

## YR Autumn Medium Term Plan: Here I am! / Celebrations

<b>Stunning Start: Starting school!</b>				
<b>Learning Context &amp; week</b>	<b>Key Questions</b>	<b>Subject Knowledge</b>	<b>Learning Skills</b>	<b>Possible Learning outcomes / challenges / assessment</b>
Week 1: 2 <sup>nd</sup> – 4 <sup>th</sup> September 2015 Inset Days 2/ 3.9.15 Home Visits 4.9.15		<b>NB: PSED / C and L from Early Years Development Matters Guidance to be developed across curriculum and term in addition to those specified below.</b>		
Week 2: 7 <sup>th</sup> – 11 <sup>th</sup> September 2015 Home Visits 7-9 / 15 Mornings 10/ 11.9.15 – 1pm only  <b>Baseline / Initial assessments</b>  <b>Theme:</b> Me at school <b>Focus Text:</b> Things I like by Anthony Browne  <b>Resources references:</b> Little Book of Explorations – Explore Setting pg 9-18	<i>What class are we in?</i>  <i>What happens during the school day?</i>  <i>What do we do in different parts of the classroom?</i>  <i>Who are our teachers?</i>  <i>Who else is in our class?</i>	<b>PSED:</b> <b>self -confidence &amp; self-awareness</b> Confident to speak to others about own needs, wants, interests and opinions.  <b>Making relationships</b> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.  <b>Managing feelings and behaviour</b> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.  <b>UtW:</b> Comments and asks questions about aspects of their familiar World.  <b>C and L:</b> Listening and attention: Listens to others one to one or in small groups, when conversation interests them. Understanding: Responds to simple instructions, e.g. to get or put away an object. Speaking: Uses language to imagine and recreate roles and experiences in play situations. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  <b>EAD-</b> Plays alongside other children who are engaged in the same theme	<b>UtW:</b> Know classroom routines Know adult names Feel safe and confident in the classroom Agree classroom rules Know names of other children  <b>EAD:</b> Contribute to class collage of duckling  Introduce fruit time	
Week 3: 14 <sup>th</sup> – 18 <sup>th</sup> September 2015  Jacob Chapman- Smart's Birthday 15.9.15  <b>Baseline / Initial assessments</b>  <b>Theme:</b> My Body	<i>What are the different parts of my body called?</i>  <i>What can my body do?</i>  <i>Where is the hall/library/office?</i>	<b>UtW:</b> Comments and asks questions about aspects of their familiar World. Knows some of the things that make them unique. Looks closely at similarities, differences.  <b>EAD-</b> Chooses particular colours to use for a purpose. Create simple representations of events, people and objects.  <b>Maths:</b>	<b>UtW:</b> Touring the school (PD time)  Naming parts of the body- make Gingerbread Men  <b>EAD:</b> Paint self-portraits  <b>Writing:</b>	

<p><b>Focus Text:</b> The Gingerbread Man</p> <p><b>Resources references:</b> Science Bones and Bodies pg 20-3 Little book of investigations – investigating bodies pg 58-9 Writing – Dancing Patterns pg 8-11</p>		<p>Recites numbers in order to 10. Counts up to three or four objects by saying one number name for each item. Counts objects to 10, and beginning to count beyond 10. Counts an irregular arrangement of up to ten objects.</p> <p><b>Writing:</b> Writes own name Gives meaning to marks they make as they draw, write and paint. Continues a rhyming string.</p> <p><b>Reading:</b> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme. Recognises rhythm in spoken words.</p> <p><b>ICT:</b> 30 – 50 months: Knows how to operate simple equipment. 30 – 50 months: Shows an interest in technological toys or real objects.</p>	<p>Draw picture of self, find name card, write name.</p> <p>PD: Making patterns using streamers</p> <p>Maths: Number rhymes Counting 1:1</p> <p><b>Phonics:</b> Phase 1- Rhythm and rhyme + sound discrimination activities- body sounds (2 wks)</p> <p>Music: Charanga Me! Step 1</p> <p>ICT: I can operate simple equipment: take a picture using a digital camera. Who's in my class?</p>
<p>Week 4: 21<sup>st</sup> – 25<sup>th</sup> September 2015</p> <p><b>'Stay and Play' 25.9.15</b></p> <p><b>Baseline / Initial assessments</b></p> <p><b>Theme:</b> Senses <b>Focus Text:</b> Daft Dog</p> <p><b>Resource References:</b> Little Book of Investigations – Sounds pg 60-1 Art- finger painting pg 8-9</p>	<p><i>What do I use to help me explore the world around me?</i></p>	<p><b>Maths:</b> Counts out up to six objects from a larger group. Compares two groups of objects, saying when they have the same number.</p> <p><b>Writing:</b> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Hears and says the initial sound in words.</p> <p><b>Reading:</b> Shows awareness of alliteration.</p> <p><b>ICT:</b> 30 – 50 months: Knows how to operate simple equipment. 30 – 50 months: Shows an interest in technological toys or real objects. 40 – 60 months: Uses ICT hardware to interact with age-appropriate equipment.</p> <p><b>PD- self care</b> Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. They manage their own basic hygiene and personal needs successfully, including dressing.</p> <p><b>UtW-</b> Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p><b>EAD-</b> Explores colour. Explores textures. Chooses particular colours to use for a purpose.</p>	<p>EAD: Finger painting</p> <p>Writing: Writing and drawing about my weekend</p> <p>UtW: Explore using senses</p> <p>Maths: Number rhymes Counting out objects</p> <p><b>Phonics:</b> Phase 1 - Alliteration + sound discrimination activities- body sounds</p> <p>Music: Charanga Me! Step 2</p> <p>ICT: I can tell you about different kinds of information: look at something under a microscope and describe how it looks. Me, close up!</p> <p>PD: Me and Myself: L1: Getting Changed</p>
<p>Week 5: 28<sup>th</sup> September – 2<sup>nd</sup> October 2015</p> <p><b>Baseline / Initial assessments</b></p> <p><b>Theme:</b> Friends</p>	<p><i>How am I the same/different to my friends?</i></p> <p><i>What colours are Elmer?</i></p> <p><i>What shape is on Elmer?</i></p>	<p><b>Maths:</b> Beginning to use mathematical names for flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p>	<p>EAD: Colour mixing- Elmers</p> <p>Assessment of ability to name colours</p> <p>Writing:</p>

<p><b>Focus Text: Elmer by David Mckee + other Elmer stories</b></p> <p><b>Resources references:</b>  Little Book of Explorations Colour, Shape and Pattern pg 64-3  Art Mixing Colours and shades pg 14-15  Stories Elmer pg 16-19  Water play colours pg 32-35  Folens My friends and me</p>		<p>Uses common shapes to create and recreate patterns</p> <p><b>EAD-</b>  Explores colour and how colours can be changed.  Explores what happens when they mix colours.  Experiments to create different textures</p> <p><b>UtW:</b>  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends.  <b>Children know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others.</b></p> <p><b>Writing:</b>  Gives meaning to marks they make as they draw, write and paint.  Begins to break the flow of speech into words.  Hears and says the initial sound in words.  Can segment the sounds in simple words and blend them together.</p> <p><b>Reading:</b>  Shows interest in illustrations and print in books and print in the environment.  Recognises familiar words and signs such as own name and advertising logos.  Looks at books independently.  Handles books carefully.  Knows information can be relayed in the form of print.  Holds books the correct way up and turns pages.  Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p><b>ICT:</b>  30 – 50 months: Knows how to operate simple equipment.  30 – 50 months: Shows an interest in technological toys or real objects.  40 – 60 months: Uses ICT hardware to interact with age-appropriate equipment</p>	<p>Writing and drawing about a friend</p> <p>Maths:  2D shapes</p> <p>UtW:  Comparing themselves to a friend</p> <p><b>Phonics:</b> Phase 1- Voice sounds +sound discrimination activities- environmental sounds (2 wks)</p> <p>Music: Charanga Me! Step 3</p> <p>ICT:  I can use simple equipment: a camera/tablet to video someone. My favourite...</p> <p>PD:  Me and Myself:  L2: My Body</p>
<p>Week 6: 5<sup>th</sup> – 9<sup>th</sup> October 2015</p> <p><b>Freddie Armstrong / Adam Busswell's Birthdays 7.10.15</b></p> <p><b>Baseline / Initial assessments</b></p> <p><b>Theme:</b> Birthdays  <b>Focus Text:</b> Kipper's Birthday</p> <p><b>Resources references:</b>  Folens my friends and me chp 4  Writing let's celebrate pg 36-9  Rhymes Happy Birthday pg 52-7</p>	<p><i>When is my birthday?</i></p> <p><i>How do we celebrate our birthdays?</i></p>	<p><b>Maths:</b>  Recognise some numerals of personal significance.  Recognises numerals 1 to 5.</p> <p><b>Writing:</b>  Gives meaning to marks they make as they draw, write and paint.  Begins to break the flow of speech into words.  Can segment the sounds in simple words and blend them together.  Hears and says the initial sound in words.</p> <p><b>Reading:</b>  Shows interest in illustrations and print in books and print in the environment.  Recognises familiar words and signs such as own name and advertising logos.  Looks at books independently.  Handles books carefully.  Knows information can be relayed in the form of print.  Holds books the correct way up and turns pages.  Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p><b>ICT:</b>  30 – 50 months: Knows that information can be retrieved from computers</p>	<p>Writing:  Make a birthday card for Duckling</p> <p>UtW:  Duckling's Birthday party</p> <p>Make jelly- observe changes</p> <p>Maths:  Number rhymes  Recognising numbers</p> <p>EAD:  Make a birthday crown</p> <p><b>Phonics:</b> Phase 1 Oral Blending and segmenting + sound discrimination activities- environmental sounds</p> <p>Music: Charanga Me! Step 4</p> <p>ICT:</p>

		<p>Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p><b>UtW-</b> Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. <b>Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between families, communities and traditions.</b></p>	<p>I can tell you about technology that is used at home and in school. Technology at school and home</p> <p>PD: L3: Parts of the Body</p>
<p>Week 7: 12<sup>th</sup>- 16<sup>th</sup> October 2015</p> <p><b>'Stay and Play' 14.10.15</b></p> <p><b>Baseline / Initial assessments</b></p> <p><b>Theme:</b> Me and my family <b>Focus Text:</b> Owl Babies</p> <p><b>Resources references:</b> Water play daily routines pg 40-3</p>	<p><i>How have I changed since I was a baby?</i></p> <p><i>Who is in my family?</i></p> <p><i>What relationship do they have to me?</i></p>	<p><b>UtW-</b> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. <b>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</b></p> <p><b>EAD</b> Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.</p> <p><b>Maths:</b> Uses everyday language related to time.</p> <p><b>Writing:</b> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Can segment the sounds in simple words and blend them together. Hears and says the initial sound in words.</p> <p><b>Reading:</b> Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p><b>ICT:</b> Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>UtW: Look at baby photos- how have we changed?</p> <p>Writing: Writing and drawing about my family</p> <p>EAD: Make paper plate sculpture of family member.</p> <p>Maths: Daily routines</p> <p><b>Phonics:</b> Phase 2 + sound discrimination activities- instrumental sounds (2 wks)</p> <p>Music: Charanga Me! Step 5</p> <p>ICT: I can talk about the amount of time I spend using a computer (or tablet). I am careful with technology devices. Time with technology</p> <p>PD: L4: Senses: L5: On the Move</p>
<p>Week 8: 15<sup>th</sup> – 23<sup>rd</sup> October 2015</p> <p><b>Harvest Festival 23.10.15</b></p> <p><b>Theme:</b> Me and my home <b>Focus Text:</b> The Three Little Pigs</p> <p><b>Resources references:</b></p>	<p><i>What did the three little pigs build their houses with?</i></p> <p><i>Which house was made of the strongest material?</i></p> <p><i>Where do I live?</i></p> <p><i>What does my house look like?</i></p>	<p><b>Maths:</b> Orders two or three items by length or height. ELG: <b>Children use everyday language to talk about size, to compare quantities and objects and to solve problems.</b></p> <p><b>UtW-</b> Looks closely at similarities, differences, patterns and change. <b>ELG: Children know about similarities and differences in relation to places, objects, materials and living things.</b></p>	<p>Writing: Writing and drawing about my home</p> <p>UtW: Exploring which is the strongest material to build a house from.</p> <p>EAD: Make three little pigs houses</p>

<p>Little book of explorations pg 44-52 Folens where I live Science let's be builders pg 48-51, 3 little pigs pg 52-55 DT simple salt dough pg 14-15</p>	<p><i>How is it the same/different to other houses?</i></p> <p><i>What is it made of?</i></p> <p><i>What number is my house?</i></p>	<p><b>EAD-Being imaginative</b> Plays cooperatively as part of a group to develop and act out a narrative Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme.</p> <p><b>EAD- using media</b> Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.</p> <p><b>Writing:</b> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Can segment the sounds in simple words and blend them together. Hears and says the initial sound in words.</p> <p><b>Reading:</b> Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p><b>ICT:</b> Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Maths: Measuring size</p> <p>RE: Why do we have celebrations? Lesson 4 There are special times to say thank you- Harvest</p> <p><b>Phonics:</b> Phase 2 + sound discrimination activities- instrumental sounds</p> <p>Music: Charanga Me! Step 6</p> <p>ICT: I can tell you about technology that is used at home and in school including seeing my learning being shared with others online. Technology between school and home</p> <p>PD: How my body changes.. Can you...?</p>
<p><b>Half Term – 26<sup>th</sup> – 30<sup>th</sup> October 2015</b></p>	<p><b>Half Term – 26<sup>th</sup> – 30<sup>th</sup> October 2015</b></p>	<p><b>Half Term – 26<sup>th</sup> – 30<sup>th</sup> October 2015</b></p>	<p><b>Half Term – 26<sup>th</sup> – 30<sup>th</sup> October 2015</b></p>
<p>Week 9: 2<sup>nd</sup> – 6<sup>th</sup> November 2015</p> <p><b>Fireworks themed day 5.11.15</b></p> <p><b>Theme:</b> People who help us, particular focus firemen <b>Focus Text:</b></p> <p><b>Resources references:</b> Our world jobs people do pg 58-9 Rhymes Miss Polly had a dolly pg 40-5</p>	<p><i>What does a paramedic/policeman/ fire officer do?</i></p> <p><i>What should we do if there is an emergency?</i></p> <p><i>How can we stay safe around fireworks?</i></p>	<p><b>Maths:</b> Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p><b>Writing:</b> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p><b>Reading:</b> Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences.</p> <p><b>ICT:</b> Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools.</p> <p><b>UtW</b></p>	<p>UtW: Firework themed activities</p> <p>Writing: Writing and drawing about my half term</p> <p>EAD: Firework pictures- marbles and paint</p> <p>Maths: Number rhymes + number cards Matching numerals to amounts</p> <p><b>Phonics:</b> Phase 2</p> <p>Music: Charanga My Stories Step 1</p> <p>ICT: I can tell you about technology that is used at home and in school including seeing the parts of a computer. Inside a computer</p> <p>PD:</p>

		Shows interest in different occupations and ways of life.	Developing Movement: L1: How to move L2: How to move safely
<p>Week 10: 9<sup>th</sup> – 13<sup>th</sup> November 2015</p> <p>Joseph Barford- Everett's Birthday 8.11.15</p> <p><b>Theme:</b> Diwali (11.11.2015) <b>Focus Text:</b> Story of Diwali – Rama &amp; Sita.</p> <p><b>Resources references:</b> Little book of special days pg 68-70 A child's eye view of festivals DVD</p>	<p><i>What is Diwali?</i></p> <p><i>Why do Hindu's celebrate Diwali?</i></p> <p><i>How do Hindu's celebrate Diwali?</i></p>	<p><b>Maths:</b> In practical activities and discussion, beginning to use the vocabulary involved in adding Finds the total number of items in two groups by counting all of them.</p> <p><b>Writing:</b> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p><b>Reading:</b> Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences.</p> <p><b>ICT:</b> 40 – 60 months: Completes a simple program on a computer.</p> <p><b>UtW</b> Shows interest in different ways of life. ELG: They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>EAD:</b> Manipulates materials to achieve a planned effect.</p>	<p>EAD: Make divas</p> <p>UtW: How Hindus celebrate Diwali</p> <p>Writing: Writing and drawing about my weekend</p> <p>Maths: Number- Addition</p> <p><b>Phonics:</b> Phase 2</p> <p>Music: Charanga My Stories Step 2</p> <p>ICT: I can create shapes on a screen using a mouse, trackpad or touch to control a program. My portrait</p> <p>PD: L3: Exploring Movements L4: Moving in different ways</p>
<p>Week 11: 16<sup>th</sup> – 20<sup>th</sup> November 2015</p> <p>Anjana Lakshmi Rajesh's Birthday 18.11.15 Basil Elzinga's Birthday 20.11.15</p> <p><b>Theme:</b> Superheroes <b>Focus Text:</b> Superduck- Jez Alborough Super Daisy- N Sharratt</p>	<p><i>What is a superhero?</i></p> <p><i>What special powers do they have?</i></p> <p><i>How can they help people using their powers?</i></p> <p><i>How can we help the people escape from the ice?</i></p>	<p><b>EAD:</b> Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.</p> <p><b>UtW:</b> Looks closely at similarities, differences, patterns and change. Explain why some things occur and talk about changes.</p> <p><b>Maths:</b> Orders two items by weight. <b>Children use everyday language to talk about size, weight, capacity.</b></p> <p><b>Writing:</b> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p><b>Reading:</b> Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p>	<p><b>UtW- RE:</b> Why do we have celebrations? Christians celebrate Christmas, the birth of Jesus.</p> <p><b>PE;</b> Nativity play rehearsal L5: Moving in different directions</p> <p>Writing: Writing and drawing about favourite Superhero</p> <p>Maths: Weight</p> <p>UtW: Exploring melting</p> <p>EAD: Make a Superhero headband</p> <p><b>Phonics:</b> Phase 2</p> <p>Music: Charanga My Stories Step 3</p>

		<p>Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences.</p> <p><b>ICT:</b> Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>ICT: I can ask an adult when I want to use the Internet. I can tell an adult when something worrying or unexpected happens while I am using the Internet. Staying safe</p>
<p>Week 12: 23<sup>rd</sup> – 27<sup>th</sup> November 2015</p> <p><b>Theme:</b> Our local environment- The Nower - Autumn / Winter <b>Focus Text:</b> After the Storm Nick Butterworth</p> <p><b>Resources references:</b> Little Book of explorations explore a wood pg 53-63 Stories After the storm pg 5-9 Science the life of a tree pg 24-7 Our world the seasons pg 30-1/ all the year round pg 32-3 DT looking at leaves pg 18-9 Writing our walk pg 20-3 Shape, space, measures through the year pg 56-9</p>	<p><i>How many seasons are there?</i></p> <p><i>What happens in each season?</i></p> <p><i>What is happening at the moment?</i></p>	<p><b>Maths:</b> Uses everyday language related to time.</p> <p><b>UtW:</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Looks closely at similarities, differences, patterns and change. <b>ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</b></p> <p><b>Writing:</b> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels and captions Attempts to write short sentences in meaningful contexts</p> <p><b>Reading:</b> Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences.</p> <p><b>ICT:</b> 30 – 50 months: Knows how to operate simple equipment. 30 – 50 months: Shows an interest in technological toys or real objects.</p> <p><b>EAD:</b> Manipulates materials to achieve a planned effect.</p>	<p><b>PE;</b> Nativity play rehearsal <b>PD:</b> L6: Moving at different speeds</p> <p><b>UtW:</b> Trip to the Nower</p> <p>Writing: Writing and drawing about visit to the Nower</p> <p><b>EAD:</b> Make calendars showing different seasons</p> <p>Maths: Time- seasons</p> <p><b>Phonics:</b> Phase 2</p> <p>Music: Charanga My Stories Step 4</p> <p>ICT: I can operate simple equipment: take a picture using a digital camera or tablet. Mapping our school</p>
<p>Week 13: 30<sup>th</sup> November – 4<sup>th</sup> December 2015</p> <p><b>Focus Text:</b> <b>Literacy:</b> The Jolly Christmas Postman by Janet and Allan Ahlberg Santa's Special Letter <b>Numeracy:</b> Father Christmas Needs a Wee by Nicholas Allan</p>	<p><i>Why do we celebrate Christmas?</i></p> <p><i>What happens at Christmas?</i></p>	<p><b>Maths:</b> Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects.</p> <p><b>Writing:</b> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Links sounds to letters, naming and sounding the letters of the alphabet.</p>	<p><b>UtW/ PE;</b> Nativity play rehearsal <b>PD:</b> L7: On the Move</p> <p>Writing: Letters to Santa</p> <p>Maths: Number</p>

		<p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels and captions Attempts to write short sentences in meaningful contexts</p> <p><b>Reading:</b> Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences.</p> <p><b>ICT:</b> 30 – 50 months: Knows how to operate simple equipment. 30 – 50 months: Shows an interest in technological toys or real objects.</p> <p><b>PD: Moving and Handling:</b> Handles tools safely and with increasing control.</p> <p><b>EAD:</b> Uses simple tools and techniques competently and appropriately.</p> <p><b>UtW:</b> Recognises and describes special times or events for family or friends. Enjoys joining in with family customs and routines.</p>	<p>EAD: Sew stockings</p> <p><b>Phonics:</b> Phase 2</p> <p>Music: Charanga My Stories Step 5</p> <p>ICT: I can make a floor robot move. I can make choices about the buttons and icons I press. Introducing a programmable device (such as a Bee-Bot)</p>
<p>Week 14: 7<sup>th</sup> – 11<sup>th</sup> December 2015</p> <p><b>Parent / Teacher Consultation Meetings 8 + 10.12.15</b></p> <p><b>Focus Text:</b> Harvey Slumfenburger's Christmas Present by John Burningham</p> <p><b>Resources references:</b> Little Book of Special Days (pg 61-3)</p>	<p><i>Why do we celebrate Christmas?</i></p> <p><i>What happens at Christmas?</i></p>	<p><b>Maths:</b> Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall' Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.</p> <p><b>Writing:</b> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels and captions Attempts to write short sentences in meaningful contexts</p> <p><b>Reading:</b> Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences.</p> <p><b>ICT:</b> 30 – 50 months: Knows how to operate simple equipment. 30 – 50 months: Shows an interest in technological toys or real objects.</p> <p><b>UtW:</b> Recognises and describes special times or events for family or friends. Enjoys joining in with family customs and routines.</p>	<p><b>UtW/ PE;</b> Nativity play rehearsal</p> <p>Writing: Writing and drawing about weekend</p> <p>Maths: 3D shapes</p> <p>EAD: Decorate stockings</p> <p><b>Phonics:</b> Phase 2</p> <p>Music: Charanga My Stories Step 6</p> <p>ICT: I can make a floor robot move. Bee-Bot travelling around a map</p>

		<p><b><u>EAD- using media</u></b>          Uses simple tools and techniques competently and appropriately.          Selects appropriate resources and adapts work where necessary.</p>	
<p>Week 15: 14<sup>th</sup> – 18<sup>th</sup> December 2015</p> <p><b>Duckling Class Nativity Play 16.12.15</b>  <b>Christmas Lunch 16.12.15</b></p> <p><b>Focus Text:</b> Panto story</p> <p><b>Resources references:</b>          DT Colourful Characters (pg 44-5)          Shape, Space and Measures- Christmas Capacity (pg 32-5)</p>	<p><i>Why do we celebrate Christmas?</i></p> <p><i>What happens at Christmas?</i></p>	<p><b>Maths:</b>          Orders two items by weight or capacity.  <b>ELG: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</b></p> <p><b>Writing:</b>          Gives meaning to marks they make as they draw, write and paint.          Begins to break the flow of speech into words.          Links sounds to letters, naming and sounding the letters of the alphabet.          Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.          Writes own name and other things such as labels and captions          Attempts to write short sentences in meaningful contexts</p> <p><b>Reading:</b>          Hears and says the initial sound in words.          Can segment the sounds in simple words and blend them together and knows which letters represent some of them.          Links sounds to letters, naming and sounding the letters of the alphabet.          Begins to read words and simple sentences.</p> <p><b>UtW:</b> Recognises and describes special times or events for family or friends.          Enjoys joining in with family customs and routines.</p> <p><b><u>EAD- using media</u></b>          Constructs with a purpose in mind, using a variety of resources.          Uses simple tools and techniques competently and appropriately.          Selects appropriate resources and adapts work where necessary.</p>	<p><b>PE;</b> Nativity play rehearsal</p> <p>EAD/ Writing: make Christmas cards</p> <p>Maths:          Capacity</p> <p><b>Phonics:</b> Phase 2</p>

## Reception- Spring Term 2015- Moving Around / We're Going on a Bear Hunt

Learning Context and week	Key Questions	Subject knowledge / learning skills	Learning outcomes
<p>Week 1- 5<sup>th</sup> Jan  <b>Moving around on four wheels:</b>  <b>Cars and Buses</b>                      Naughty Bus- Jan and Jerry Oke                      Mrs Armitage Queen of the road                      Mr Gumpy's motor car                      Toy cars                      Ben's big book of cars</p>	<p>How can I make my car go faster/further down the ramp?                      How are buses different to other ways of travelling?                      How many people are on the bus?                      When if x gets on?</p>	<p><u>Mathematics</u>                      Counts objects to 10 and beginning to count beyond 10.                      Says the number that is one more than a given number.                      Finds one more from a group of up to five objects, then ten objects.                      In practical activities and discussion beginning to use the vocabulary involved in addition.                      Finds the total number of items in two groups by counting all of them.</p> <p><u>CL</u>                      Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.                      Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.                      Uses language to imagine and recreate roles and experiences in play situations                      Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p><u>Literacy</u>                      Gives meaning to marks they make as they write..                      Hears and says the initial sound in words.                      Links sounds to letters.                      Attempts to write short sentences in meaningful contexts.                      Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.                      Can segment the sounds in simple words and blend them together.                      Writes own name and other things such as labels and captions.</p> <p><u>UtW- The World</u>                      30-50 mths: Talks about why things happen and how things work.                      40-60 mths: Looks closely at similarities, differences, patterns and change.</p> <p><u>EAD</u>                      Explores what happens when they mix colours.                      Experiments to create different textures.</p>	<p><b>Petrol station/garage/ car wash</b></p> <p>EAD (Art)                      Taking cars through paint (Art pg 32)</p> <p>UtW: (The World)                      Exploring moving cars down ramp (Science pg 44 / 60)</p> <p>Construction: Duplo                      Make buses / cars etc</p> <p>Literacy- Independent writing on own choice of subject eg Christmas Holiday.</p> <p><b>ICT: purple mash types of transport/just wheels</b>                      I can tell an adult when something happens on the computer I do not like.</p> <p>PD- Outside: Top sport- Aiming/ Predicting and estimating Target rolling 2 / 3                      Inside; explore moving in different ways top sports basic motor skills 1 animals</p> <p>Maths- addition – gps of cars / other vehicles, people getting on bus</p> <p><b>Small world: Car mat with bus on, figures to pick up-make own routes</b></p> <p><b>Music Express: Moving Patterns- Join in pgs 34-5 focus: Structure</b></p>

		<p>Understands that different media can be combined to create new effects. Uses simple tools and techniques competently and appropriately.</p> <p><b>PD</b> Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows some understanding that good practices with regard to exercise can contribute to good health.</p> <p><b>UtW:</b> <b>30 – 50 months:</b> Knows that information can be retrieved from computers <b>40 – 60 months:</b> Completes a simple program on a computer. <b>40 – 60 months:</b> Uses ICT hardware to interact with age-appropriate equipment.</p> <p><b>Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p> <p>EAD: Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p>	
<p>Week 2- 12<sup>th</sup> Jan <b>Moving around on two wheels:</b> <b>Bikes and Scooters</b> How is a bicycle made? Getting around by bicycle Bike ride Story: Mrs Armitage on wheels</p>	<p>What are the different parts of my bike/scooter called? How can I get my bike/scooter to start/stop? Where is it easier/ harder to move around? How can I be safe on my bike? What are the features of a non-fiction book? What do I need to successfully write a caption?</p>	<p><b>UtW- The World</b> 30-50 mths: Talks about why things happen and how things work. 40-60 mths: Looks closely at similarities, differences, patterns and change. . <b>Mathematics</b> Counts objects to 10 and beginning to count beyond 10. Says the number that is one more than a given number. Finds one more from a group of up to five objects, then ten objects. In practical activities and discussion beginning to use the vocabulary involved in addition. Finds the total number of items in two groups by counting all of them. <b>They solve problems including doubling.</b></p>	<p>Literacy: writing about how bikes/scooters move</p> <p><b>Bike shop role play outside/ hire a bike-numbers on bikes/ count bikes-writing/chalk board to record.</b></p> <p><b>ICT:</b> I can operate simple equipment <i>such as using a camera to take clear photographs.</i></p> <p>EAD: Make a moving picture (Science pg 60)</p>

	<p>What do I have to do to successfully label a picture?</p>	<p><b><u>Literacy</u></b>          Know that information can be retrieved from books and computers          Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.          Writes own name and other things such as labels, captions.          Attempts to write short sentences in meaningful contexts.</p> <p><b><u>PD</u></b>          Experiments with different ways of moving.          Jumps off an object and lands appropriately.          Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.          Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.          Shows some understanding that good practices with regard to exercise can contribute to good health.</p> <p>UtW:  <b>30 – 50 months:</b> Knows how to operate simple equipment.  <b>30 – 50 months:</b> Shows an interest in technological toys or real objects.  <b>Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p> <p>EAD:          Begins to build a repertoire of songs and dances.          Explores the different sounds of instruments.</p>	<p>UtW: (The World)          Exploring push and pull forces to make things move (Science pg 60)</p> <p>PD          Outside: Top sport- Aiming/ Predicting and estimating Target throwing 4          Inside; Top sports basic motor skills- 3 and 5, Coordination and Control 5 focus jumping</p> <p><b>Music Express: Moving Patterns- Dumplings pgs 36-7 focus: Structure</b></p>
<p>Week 3 – 19<sup>th</sup> Jan  <b>Moving around by train</b>          Oi Get off our train- John Burningham          The train Ride- June Crebbin          Let's go by trains          Terrific trains          Runaway train</p>	<p><i>What were trains like in the past?</i>  <i>How do trains move?</i>  <i>What's it like going on a train journey?</i></p>	<p><b><u>EAD</u></b>          Explores what happens when they mix colours.          Manipulates materials to achieve a planned effect.          Constructs with a purpose in mind, using a variety of resources.          Uses simple tools and techniques competently and appropriately.          Selects appropriate resources and adapts work where necessary.          Selects tools and techniques needed</p> <p><b><u>UtW- The World</u></b>          30-50 mths: Talks about why things happen and how things work.          40-60 mths: Looks closely at similarities, differences, patterns and change.</p> <p><b><u>PD</u></b></p>	<p>Literacy:          Role play-Oi get off our train          Writing related to role play</p> <p>EAD:          Paint a picture of what might see from train          cref The Train Ride</p> <p>UtW: (The World)          Exploring magnets and magnetic materials-          how do our trains stay together? (Science pg 12)</p>

		<p>Jumps off an object and lands appropriately. Shows understanding of how to transport and store equipment safely. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows some understanding that good practices with regard to exercise can contribute to good health.</p> <p><b><u>CL/Literacy</u></b> Uses language to imagine and recreate roles and experiences in play situations. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. Attempts to write short sentences in meaningful contexts</p> <p>Mathematics: Finds one less from a group of up to 5 then 10 objects. In practical activities and discussion beginning to use the vocabulary involved in subtraction. Using quantities and objects they subtract two single digit numbers and count back to find the answer.</p> <p>UtW: <b>30 – 50 months:</b> Knows how to operate simple equipment. <b>30 – 50 months:</b> Shows an interest in technological toys or real objects. <b>40 – 60 months:</b> Uses ICT hardware to interact with age-appropriate equipment.</p> <p><b>Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p> <p>EAD: Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p>	<p><b>Train station role play-ticket area, whistle, flag,</b></p> <p><b>Small world trains</b></p> <p><b>Make a train-junk modelling</b></p> <p>I can use technology to show my learning <i>by recording my voice.</i></p> <p>Maths- subtraction</p> <p>PD: Outside: Top sport- Aiming/ Predicting and estimating 5 Space walk Inside: jumping off benches onto mats</p> <p><b>Music Express: Moving Patterns- Stamp and clap pgs 38-9 focus: Structure</b></p>
<p>Week 4- 26<sup>th</sup> Jan <b>Moving around by air</b> Planes</p>	<p><i>When would you use an aeroplane?</i> <i>How do things stay up in the air?</i></p>	<p><b><u>UtW- The World</u></b> 30-50 mths: Talks about why things happen and how things work. 40-60 mths: Looks closely at similarities, differences, patterns and change.</p>	<p><b>Airport lounge-inside</b> <b>Aeroplane role play outside</b> <b>+ control tower</b> <b>Make passports</b></p>

<p>The Magic Bed – John Burningham Airline pilot Amazing aeroplanes</p>	<p><i>What happens when you travel by air?</i></p>	<p><b><u>Mathematics-SSM</u></b> Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways.</p> <p><b><u>CL-</u></b> Uses language to imagine and recreate roles and experiences in play situations. <b><u>Literacy</u></b> Attempts to write short sentences in meaningful contexts. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in Sequence. Can segment the sounds in simple words and blend them together.</p> <p>UtW: <b>30 – 50 months:</b> Knows how to operate simple equipment. <b>30 – 50 months:</b> Shows an interest in technological toys or real objects. <b>40 – 60 months:</b> Uses ICT hardware to interact with age-appropriate equipment.</p> <p><b>Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p> <p><b><u>PD</u></b> Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows understanding of how to transport and store equipment safely. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows some understanding that good practices with regard to exercise can contribute to good health.</p> <p><b><u>EAD</u></b> Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed</p>	<p>Literacy; Write about a magic carpet ride, where did they go? What did they see?</p> <p>I can use technology to show my learning <i>by recording a video to tell a story.</i></p> <p>EAD (DT): Make a model with wings eg a bird (DT pg 40)</p> <p>UtW (The World): Exploring how things stay in the air (Science pg 40) Experiment with making paper aeroplanes- how far do they go? Observe how different things move through the air</p> <p>PD: Outside: parachute activities see LCP file Inside: moving in different ways along benches and jumping off</p> <p><b>Music Express: Moving Patterns- Supermarket pgs 40-1 focus: Structure</b></p>
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<p>Week 5- 2<sup>nd</sup> Feb <b>Moving around up into Space</b> Space (Rhymes pg 46) Whatever Next- Jill Murphy (Stories pg 10) Baboon on the moon DVD</p>		<p>UtW: <b>40 – 60 months:</b> Completes a simple program on a computer. <b>Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p> <p><b>UtW- The World</b> 30-50 mths: Talks about why things happen and how things work. 40-60 mths: Looks closely at similarities, differences, patterns and change.</p> <p><b>Mathematics: shape, space and measure</b> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. <b>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</b></p> <p><b>EAD</b> Explores what happens when they mix colours. Manipulates materials to achieve a planned effect. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed</p> <p>Maths (Numbers): 40 – 60 mths: Finds one less from a group of up to five objects, then ten objects. In practical activities and discussion beginning to use the vocabulary involved in subtracting. ELG: Children count reliably with numbers from one to 20, place then in order and say which number is one less. Using quantities and objects they subtract two single- digit numbers and count on or back to find the answer.</p> <p><b>Literacy</b> Gives meaning to marks they make as they write.. Hears and says the initial sound in words. Links sounds to letters.</p>	<p>I can create shapes on a screen <i>by using software to draw a picture.</i></p> <p>EAD (Art): Roller Printing with marbles (Art pg 34)</p> <p>UtW (The World): Exploring how things stay in the air (Science pg 56)</p> <p>Construction: Mobilo</p> <p>Maths: Make pictures / models eg of rocket</p> <p>Maths: ordering, Subtraction including one less than</p> <p>PD: Inside: assembly rehearsal Outside: parachute activities – see LCP file</p> <p>Literacy- Independent writing on own choice of subject</p> <p><b>Music Express: Moving Patterns- Bicycle counting pgs 42-3 focus: Structure</b></p>

		<p>Attempts to write short sentences in meaningful contexts.          Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.          Can segment the sounds in simple words and blend them together.          Writes own name and other things such as labels and captions</p> <p>PD:          Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.          Shows some understanding that good practices with regard to exercise can contribute to good health.</p> <p>EAD:          Begins to build a repertoire of songs and dances.          Explores the different sounds of instruments.</p>	
<p>Week 6- 9<sup>th</sup> Feb          Chinese New Year          Class Assembly</p>	<p><b>Where is China?          What festivals do they celebrate?</b></p>	<p>UtW (People and Communities):          30-50 mths: Shows interest in different ways of life.          ELG: Chn know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>Mathematics</b>          Beginning to use everyday language related to money.</p> <p><b>EAD_</b> Understands that different media can be combined to create new effects.          Manipulates materials to achieve a planned effect.          Constructs with a purpose in mind, using a variety of resources.          Uses simple tools and techniques competently and appropriately.          Selects appropriate resources and adapts work where necessary.          Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>UtW:  <b>30 – 50 months:</b> Knows how to operate simple equipment.  <b>30 – 50 months:</b> Shows an interest in technological toys or real objects.  <b>30 – 50 months:</b> Knows that information can be retrieved from computers  <b>40 – 60 months:</b> Completes a simple program on a computer.  <b>40 – 60 months:</b> Uses ICT hardware to interact with age-appropriate equipment.</p>	<p>I can create text on a screen <i>by using a keyboard to add my name or a title to a picture.</i></p> <p>Maths- focus on money ref Chinese restaurant</p> <p>EAD: Chinese new year related activities eg Make Chinese lanterns / Chinese cooking</p> <p><b>Chinese restaurant role play area</b></p> <p><b>Use maps to find China</b></p> <p>PD:          Inside: no session- Valentine's day talent show          Outside: parachute activities – see LCP file</p> <p><b>Music Express: Special people-          Happy New Year pgs 18-19 focus:          Beat and Tempo</b></p>

		<p><b>Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p> <p>PD: Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows some understanding that good practices with regard to exercise can contribute to good health.</p> <p>EAD: Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p>	
Half Term			
Week 7 – 23 <sup>rd</sup> Feb Goldilocks and the Three Bears	<p>Which object is heavier/lighter? Was goldilocks right to go into the three bears cottage?</p>	<p><b><u>CL</u></b> Uses language to imagine and recreate roles and experiences in play situations</p> <p><b><u>EAD</u></b> Plays cooperatively as part of a group to develop and act out a narrative.</p> <p><b><u>Literacy</u></b> Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Attempts to write short sentences in meaningful contexts. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Enjoys an increasing range of books.</p> <p><b><u>Mathematics (Shape, Space and Measures)</u></b> 40 – 60 mths: Orders two or three items by length or height. Orders two items by weight or capacity. ELG: Use everyday language to talk about size and weight</p> <p>UtW: <b>30 – 50 months:</b> Knows how to operate simple equipment.</p>	<p>Literacy: Tell story of Goldilocks and the three bears. Writing linked to story eg Apology letters from Goldilocks</p> <p>Role play cottage</p> <p>Make bear masks</p> <p>Make beds/chairs for three bears using different construction materials.</p> <p>Can you make a house for the different sized bears?</p> <p>Small world dolls house and characters to re-tell story</p> <p>Make a teddy with moveable parts</p> <p>Mathematics (Shape, Space and Measures) Size ordering – length / weight</p> <p>ICT: Goldilocks program</p> <p>PD: Inside; Goldilocks and the three bears (LCP)</p>

		<p><b>30 – 50 months:</b> Shows an interest in technological toys or real objects.  <b>30 – 50 months:</b> Knows that information can be retrieved from computers  <b>40 – 60 months:</b> Completes a simple program on a computer.  <b>40 – 60 months:</b> Uses ICT hardware to interact with age-appropriate equipment.</p> <p><b>Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p> <p>PD:  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  Shows some understanding that good practices with regard to exercise can contribute to good health.</p> <p>EAD:  Begins to build a repertoire of songs and dances.  Explores the different sounds of instruments.</p>	<p>Outside: Top sports: spatial awareness 2, coordination and control 1</p> <p>I can operate simple equipment <i>by using a keyboard to log in to a resource or the school network</i></p> <p><b>Music Express: Going Places- The Three Bears pgs 22-3 focus: High and Low</b></p>
<p>Week 8- 2<sup>nd</sup> March  <b>Book Week- school theme + related to Booktime packs</b></p>		<p><b><u>Literacy</u></b>  Gives meaning to marks they make as they write..  Hears and says the initial sound in words.  Links sounds to letters.  Attempts to write short sentences in meaningful contexts.  Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  Can segment the sounds in simple words and blend them together.  Writes own name and other things such as labels and captions</p> <p><b><u>Mathematics: shape, space and measure</u></b>  Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.  Selects a particular named shape.  <b>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</b></p> <p><b><u>UtW</u></b>  <b>30 – 50 months:</b> Knows how to operate simple equipment.</p>	<p>Literacy- Independent writing on own choice of subject</p> <p>PD  Outside: Top sports: spatial awareness 3, coordination and control 2  Inside; travelling on benches and tables and jumping off Basic Motor skills 4</p> <p>EAD:  Book themed related activities</p> <p><b>Music Express: Going Places- Noah pgs 20-1 focus: High and Low</b></p>

		<p><b>30 – 50 months:</b> Shows an interest in technological toys or real objects.  <b>30 – 50 months:</b> Knows that information can be retrieved from computers  <b>40 – 60 months:</b> Completes a simple program on a computer.  <b>40 – 60 months:</b> Uses ICT hardware to interact with age-appropriate equipment.</p> <p><b>Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p> <p>PD:  Jumps off an object and lands appropriately.  Travels with confidence and skill around, under, over and through balancing and climbing equipment.  Shows understanding of how to transport and store equipment safely.  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  Shows some understanding that good practices with regard to exercise can contribute to good health.</p> <p>EAD:  Begins to build a repertoire of songs and dances.  Explores the different sounds of instruments.</p>	
<p>Week 9- 9<sup>th</sup> March  We're Going on a Bear Hunt  Michael Rosen, Helen Oxenbury (stories pg 20)  Can't you sleep little bear? Martin Waddell  Peace at last Jill Murphy (Stories pg 52)</p>	<p><b>Can you describe where something is?  Can you re-tell the story of 'we're going on a bear hunt?'</b>  How are our bears the same/ different to those children had in the past?</p>	<p><b><u>Mathematics (Shape, Space and Measures)</u></b>  40- 60 mths: Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'.  ELG: Use everyday language to talk about position</p> <p><b><u>Literacy</u></b>  Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p><b><u>CL</u></b>  Uses language to imagine and recreate roles and experiences in play situations</p> <p><b><u>EAD</u></b></p>	<p>Literacy:  Re-tell/ learn the story of 'we're going on a bear hunt using actions.  Go on a bear hunt in small groups  Writing linked to story</p> <p>UtW (Technology):  I can make a floor robot move <i>to where I want it to go</i>.  I can make choices about the buttons I press.</p> <p>Maths (Shape, Space and Measures):  Positional language cref ICT.  Create an obstacle course</p>

		<p>Plays cooperatively as part of a group to develop and act out a narrative.  Experiments to create different textures.  Understands that different media can be combined to create new effects.  Manipulates materials to achieve a planned effect.</p> <p>UtW (People and Communities):  30-50 mths: Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience.  ELG: Children talk about past and present events in their own lives and in the lives of family members.</p> <p>PD:  Jumps off an object and lands appropriately.  Travels with confidence and skill around, under, over and through balancing and climbing equipment.  Shows understanding of how to transport and store equipment safely.  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  Shows some understanding that good practices with regard to exercise can contribute to good health.</p> <p>UtW:  <b>30 – 50 months:</b> Knows how to operate simple equipment.  <b>30 – 50 months:</b> Shows an interest in technological toys or real objects.  <b>40 – 60 months:</b> Uses ICT hardware to interact with age-appropriate equipment.</p> <p><b>Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p> <p>EAD:  Begins to build a repertoire of songs and dances.  Explores the different sounds of instruments.</p>	<p>EAD (Art):  Make a monoprint cover as a class for a bear (Art pg 7)</p> <p>UtW (people and Communities):  Comparing teddy bears now and then.</p> <p>PD  Outside: Top sports: spatial awareness 4, coordination and control 3  Inside; travelling on benches and tables and jumping off- extend layouts</p> <p><b>Music Express: Going Places- Jack- in- the- box pgs 24-5 focus: High and Low</b></p>
Week 10- 16 <sup>th</sup> March		<p>UtW:  <b>30 – 50 months:</b> Knows how to operate simple equipment.</p>	<p>I can make a floor robot <i>reach a target space</i>.</p>

<p>Where's my teddy? Jez Alborough Teddy Bear's Picnic</p>		<p><b>30 – 50 months:</b> Shows an interest in technological toys or real objects. <b>40 – 60 months:</b> Uses ICT hardware to interact with age-appropriate equipment.</p> <p><b>Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p> <p>UtW (The World): 30-50 mths: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. 40-60 mths: Looks closely at similarities, differences, patterns and change.</p> <p><b>Literacy</b> Gives meaning to marks they make as they write.. Hears and says the initial sound in words. Links sounds to letters. Attempts to write short sentences in meaningful contexts. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Can segment the sounds in simple words and blend them together.</p> <p>Mathematics: Selects the correct numeral to represent 1 to 5 then 1 to 10 objects. Counts objects to 10 and beginning to count beyond 10. Estimates how many objects they can see then checks by counting them.</p> <p>PD: Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows understanding of how to transport and store equipment safely. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>	<p>I can make choices about the buttons I press.</p> <p>EAD (DT) Make biscuits for Teddy Bears Picnic</p> <p>UtW (The World): Trip onto Nower</p> <p>Literacy: Recount of trip to Nower</p> <p>PD Outside: Top sports: spatial awareness 5, coordination and control 4 Inside; travelling on benches and tables and jumping off extend layouts</p> <p><b>Music Express: Going Places- sky-high, toe-low pgs 26-7 focus: High and Low</b></p>
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<p>Week 11- 23<sup>rd</sup> March Easter</p>	<p><i>Why do we celebrate Easter? How do people celebrate Easter? What traditions do people have?</i></p>	<p><b>UtW:</b> <b>30 – 50 months:</b> Knows that information can be retrieved from computers <b>40 – 60 months:</b> Completes a simple program on a computer. <b>40 – 60 months:</b> Uses ICT hardware to interact with age-appropriate equipment. <b>Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p> <p>UtW (People and Communities): 30-50 mths: Shows interest in different ways of life. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. 40-60 mths: Enjoys joining in with family customs and routines. ELG: Chn know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>Literacy</b> Gives meaning to marks they make as they write.. Hears and says the initial sound in words. Links sounds to letters. Attempts to write short sentences in meaningful contexts. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Can segment the sounds in simple words and blend them together. Writes own name and other things such as labels and captions</p> <p>Mathematics: Selects the correct numeral to represent 1 to 5 then 1 to 10 objects. Counts objects to 10 and beginning to count beyond 10. Estimates how many objects they can see then checks by counting them.</p>	<p>Maths: Number hunt on eggs outside. Ordering eggs with numbers Sharing – eggs between baskets.</p> <p><b>Role play – sweet shop</b></p> <p>I use a safe part of the Internet to play and learn.</p> <p>UtW (People and Communities): Easter</p> <p>Literacy- Independent writing on own choice of subject</p> <p>PD: Inside- no session due to end of term Outside: Top sports: spatial awareness 5, coordination and control 5</p> <p>EAD: Easter related activities</p> <p><b>Music Express: Going Places- Mousie Brown pgs 28-9 focus: High and Low</b></p>

		<p>They count reliably with numbers from 1 to 20 place them in order and say which one is more or less than a number. They solve problems including sharing.</p> <p><b>PD:</b> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows some understanding that good practices with regard to exercise can contribute to good health.</p> <p>EAD: Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p>	
Snow related ideas	<p>What does ice / snow look and feel like? What happens when we add hot water to ice / snow? Does ice / snow float?</p> <p>Who likes to live in the snow?</p>	<p><b>UtW:</b> <b>30 – 50 months:</b> Knows how to operate simple equipment. <b>30 – 50 months:</b> Shows an interest in technological toys or real objects. <b>30 – 50 months:</b> Knows that information can be retrieved from computers <b>40 – 60 months:</b> Completes a simple program on a computer. <b>40 – 60 months:</b> Uses ICT hardware to interact with age-appropriate equipment. <b>Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p> <p><b>UtW- The World</b> 30-50 mths: Talks about why things happen and how things work. Developing an understanding of changes over time. Shows care and concern for living things and the environment. 40-60 mths: Looks closely at similarities, differences, patterns and change.</p>	<p><b>Ice experiments</b> <b>Create ice scene in tuft tray</b> <b>Collage/create a polar bear using photo's and materials.</b> <b>Footprints in the snow</b></p> <p><b>Science pg 36</b></p> <p><b>Patterns using penguins</b></p>

**YR Summer First Half Medium Term Plan: *Down on the Farm***

<b>Stunning Start:</b> Hunt for animals- collect together- what do we have? What do they have in common? Where might they all live?				
<b>Learning Context &amp; week</b>	<b>Key Questions</b>	<b>Subject Knowledge</b>	<b>Learning Skills</b>	<b>Adult led Learning (class / focus gps)</b>
<i>Include here, the key texts for the week(s)</i>	<i>e.g. what does the earth look like from space and how do we know this?</i>	<i>This is the bit from the history, science, geog, knowledge. Can also include literacy genre</i>	<i>What skills from the curriculum skills maps go in here? (e.g. "understand seam allowance!!)</i>	<i>What are you asking the children to do? What pieces of work will they have?</i>
<p><b>Week 1- 13<sup>th</sup> April</b></p> <p><b>Spot goes to the Farm</b></p> <p><b>Old MacDonald had a farm</b></p> <p><b>I love Animals Big Book</b></p> <p><b>The Three Billy Goats Gruff</b></p>	<p><i>Which animals live on a farm?</i></p> <p><i>What are adults and their young called?</i></p> <p><i>Can you sort the animals? How many animals are there?</i></p>	<p><b>UtW: (ICT)40 – 60 months:</b> Uses ICT hardware to interact with age-appropriate equipment.</p> <p><b>Early Learning Goal:</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>PD: Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Begins to build a repertoire of songs and dances.</p> <p><b>Children dance.</b></p> <p><b>UtW:</b> Children know about similarities and differences in relation to living things. They make observations of animals and explain why some things occur, and talk about changes.</p> <p>Maths:</p> <p>Counts objects to 10 and beginning to count beyond.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects</p> <p>Recognises some numerals of personal significance</p> <p>Recognises numerals 1-5</p> <p>Counts an irregular arrangement of objects up to 10</p> <p>Uses the language of more and fewer to compare two sets of objects</p> <p>Says the number that is one more than a number</p> <p>Finds one more or less from a group of up to 5 then 10 objects</p> <p>Finds the total number of items in two groups by counting all of them</p> <p>ELG: count reliably with numbers from 1-20, place them in order and say which number is one more or less than a number. Using quantities and objects they add and subtract two single digit numbers</p> <p>Literacy:</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>C and L:</p>	<p>What skills from the curriculum skills maps go in here? (e.g. "understand seam allowance!!)</p>	<p>What are you asking the children to do? What pieces of work will they have?</p> <p>Literacy:</p> <p>HA: Non-fiction writing on farm animals- cow, pig etc.</p> <p>MA: write sentence about farm animal</p> <p>LA: Label parts of farm animal</p> <p>C + L:</p> <p>The three billy goats gruff role play – masks, bridge, water etc.</p> <p>Maths / UtW:</p> <p>Sort animals developing to 4 / 2 legs, go in water / don't, have feathers / don't and count how many of each type</p> <p>Addition and Subtraction</p> <p>Purplemash Maths city 1 farm</p> <p>EAD:</p> <p>Sing Old MacDonald had a farm- make up own version</p> <p>UtW:</p> <p>Naming farm animals and their young</p> <p>UtW (ICT):</p> <p><i>I can use computers and tablets safely, knowing who to ask for help when something worrying or unexpected happens</i></p> <p>PD:</p> <p>Summer Festival Dance</p>

		<p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>EAD: Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Experiments to create different textures. Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>I can cooperate in a team. I can listen to and follow instructions.</p>
<p><b>Week 2- 20<sup>th</sup> April</b> <b>Rosie's Walk</b></p>	<p><i>What does Rosie do in the story? In what different ways does she move? (under, over etc)</i></p>	<p><b>UtW (ICT): 40 – 60 months:</b> Uses ICT hardware to interact with age-appropriate equipment. <b>Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p> <p>PD: Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Begins to build a repertoire of songs and dances. <b>Children dance.</b></p> <p><b>UtW:</b> Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Maths: Can describe their relative position such as 'behind' or 'next to'. Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways.</p> <p>Literacy: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p><b>EAD- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p>EAD: Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Experiments to create different textures. Children sing songs, make music and dance, and experiment with ways of changing them</p>	<p>Literacy: Re-tell the story of Rosie's walk from fox's point of view, write it.</p> <p>Maths: Prepositions – obstacle course in PD to practise under, over etc. Time</p> <p>UtW (ICT): Beebots I can make a floor robot move, <i>exploring how they respond to commands.</i></p> <p>EAD: Mould their favourite farm animal out of clay</p> <p>UtW: Compare farm environment to our school / home</p> <p>PD: Summer Festival dance I can work as a team I can follow simple instructions I can run</p> <p>EAD (Music) When we're on the farm Music Express actions</p>
<p><b>Week 3- 27<sup>th</sup> April</b> <b>The Enormous Turnip</b></p> <p><b>Waterplay pg 36f</b></p>	<p><i>How many vegetables can you name?</i> <i>Can you sort the vegetable?</i> <i>Can you count them?</i></p>	<p><b>UTW (ICT): 40 – 60 months:</b> Uses ICT hardware to interact with age-appropriate equipment. <b>Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p>	<p>Literacy; Retell story</p> <p>Maths: Sorting / counting vegetables</p>

<p><b>Little Book of Sand and Water pg 16/17</b>  <b>Little book of investigations pg 44/45, 64/5</b>  <b>Little book of explorations pg 84-91</b>  <b>Science pg 24f</b>  <b>Rhymes pg 22f</b></p>	<p><i>What crops might farmers grow?</i>  <i>Which crops shall we grow?</i></p>	<p>PD: Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  Begins to build a repertoire of songs and dances.  <b>Children dance.</b></p> <p><b>UtW:</b> Children know about similarities and differences in relation to living things. They make observations of plants and explain why some things occur, and talk about changes.</p> <p>Maths:  Finds one more or one less from a group of up to five objects, then ten objects.  In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.  Records, using marks that they can interpret and explain.  Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.  Beginning to use everyday language related to money.</p> <p>Literacy:  Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p><b>EAD- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p>EAD:  Begins to build a repertoire of songs and dances.  Explores the different sounds of instruments.  Experiments to create different textures.  Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>Addition and subtraction</p> <p>EAD:  Paint pictures of characters in the story to make a display</p> <p>UtW:  Plant seeds- observe growth over time</p> <p>UtW (ICT):  Beebots:  I can make a floor robot move <i>by entering a series of commands.</i></p> <p>PD:  Summer Festival dance  I can work as a team  I can follow simple instructions  I can pick up objects  I can balance objects.  I can dribble a ball.</p> <p>EAD;  When we're on the farm song adding instruments</p>
<p><b>Week 4- 4<sup>th</sup> May</b>  <b>Bank Holiday</b>  <b>Oliver's milkshake</b></p>	<p><i>Where does our food come from? Where does wool come from? Milk? Eggs? Etc</i></p>	<p>PD: Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  Begins to build a repertoire of songs and dances.  <b>Children dance.</b></p> <p><b>UtW:</b> Children know about similarities and differences in relation to living things. They make observations of animals and explain why some things occur, and talk about changes.</p> <p>Maths:  Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.  Selects a particular named shape.  They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Literacy:  Write menus / posters for milkshake café</p> <p>Maths:  Shape</p> <p>UtW:  Make milkshakes  Maths link- pictograph of who liked which milkshake flavour</p> <p>UtW;  Food / other materials farm animals give us.</p>

		<p>Literacy: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>PD: I can work as a team I can follow simple instructions I can run Summer Festival dance</p>
<p><b>Week 5- 11<sup>th</sup> May</b> <b>The Little Red Hen</b></p>	<p><i>What is a scarecrow? Where does bread come from?</i></p>	<p><b>UtW (ICT): 40 – 60 months:</b> Completes a simple program on a computer. <b>40 – 60 months:</b> Uses ICT hardware to interact with age-appropriate equipment. <b>Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p> <p>PD: Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Begins to build a repertoire of songs and dances. <b>Children dance.</b></p> <p><b>UtW:</b> Children know about similarities and differences in relation to living things. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Maths: Orders two items by weight Orders two or three items by length or height. Children use everyday language to talk about size, weight.</p> <p>Literacy: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p><b>EAD- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p>EAD: Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Experiments to create different textures. Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>Literacy: Retelling story</p> <p>C + L: Telling story</p> <p>Maths: Weighing / measuring/ size</p> <p>UtW: Make bread Make sandwiches (egg?) Watch chicks hatch- over time</p> <p>EAD: Make scarecrows</p> <p>UtW (ICT): I can make a floor robot move <i>by entering a series of commands.</i></p> <p>PD: I can work as a team I can follow simple instructions I can run Summer Festival dance</p> <p>EAD: Creating farm yard music</p>
<p><b>Week 6- 18<sup>th</sup> May</b> <b>Farm Trip (19<sup>th</sup>)</b> <b>I love Animals Big Book</b> <b>Spot goes to the farm</b></p>	<p><i>Which animals do you think you might see at the farm tomorrow? What machines might you see at the farm?</i></p>	<p><b>UtW (ICT): 40 – 60 months:</b> Uses ICT hardware to interact with age-appropriate equipment. <b>Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p>	<p>Literacy: Write thank you letters to farmer</p> <p>EAD: Painting / collaging pictures of trip to farm</p>

<p><b>1001 Things to spot on the Farm</b>  <b>Farm Animals</b>  <b>Farmer Duck</b></p> <p><b>Sports Day (22<sup>nd</sup>)</b></p>	<p><i>What animals did you see at the farm? Which was your favourite?</i>  <i>Can you copy this line of animals? (repeating pattern)</i>  <i>Can you make your own line of animals?</i></p>	<p><b>UtW:</b> Children know about similarities and differences in relation to places and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>Maths:</b>  Uses familiar objects and common shapes to create and recreate patterns and build models.  They recognise, create and describe patterns.</p> <p><b>Literacy:</b>  Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p><b>EAD- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p>	<p><b>Maths:</b>  Repeating patterns  2count farm animals</p> <p><b>UtW (ICT):</b>  I can use simple equipment <i>to take a photograph.</i>  I can use simple equipment <i>to begin to save and print a photograph (with adult support).</i></p> <p><b>PD:</b>  Tuesday- class out- farm trip  Sports day</p>
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