Numbers 11–20 4. 1 More, 1 Less 5. Ordering Numbers to 20 Magic Oven (Counting to 20)	Doubling Numerical patterns: Explore and represent patterns within numbers up to 10. 1. Exploring the Term Double 2. Doubling with Fingers 3. Doubling on a Five Frame to a Ten Frame 4. Recognising Doubles 5. Doubles and Not Doubles Playmates (Double Numbers)	Halving and Sharing Number: Have a deep understanding of number to 10. Numerical patterns: Compare quantities up to 10 in different contexts; Explore and represent patterns within numbers up to 10 1. Equal Sharing 2. Halving 3. Halving as the Opposite of Doubling 4. Halving Patterns 5. Sharing Between More Than 2 People This 'n That (Grouping and Sharing)	Odds and Evens Numerical patterns: Explore and represent patterns within numbers up to 10 1. Understanding Odd and Even Numbers 2. Finding Odd and Even Numbers 3. Using Ten Frames to Show Odds and Evens 4. Pairs 5. Adding and Subtracting 1 This 'n That (Sorting)
Mathematics - Nursery	Five fat sausages Learning to recognise and name 2D shapes and their properties. Shape story, shape parachute game.	Count with 1:1 correspondence. Recognising numbers to 5 and counting in sequence. Hopscotch, parachute counting, Recipe cards, duck duck goose game by turning over a number tile and counting until you get to that person.	Recite numbers past 5 Say one number for each item in order to 5 Counting things that can't be seen. Recite numbers past 5 Say one number for each item in order to 5 Tagging each object with a number word Subitising to 3 / 5 Five little speckled frogs nursery rhyme — use fingers Count instrument sounds How many frogs are hidden? Which team has more frogs on their log?	Comparing numbers – knowing which amounts are more or less than each other. Knowing which numbers are worth more or less than each other. Making two fields of animals, which has more / fewer? Find the animals and match to the number tiles. Which animal do we have more / fewer of? Sharing apples between horses – who has more? Can we make it fair?	Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Notice patterns and repeating patterns. Say what goes next in a pattern. Make own AB, AAB patterns Correct a deliberate mistake.	Recite numbers past 5 Cardinal principle Link numerals to amounts Number recognition to 5 Discuss routes and locations, using words like 'in front of' and 'behind' Hide and seek numbers Measure sticks and add numeral Parachute game – guide the ball to the numeral Five part obstacle course
Understanding the World Science and humanities	Jelly baff Making porridge – adding different flavours	Cornflour and water Exploring magnets	Magical flavours – adding food essence to wand biscuits Mini magnet maze	STEM challenge – how to stop the chocolate melting Stop Chocolate Melting - STEM Challenge (science- sparks.com)	Kinaesthetic sand	Ice Iollies
Understanding the World RE	A special place in the natural world – Hassan's story	Hassan's special place of worship. Listen and respond to Hassan's story	Church visit – the church is a special place for Christians	Look at pictures from our church visit - talk about our thoughts and feelings from the visit	Listen and respond to 'The big, big sea' by Martin Waddell. Talk about our natural world and why it is a special place for everyone	My special place – draw / use junk modelling to show your own special place and explain why it is special to you.
Understanding the World ICT	Number Magic Quiz Level 2 Free Maths Learning Game for Kids - CBeebies - BBC	Beebots	beebots	Ipads - Magic Counting - CBeebies - BBC	Puzzles and Quizzes - Free online quizzes and puzzles for kids 0 - 6 - CBeebies - BBC	Puzzles and Quizzes - Free online quizzes and puzzles for kids 0 - 6 - CBeebies - BBC
Expressive Arts and Design Art and DT	MATISSE'S MAGICAL TRAIL Traileguel Sea Bughtua	Drawing with magic crayons.	Colour mixing	Magic Milk a simple science activity		

Expressive Arts and Design Music and Drama	Performing The Magic Porridge Pot		(99) Someone's in the Kitchen With Dinah - YouTube	Performing spells to a music accompaniment	Liten to music and respond to music with movement	Liten to music and respond to music with instruments
Forest School	Listen to the oral telling or The Magic Porridge Pot. Join in with the repeated refrains and make predictions about what will happen. Choose a stick and use it to stir the porridge as we say the magic words to make the porridge and make it stop.	Whittling magic wands, wrapping wool and overhand knot (R) Making wind streamers	Five minute nature stories – The mystery of mushrooms Making magic potions Pond dipping	Oral telling of 'The King of the Forest', a Chinese folk story. Making coronation crowns Songs for Nature's Playground – If you're a fox and you know it	Listen to an oral telling of a woodland fairy folk story (Ludmila Vengrovskaya) Mini tipis / shelters for magic fairy folk	Game – Ant trail A chance to do any of the activities from this half term. Popcorn on the fire (if the fire area is ready).