

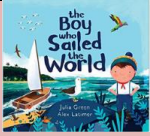


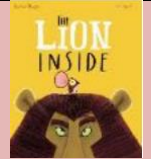








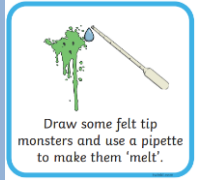
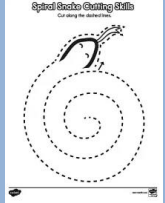
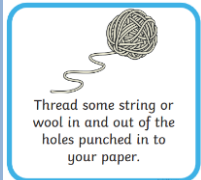
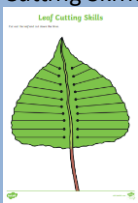
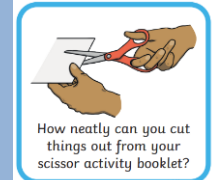

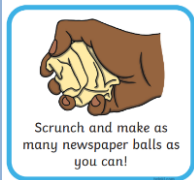
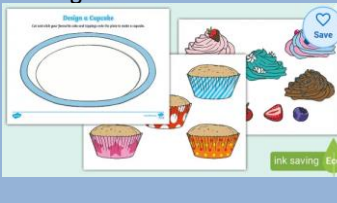

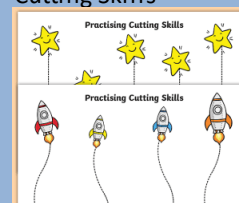
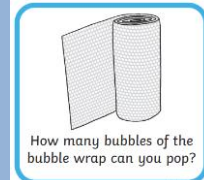







	<b>Week 1</b> <b>19/01/24</b> Mon-TD day Tue 29 <sup>th</sup> Shrove Tuesday (pancake race) Wed- staff meeting - curriculum	<b>Week 2</b> <b>26/02/24</b>	<b>Week 3</b> <b>04/03/2024</b> Thurs 7 <sup>th</sup> – World Book Day Sun 10 <sup>th</sup> Mother’s Day	<b>Week 4</b> <b>11/03/2024</b>	<b>Week 5</b> <b>18/03/2024</b> 18 <sup>th</sup> -IEP meetings SALT targets	<b>Week 6</b> <b>25/04/2024</b> TD -Friday 27 <sup>th</sup> Easter experience 9am-10am 27 <sup>th</sup> Easter service 2pm 28 <sup>th</sup> – Egg hunt
<b>Communication and Language including Oracy and Book Talk</b>	 Oracy - talk partners to infer what will happen next to foil their plan for catching this elusive bird. Join in with the repeated refrains. <a href="#">Shh! We Have a Plan - Animated Read Aloud Book for Kids - YouTube</a>	 Oracy – what can you see lurking in the shadows of the foggy, foggy forest? Describe what you can see in the silhouettes 'I can see... (include an adjective)	 Oracy – discuss and order items from most to least important to pack.	 Oracy – small world animal prompts given to pairs after reading half of the story. In pairs come up with how Claire got her injury using the animal prompt.	 Finding a solution – how can the friends work things out? How is Birt feeling? Why do you think he is feeling that way? (link to colour monsters). Key vocabulary: 'jealous'	 When I feel afraid I... Share what we are afraid of and make suggestions for what to do when we are afraid.
<b>Literacy</b>	Create a class book of maps – children choose what to make their map of, inspired by Martha Maps it Out (solar system, where we live, our house, bedroom, our thoughts). 	Create a class book of maps – children choose what to make their map of, inspired by Martha Maps it Out (solar system, where we live, our house, bedroom, our thoughts). 	Shared reading of Ernest Shackleton and shared writing of questions you would like to ask him about his exploring. 	Re-enact a boat voyage on Endurance. Shared writing of a postcard back home and then independent writing of a postcard about your adventures. 	 Explore what goes on beneath our feet. Shared reading of a letter from a worm on a voyage of discovery. Can we put in the missing capital letters and full stops? Can we add some interesting adjectives?	 Create a mini-museum of finds from the digging area at forest school. Children write information cards to go with the items they find.
<b>Communication and Language / Phonics &amp; Literacy Continuous Provision</b>	 Pages from the book photocopied – put in the missing capital letters and full stops. Read the captions and place them next to each character.  Saucepans, eggs, bowls, whisks, Mr Wolf’s Pancakes story book	Exciting maps to add to and label  Sorting real and nonsense words  Nursery initial sounds baskets 	Write messages for Mother’s Day cards  Magnetic letters and pictures – can you make the word and then write it?  Adventure packing list templates and pictures of people going on adventures.  Rucksacks for packing	Selection of postcards for mark making and writing  Phonics games  Small world play – boats and people, rocks, animals	Story stones – pictures of things including transport, locations for a journey, animals, things they might find  Adventure pictures as writing prompts	Egg hunt books, vocabulary, bunnies, carrots  Planting lettuce and summer bulbs
<b>Phonics</b>	Reception phonics – Unit 9 CCVC HFW – with  Nursery - Squiggle while you wiggle Move 3 The Circles Rhyme- See saw Marjory Daw & One two buckle my shoe Rhythm and Rhyme, speaking in full sentences.	Reception phonics – Unit 9 CCVC HFW – put  Nursery - Squiggle while you wiggle Move 3 The Circles Rhyme- See saw Marjory Daw & One two buckle my shoe Rhythm and Rhyme, speaking in full sentences.	Reception phonics – Unit 9 CCVC HFW – they  Nursery - Squiggle while you wiggle Move 4 The hump and under the hump Rhyme- Miss Polly had a Dolly & Teddy bear teddy bear Rhythm and rhyme, produce rhyming words, hear and say initial sounds	Reception phonics – Unit 10 CCCVC & CCVCC HFW - were  Nursery - Squiggle while you wiggle Move 4 The hump and under the hump Rhyme- Miss Polly had a Dolly & Teddy bear teddy bear Rhythm and rhyme, produce rhyming words, hear and say initial sounds	Reception phonics – Unit 10 CCCVC & CCVCC HFW - no  Nursery - Squiggle while you wiggle Move 5 The Hook Rhyme – There’s a worm at the bottom of my garden, Hickory dickory dock, Jack and Jill Distinguish between speech sounds, explore vocal sounds, segment and blend orally	Reception phonics – Unit 10 CCCVC & CCVCC HFW - old  Nursery - Squiggle while you wiggle Move 5 The Downward Hook Rhyme – There’s a worm at the bottom of my garden, Hickory dickory dock, Jack and Jill Distinguish between speech sounds, explore vocal sounds, segment and blend orally

<b>Physical Development - Nursery</b>	<p>Nursery – Personal challenges Find a space and move freely with pleasure and confidence</p> <p>Nursery – Yoga Perform a butterfly and lion pose and know the importance of good breathing when exercising</p>	<p>Nursery – Personal challenges Balance on one leg</p> <p>Nursery – Yoga Pose like creatures that can be found in the arctic</p>	<p>Nursery – Personal challenges Move a ball with control and coordination</p> <p>Nursery - Yoga Stretch high and retain balance and describe own competencies</p>	<p>Nursery – Personal challenges Negotiate space successfully and jump in different directions</p> <p>Nursery – Yoga Perform the tree and downward dog pose and how to use your arms to balance</p>	<p>Nursery – Personal challenges Dodge and slide to left and right</p> <p>Nursery – Yoga Hold poses that depict Romans and Roman life and show confidence in choosing resources and perseverance in carrying out an activity.</p>	<p>Nursery – Personal challenges Gallop with either leg as the lead leg and understand the need for safety when tackling new challenges</p> <p>Nursery – Yoga Hold balances that depict life in the sea and be aware of own competencies and what they would like to get better at</p>
<b>Physical Development - Reception</b>	<p><b>Yoga-Skills-</b> I can perform a butterfly and lion post. <b>Knowledge-</b> I know the importance of good breathing whilst I exercise.</p> <p><b>Striking and Fielding Skills –</b> Use both hands while fielding. Get into line with the ball and field it. <b>Knowledge –</b> I need to run after striking the ball to accumulate runs. Touch my bat over the crease line.</p>	<p><b>Yoga-Skills-</b> Pose like a creature found in the Arctic. <b>Knowledge-</b> I know about some creatures and features of The Arctic.</p> <p><b>Striking and Fielding Skills –</b> Stop a ball with two hands. Hit a ball to the leg side. <b>Knowledge –</b> When to run and when not to. How to form a long barrier to stop the ball.</p>	<p><b>Yoga-Skills-</b> I can think imaginatively. Stretch high and retain my balance. <b>Knowledge-</b> I know some facts about space.</p> <p><b>Striking and Fielding Skills –</b> Bowl a ball overarm to hit a target. Strike a ball off a tee. <b>Knowledge –</b> I have to bowl from behind or from the crease. To try and bowl keeping my arm straight.</p>	<p><b>Yoga-Skills-</b> I can perform a tree pose. Perform a downward dog pose. <b>Knowledge-</b> I know to use my arms to help me balance. What a V shape is</p> <p><b>Striking and Fielding Skills –</b> Pick up a ball with one hand and throw it underarm. <b>Knowledge –</b> The different calls a batsman / batswomen calls.</p>	<p><b>Yoga-Skills-</b> I can hold poses which depict Romans and Roman life. <b>Knowledge-</b> I know more about Romans.</p> <p><b>Striking and Fielding Skills _</b> I can chase and retrieve a ball. <b>Knowledge –</b> As a batter, I don't always have to run.</p>	<p><b>Striking and Fielding Skills –</b> Bowl underarm or overarm with some accuracy. <b>Knowledge –</b> Demonstrate the School Games Values.</p>
<b>Physical Development Continuous Provision</b>	<p>Finger Gym-  Draw some felt tip monsters and use a pipette to make them 'melt'.</p> <p>Cutting Skills-  Outside – frying pans and beanbags – pancake toss challenge, 1 minute timer</p>	<p>Finger Gym-  Thread some string or wool in and out of the holes punched in to your paper.</p> <p>Cutting Skills- </p>	<p>Finger Gym-  How neatly can you cut things out from your scissor activity booklet?</p> <p>Cutting Skills- </p>	<p>Finger Gym-  Scrunch and make as many newspaper balls as you can!</p> <p>Cutting Skills- </p>	<p>Finger Gym-  Trace around your stencils as neatly as you can.</p> <p>Cutting Skills- </p>	<p>Finger Gym-  How many bubbles of the bubble wrap can you pop?</p> <p>Cutting Skills- </p>
<b>PSED SCARF</b>	<p>Being my Best Looking after my special people</p>	<p>Being my Best Looking after my friends</p>	<p>Being my Best Being helpful at home and caring for my classroom</p>	<p>Being my Best Caring for our world</p>	<p>Being my Best Looking after money- recognising, spending, using.</p>	<p>Being my Best Looking after money- saving money and keeping it safe.</p>
<b>Mathematics</b>	<p><b>Area of Learning:</b> Number and Pattern</p> <p><b>Learning Strand:</b> Counting</p> <p><b>Objective:</b> To be able to create number bonds to make 7-10.</p> <p><b>Vocabulary</b> Part-whole, number bonds, altogether, 1 more, 1 fewer, same, different</p>	<p><b>Area of Learning:</b> Number and Pattern</p> <p><b>Learning Strand:</b> Patterns</p> <p><b>Objective:</b> To be able to copy, continue and create AAB, ABC and AABC patterns.</p> <p><b>Vocabulary</b> Repeat, pattern, same, different, unit</p>	<p><b>Area of Learning:</b> Shape, Space and Measure</p> <p><b>Learning Strand:</b> Measuring Lengths and Heights</p> <p><b>Objective:</b> To be able to measure end to end length, compare lengths and use non-standard units of measurement.</p> <p><b>Vocabulary</b></p>	<p><b>Area of Learning:</b> Shape, Space and Measure</p> <p><b>Learning Strand:</b> Capacity</p> <p><b>Objective:</b> To be able to use the language 'empty' 'full' and 'half full' to describe how much is in a container.</p> <p><b>Vocabulary</b></p>	<p><b>Area of Learning:</b> Shape, Space and Measure</p> <p><b>Learning Strand:</b> 2D Shapes</p> <p><b>Objective:</b> To be able to compose 2D shapes using tangrams and pattern blocks.</p> <p><b>Vocabulary</b> Triangle, square, rectangle, circle, hexagon, pentagon,</p>	<p><b>Area of Learning:</b> Shape, Space and Measure</p> <p><b>Learning Strand:</b> 3D Shapes</p> <p><b>Objective:</b> To be able to recognise 3D shapes and to build with 3D shapes.</p> <p><b>Vocabulary</b></p>

			More than, less than, the same as, shorter, taller, longer, shortest, tallest, longest, height, length	Container, empty, full, half full, nearly full, nearly empty, liquid, capacity, space	octagon, side, straight, curved, round, corner.	Round, ball, sphere, cube, cuboid, pyramid, cylinder, curve.
<b>Mathematics - Nursery</b>	<p><b>Cheeky Squirrel Muddle-</b> Exploring amounts being the same and counting 1-1.</p> <p><b>Matching Number Shapes-</b> Exploring the shape of numbers and matching.</p>	<p><b>Building Block Game-</b> Comparing, more/less, counting 1-1.</p> <p><b>Animal Sort-</b> Comparing, more/less, counting 1-1.</p>	<p><b>Subitising Hunt</b> Subitising numbers 1-3</p> <p><b>Subitising Fingers</b> Subitising 1-5 and showing corresponding fingers</p>	<p><b>Magical Cups</b> Subitising 1-3 games</p> <p><b>Dice Game</b> Subitising 1-6 game</p>	<p><b>Circle Counting</b> Rote counting to 10 and beyond if possible.</p> <p><b>Number Line Walk</b> Saying number names in order 0-10.</p> <p><b>Funny Voice Counting</b> Recite numbers 0-5 and use fingers to represent.</p> <p><b>Hide-a-Saurus</b> Recite numbers and identify numbers 0-5</p>	<p><b>Number Sorting</b> Sorting dot cards by 1,2,3. Subitising.</p> <p><b>Guess my Rule</b> Sorting- chn guess the sorting rule e.g. stripe and spots.</p>
<b>Mathematics Continuous Provision</b>	<p>Making number bonds 7-10</p> 	<p>Generating and continuing patterns AAB,ABC,AABC</p> <p><b>Making Patterns</b></p>  <p><b>Exploring Patterns</b></p> 	 <p>Measuring length</p>  <p>Measuring length challenge cards- twinkl</p> 	<p>Capacity-</p>  	<p>Tanagrams</p>  	
<b>Understanding the World Science and humanities</b>	<p>Making pancakes – different toppings</p> <p>Getting the flowerbed ready</p> 	<p>Maps – draw information from different maps – what do they show us?</p> <p>How is this different to where we live? Our bedroom?</p> <p>On my journey to school I see...</p> 	<p>Real flowers, magnifying glasses, paper and pencils for drawing them, pictures of drawn flowers from different countries</p> 	 <p>Making own boats and exploring floating and sinking. Having own ideas and adapting them.</p> 	<p>Take a metal detector out to explore for things hidden under ground.</p>  <p><b>sensory gloves activity</b></p>	<p>Volcano eruption – STEM experiments and exploration</p>
<b>Understanding the World Continuous Provision</b>	Essence smells	<p>Squirrel game</p> <p>Paper, map templates, atlases, maps, compasses</p>	<p>Treasure box of 'finds' (telescope, coins, map)</p> <p>Boats and water – Who sank the boat, animals</p>	<p>Globe and maps</p> <p>Ipad – weather watcher</p>	<p>Digging for treasure – gems, old coins, secret messages hidden in the sand.</p>	Fossils, magnifying glasses

		Small world blocks –building cities, city pictures and The last tree in the city book			Water containers, drainpipes of various sizes and shapes, creating water flow  Rock excavations	
<b>Understanding the World</b> RE	UC Salvation –Why do Christians put a cross in an Easter Garden? Listen to and act out the story of Palm Sunday. What does the palm cross remind Christians of?	UC Salvation –Why do Christians put a cross in an Easter Garden? Listen to and talk about the events of Good Friday and relate this to the hot cross buns that Christians have at Easter time.	UC Salvation –Why do Christians put a cross in an Easter Garden? How Christians celebrate Easter Sunday. Make a class Easter garden and talk about why a cross is added to the garden.	UC Salvation –Why do Christians put a cross in an Easter Garden? Easter egg hunt and decorating a cross with flowers – significance of this for Christians to show that Jesus is not dead anymore. Flowers are a symbol of new life.	UC Salvation –Why do Christians put a cross in an Easter Garden? Role play Tess and Tom arguing and spilling the Easter garden and breaking the cross. Talk about the symbol of the cross as a reminder for Christians that Jesus teaches about forgiveness – the cross is like a bridge.	UC Salvation –Why do Christians put a cross in an Easter Garden? Create your own Easter garden – drawing on your knowledge of the events of Easter, talk about what you have put in your garden and why.
<b>Expressive Arts and Design</b> Art and DT	Making maps- make paper look old by staining it with tea bags and tearing it around the edges.	Printing patterns using fruit/veg and paint   Resources to design Mother's Day cards	Draw a treasure map 	Design and make a flag	Colour mixing 	Design a ship for an explorer
<b>Expressive Arts and Design</b> Music and Drama	Charanga- Our World <b>Listening and responding</b> to different styles of music <b>Embedding</b> foundations of the interrelated dimensions of music. <b>Learning</b> to sing or sing along with nursery rhymes and action songs. <b>Improvising</b> leading to playing classroom instruments. <b>Singing and learning</b> to play instruments within a song.	Charanga- Our World <b>Listening and responding</b> to different styles of music <b>Embedding</b> foundations of the interrelated dimensions of music. <b>Learning</b> to sing or sing along with nursery rhymes and action songs. <b>Improvising</b> leading to playing classroom instruments. <b>Singing and learning</b> to play instruments within a song.	Charanga- Our World <b>Listening and responding</b> to different styles of music <b>Embedding</b> foundations of the interrelated dimensions of music. <b>Learning</b> to sing or sing along with nursery rhymes and action songs. <b>Improvising</b> leading to playing classroom instruments. <b>Singing and learning</b> to play instruments within a song.	Charanga- Our World <b>Listening and responding</b> to different styles of music <b>Embedding</b> foundations of the interrelated dimensions of music. <b>Learning</b> to sing or sing along with nursery rhymes and action songs. <b>Improvising</b> leading to playing classroom instruments. <b>Singing and learning</b> to play instruments within a song.	Charanga- Our World <b>Listening and responding</b> to different styles of music <b>Embedding</b> foundations of the interrelated dimensions of music. <b>Learning</b> to sing or sing along with nursery rhymes and action songs. <b>Improvising</b> leading to playing classroom instruments. <b>Singing and learning</b> to play instruments within a song.	Charanga- Our World <b>Listening and responding</b> to different styles of music <b>Embedding</b> foundations of the interrelated dimensions of music. <b>Learning</b> to sing or sing along with nursery rhymes and action songs. <b>Improvising</b> leading to playing classroom instruments. <b>Singing and learning</b> to play instruments within a song.
<b>Forest School - Mondays</b>	No Forest School- TD day	Game – creeping fox  Bird Feeders Story stones – small groups Free choice	Game – Sleeping hedgehog  Mother's Day– Willow hearts Mini me – story starters (small groups) Free choice	Game – Animals Awake  Trail tracking Mini me – story starters (small groups) Free choice	Game - Sardines  Trail tracking Excavations Mini me – story starters Free choice	Game – Hungry birds  Signs of Spring scavenger hunt Campfire cooking