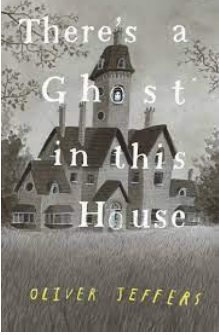
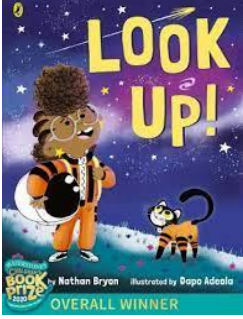

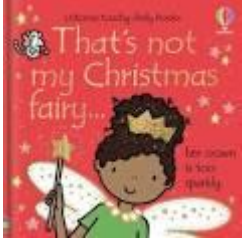
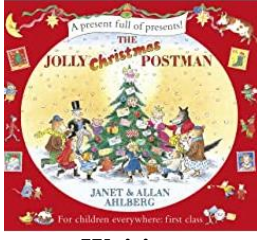




	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Lit era cy & CL	<p>Key text: Who are you?</p>  <p>Writing skills/knowledge Activity: To draw and label a picture of what their ghost looks like</p> <p>Children will use their phase 2 sounds to write initial sounds Children will segment cvc words Children will begin to write a simple sentence with a supporting stem. It has...</p> <p>Communication and language: Children will develop their</p>	<p>Key text: Look Up</p>  <p>Writing skills/knowledge: Activity: To write a simple caption about what they are good at and what makes them special.</p> <p>Sentence stem for support I can... I am good at...</p> <p>Reading: What does it mean if your head is 'always floating in the clouds'? What sort of character is Rocket, judging from this description? What is Rocket's brother, Jamal, always doing? What can you</p>	<p>Key text: Stick Man</p>  <p>Writing skills/knowledge: Activity: to describe a character</p> <p>Children will orally compose a sentence to describe Stickman. They will start to begin the word adjective as a describing word and will use these words to orally compose sentences to describe Stickman</p> <p>Children will be able to write simple words that match their spoken sound e.g big. Children will be able to form some letters correctly.</p>	<p>Key text: That's not my Christmas fairy</p>  <p>Writing skills/Knowledge: Activity: To write a caption</p> <p>Children will take a picture of a cut out jumper to create their own Christmas Jumper book-That's not my Christmas Jumper, it is too... The children will use their p2 phonic knowledge to write a simple sentence-It is too big, rough. Children can use a sentence stem to develop into a sentence e.g. It is too ...</p>	<p>Key text: The jolly Christmas Postman</p>  <p>Writing skills/Knowledge: Activity: To write a list/letter Children will write a list of items they would like for Christmas. Children will begin break the flow of speech into words. Children will use their phonetical knowledge to orally say what they think.</p> <p>Children will be able to draw pictures to demonstrate their ideas.</p> <p>Reading:</p> <p>Comprehension:</p>	<p>Key text: Walk this world at Christmas</p>  <p>Writing skills/Knowledge: Activity: To write a caption</p> <p>The children will become familiar with the book and how Christmas is celebrated across the world. The children will write a caption that represents a place in the world and how they celebrate Christmas with various items. The children will write a simple sentence using their phonic knowledge- It is a Stocking</p> <p>Reading</p>	<p>Key Text The Christmas Story</p>  <p>Writing skills/Knowledge: To label a picture</p> <p>Children will use their phase 2 sounds to label an image from the Christmas story. They will write initial sounds and cvc words Children will segment cvc words Children will begin to write a simple sentence with a supporting stem. It is...</p> <p>Reading Comprehension: Children will be able to understand the story of Christmas and why it is celebrated because</p>

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<p>vocabulary based on themselves and their family. They will use adjectives to orally describe their features e.g. I have curly, red hair. My eyes are dark brown.</p>	<p>tell about him from this? What can you tell about the relationships between the three characters in this picture?</p>	<p>Communication and Language</p> <p>Children will orally compose sentences. They will act in role and develop vocabulary with new words such as fear, worried, nervous, frightened</p> <p>Reading Comprehension Children will be able to answer questions about characters in a story:</p> <p>Why is the blue monster sad? Why is anger represented with red? Are you ever angry? What can you do if you are?</p> <p>Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story.</p>	<p>Reading Comprehension:</p> <p>Children will begin to complete a repeated refrain in a familiar rhyme, story or poem being read aloud</p> <p>Children will develop their vocabulary using their senses</p>	<p>Guess who (communication and language) Have a series of envelopes. A child can open the envelope and describe the character who is inside. We all have to guess which character is inside.</p> <p>Children will understand what a letter is and how they start/end</p>	<p>Comprehension:</p> <p>Children will be able to talk about Christmas traditions around the world and compare them to their own. What do you do at Christmas? Where do you go? What is the same/different? Children will be able to ask and answer questions during hot seating.</p>	<p>of the birth of baby Jesus.</p> <p>Children will be able to answer simple questions such as; Where was Jesus born? Who gave him gifts? What were the gifts? What would you give to Jesus?</p>
<p>Reading: Comprehension Children will be able to talk about a story</p> <p>Children will know what a front cover is. Children will listen and enjoy sharing a range of books. Children will know how to hold a book correctly, handle with care. Know the difference between text and illustrations.</p> <p>Word Reading: Hear general sound discrimination and be</p>						

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	able to orally blend and segment.						
Phonics	<p>Group 1/2: ff, ll, ss, j</p> <p>Tricky words: as</p> <p>Catch up blending group in the afternoon</p> <p>Catch up GPC recognition group afternoons</p>	<p>Group 1/2: v, w, x, y</p> <p>:</p> <p>Tricky words: and, has, his, her</p> <p>Catch up blending group in the afternoon</p> <p>Catch up GPC recognition group afternoons</p>	<p>Group 1/2: z zz qu ch</p> <p>words with s /s/ added at the end (hats sits)</p> <p>Tricky words: go, no, to, into</p> <p>Catch up blending group in the afternoon</p> <p>Catch up GPC recognition group afternoons</p>	<p>Group 1/2: sh th ng n_</p> <p>Tricky words: she, he, of</p> <p>Catch up blending group in the afternoon</p> <p>Catch up GPC recognition group afternoons</p>	<p>Group 1/2: • words with s /s/ added at the end (hats sits)</p> <p>• words ending s /z/ (his) and with s /z/ added at the end (bags)</p> <p>Tricky words: me, we, be</p> <p>Catch up blending group in the afternoon</p> <p>Catch up GPC recognition group afternoons</p>	<p>Group 1/2: RECAP</p> <p>Tricky words: RECAP</p> <p>Catch up blending group in the afternoon</p> <p>Catch up GPC recognition group afternoons</p> <p>Assessment week</p>	<p>Group 1/2: RECAP</p> <p>Tricky words: RECAP</p> <p>Catch up blending group in the afternoon</p> <p>Catch up GPC recognition group afternoons</p> <p>Assessment week</p>
Maths	<p>It's me 1,2,3</p> <p>Week 1</p> <p>Session 1</p>	<p>Week 2</p> <p>Session 1</p>	<p>Week 3</p> <p>Session 1</p> <p>Shape: triangle/circle</p>	<p>Light and Dark</p> <p>Week 1</p> <p>Session 1</p>	<p>Week 2</p> <p>Numberblocks - Teaching Three How</p>	<p>Week 3</p> <p>Session 1</p>	<p>Winter Activity</p> <p>Week</p> <p>Day 1</p>

<p>Number 1 Numberblocks - The Number One Learn to Count - YouTube Look at ‘I Spy Numbers’ – What can you see on the page all about number 1? Number Blocks – one wonderful world Look at the number 1 tray – what can you see? Is there anything there that shouldn’t be? (Some resources: 1p, number shape, dice, domino, 1 o’clock) Can the children find their own object or create their own drawing to show 1? Number Blocks</p> <p>Session 2 Number 2 Numberblocks - The Number Two Learn to Count - YouTube Numberblocks - Another One Learn to Count - YouTube Look at ‘I Spy Numbers’ – What can you see on the page all about number 2?</p>	<p>Sort objects into objects that show 1, 2 and 3. Give out two cards (representing amounts 1,2 or 3) to two children or teddies – who has more? The person with more keeps all the cards. Who is the winner? Who won the most cards? Children make their own cards showing 1,2 and 3.</p> <p>Session 2 Use a collection or dominoes showing totals of 1,2 and 3 in different ways. Sort the dominoes into groups showing 1, 2 and 3. Place 3 large domino pictures on the floor showing 1 dot, 2 dots and 3 dots. Turn over another card - the children must shout snap when they see the match – they can use a fly swatter to hit the correct card. Develop the game further by matching numerals to dominoes,</p>	<p>Read Mr Rush – What do you notice about Mr Rush? Look at Mr Happy within the book – what shape is he? Look at a circle and triangle and count their sides (1 curved side/3 straight sides) Sort a collection of shapes into a group of circles and group of triangles. Notice that triangles are not all exactly the same (long and short sides) and when you turn the triangle around it looks a bit different but it’s still a triangle. (3 sides/corners). Explore turning triangles around. Try turning a circle – what do you notice?</p> <p>Session 2 Look at Kandinsky’s art work with circles and triangles. Explore already made shape pictures and then make their own shape pictures using circles and triangles.</p> <p>Session 3</p>	<p>Number 4 Numberblocks - The Number Four Learn to Count - YouTube Numberblocks - Three Little Pigs Learn to Count - YouTube Read Pete the Cat and His 4 Groovy Buttons Show collections of 4. Place on to a 5 frame – you will notice the 5 frame is nearly full. Look at the number 4 tray – what can you see? Is there anything there that shouldn’t be? (Some resources: number shape, dice, domino, 4 o’clock, square, rectangle, 4 apples in a bag, 4 pencils in a pot) Make your own groups of 4 and count items on to a 5 frame.</p> <p>Session 2 Number 5 Numberblocks - The Number Five Learn to Count - YouTube</p>	<p>to Count! Learn to Count - YouTube Numberblocks - The Whole of Me Learn to Count - YouTube</p> <p>Session 1 Making 4 and 5 Place double sided counters in a small tub (4 or 5). Shake the tub and empty. You will be presented with some red and some yellow counters. How many altogether? Count on to 5 frame. Repeat activity for number 5.</p> <p>Session 2 Making 4 and 5 Make different shapes with 4 cubes and then 5 cubes. Children to explore making different shapes with each quantity.</p> <p>Session 3 More Sing the rhyme ‘One Elephant came out to play’ with visuals/props. Match numerals to quantity as more</p>	<p>Shapes: Rectangle and ‘Square’ Start by showing the children an amount of dots (1-3) in different arrangement– can they quickly say/show with fingers how many dots they can see. Look at a rectangle and count the sides, notice the 2 short and long sides. Turn the shape around to notice it is the same whichever way it is. Look at another rectangle ‘Square’ and notice its sides are all the same length (equal sides) Turn the shape to notice it always has 4 scorners and sides of equal length. Sort shapes into 2 groups – Rectangles/Squares</p> <p>Session 2 Revise subitising of dots and show on fingers (up to 4) Going on a shape hunt... Look at some photographs of rectangles and ‘squares’ in our world.</p>	<p>Look at a picture of a snowman – where can you see 2/5? (eyes/mouth) etc Explore sharing 5 buttons between 3 snowmen. Explore different ways to give 3 snowmen 6 buttons.</p> <p>Day 2 Subitise with falling snowflakes. Play card matching with number pictures.</p> <p>Day 3 Sort clothes into summer wear and winter wear. Draw a picture of yourself in summer and in winter.</p> <p>Day 4 A winter walk with teddy using positional language. Draw a map of your walk and take some photographs of teddy in different positions.</p> <p>Day 5 Posting letters into numbered houses. Look at the number pictures on each</p>
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<p>Look at the number 2 tray – what can you see? Is there anything there that shouldn't be? (Some resources: 2p, number shape, dice, domino, 2 o'clock, 2 socks) Can the children make collections of 2 in different ways? (objects or drawings)</p> <p>Session 3 Number 3 Numberblocks - Meet the Number Three Learn to Count at Home - YouTube CBeebies One Numberblocks One Two Three - YouTube Look at 'I Spy Numbers' – What can you see on the page all about number 3? Look at the number 3 tray – what can you see? Is there anything there that shouldn't be? (Some resources: number shape, dice, domino, 3 o'clock, 3 little pigs, triangle)</p>	<p>then numerals to amounts of pencils in a pot etc.</p> <p>Session 3 Show children dominoes (with max total of 3) quickly and ask them to hold up the appropriate amount of fingers. Play memory card matching game to match up number pictures with appropriate numerals.</p> <p>Session 4 Counting/1 more and 1 less Count items out of a container on to a 5 frame then match with numeral. If we have 2 footballs in a bucket and we add 1 more then how many do you think we will have? Check by counting on to 5 frame. Do the same with finding less. Label 3 containers 1, 2, 3 and put the right amount of objects into each container.</p> <p>Session 5 More/Fewer</p>	<p>Going on a shape hunt... Look at some photographs of triangles and circles in our world. Children to hunt and photograph shapes on a shape walk.</p> <p>Session 4 Positional Language Show photographs of a teddy hiding in different places. Under, behind, in, on, between. Play hide and seek with a teddy and talk about where you have found a teddy.</p> <p>Session 5 Read Rosie's Walk. Look at the Hen walk on ppt. Where is the hen going? (Through, under, over, around) Plan (draw) and make your own obstacle course to travel in different ways.</p>	<p>Numberblocks - Off We Go Learn to Count - YouTube Numberblocks - Stampolines Learn to Count - YouTube Read Kipper's Birthday – count the 5 candles on his birthday cake Look at a birthday cake with 5 candles and count them on to a 5 frame. What do they notice? – The 5 frame is full. Look at the number 5 tray – what can you see? Is there anything there that shouldn't be? (Some resources: number shape, dice, domino, 5 o'clock, 5p, pentagon, star, hand) Make your own groups of 5 and count items on to a 5 frame.</p> <p>Session 3 4 and 5 Count groups of 4 and 5 on to a 5 frame. Notice when there is 4 there is 1 more</p>	<p>elephants are added and build towers to represent each new quantity. Children to explore more 1 more rhymes using props. Or make up our own 1 more rhyme.</p> <p>Session 4 Less Sing the rhyme '5 green bottles' with visuals/props. As in previous session match numeral to 5 green bottles and to every amount as 1 is taken away. Also build a tower for each amount to visually represent that there is fewer bottles (1 less) each time.</p> <p>Session 5 1 More/Less Place cubes on a 5 frame then place the cubes in a bucket (so cannot be seen) Add 1 more or take 1 out. Children to work out how many cubes are now in the bucket.</p>	<p>Children to hunt and photograph shapes on a shape walk. Count the sides of the shapes, are they different lengths or equal?</p> <p>Session 3 Revise subitising of dots and show on fingers (up to 5) Explore already made shape pictures and then make their own shape pictures using rectangles and special rectangles – 'squares' and then triangles and circles too.</p> <p>Session 4 Revise subitising/showing amounts on fingers</p> <p>Time Read the book 'Peace at Last' We are thinking about what we do during the day and at night. Sort pictures of activities/routines into the day and/or night group.</p> <p>Session 5</p>	<p>envelope and post it to the correct house.</p>
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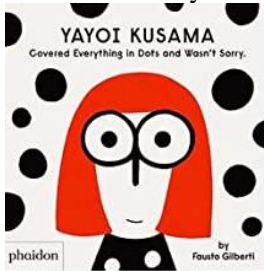


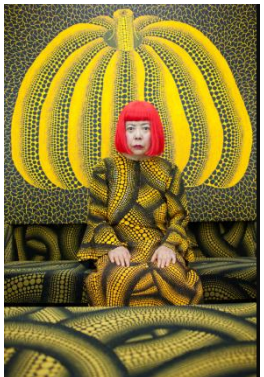
<p>Can the children make a collection of 3 in different ways? (objects or drawings)</p> <p>Session 4 Looking at arrangements of dots (1-3) Children should look, count/subitise and show the correct amount on their fingers. Sort objects/pictures into groups (a group that shows 1, 2 and 3) Match numeral to correct quantity.</p> <p>Session 5 Revise sorting activity from previous session. Match number towers to correct numeral. Can children create their own number towers for 1, 2 and 3? Play a memory game with dot plates to match 2 matching dot plates. Play again but match a dot plate to a dice face with same</p>	<p>Show 3 towers (tower of 1,2 and 3) What do they notice about the towers when they are lined up in order (1-3) Throw 3 socks – aimed at a hoop. Record score with tally marks. Compare the scores of two people – who got the most socks inside the hoop? Compare more scores.</p>		<p>space left in the 5 frame. Sort pictures/objects which show either 4 or 5.</p> <p>Session 4 Making 4 How many apples are on the tree and how many have fallen on the ground? Show apples on the tree with red counters on 5 frame and apples on the floor with yellow counters so this gives a clear visual of $3 + 1 = 4$. Collect a group of 4 and a dish. Explore how many different ways we can make 4.</p> <p>Session 5 Making 5 Repeat sequence of learning from number 4 in previous session. You could use frogs in a pond.</p>	<p>Check by counting out on to a 5 frame and matching numeral.</p>	<p>Revise subitising/showing amounts on fingers Sequencing and ordering a routine such as brushing teeth. First, next, last. Order 5 photographs of making a sandwich into the correct order. Think of something you do every day and think about what you do first, next and last. Draw a picture to illustrate each step. Jumble them up and then order them.</p>	
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	<p>number representation. Play again but match the numeral to the dot plate. Children can make their own memory game to play.</p>					
PS ED	<p>Fire safety talk-watch cbbc video on staying safe at bonfire night/Halloween. Make a list for Nursery to stay safe.</p>	 <p>Looking at the book Look up, use this picture as a stimulus about the main characters in the story and their relationships. To get children thinking about relationships, ask them to think about and describe their own family dynamics. Who is the grumpiest in their household? Who is the most patient? Who always gets their own way!</p>	<p>Remembrance Day Children will look at the CBBC video about poppies and the significance of them</p>	<p>What makes us special? How are we the same/different?</p>	<p>.Disucssion around how the jolly postman gets around. Remind the children about road safety. How do you keep safe when you are out on your bike or scooter?</p>	<p>To understand the importance of chritmas as a time to think of others. Snata will deliver Kindness the reigndeer to watch the children make acts of jindness to others. Pass around a plastic bauble as a talking object to signal whose turn it is to talk and ask the children to share their ideas of what kind acts 'Kindness' the reindeer might be looking for. Make a list of all the children's ideas</p>
RE	<p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Who celebrates Christmas and why?</p>					
U W	<p>Pumpkin carving, links to maths with shapes. Look at how</p>	<p>Find out about a job that involves outer</p>	<p>Remembrance Day</p>		<p>Maps: Children will take a trip to the local postbox to post their</p>	<p>Science: Pass around a parcel with a note saying keep in the</p>

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	<p>bonfire night and Halloween is celebrated in different countries.</p> <p>Children will help to carve and scoop out the pumpkins discussing and describing the smells, textures etc.</p>	<p>space. For example, astronaut, astrophysicist, mathematician, or engineer.</p> <p>Balloon Rocket</p> <p>Blow up a balloon but instead of tying a knot, put something on the end like a peg or clip so the air doesn't come out until you want it to. Then, put the balloon on its side and attach a straw or toilet roll tube using tape, then feed a piece of string through it.</p> <p>When you release the air from the balloon, it shoots across the string.</p>	<p>Children will look at the CBBC video about poppies and the significance of them</p> <p>Stickman</p> <p>Reminding children of where the stick family live, discuss other kinds of animals, birds and insects that might live in or around different parts of the tree.</p> <p>Seasons</p> <p>Reread Stickman and draw the children's attention to what time of year it is at different points in the story, looking closely at the pictures. For example, at the start of the story it is spring – the leaves are green and there is blossom on the branches. Later it must be summer, as it is hot enough for people to be swimming in the sea and playing on the beach. Later, the leaves on the trees have turned brown in the autumn, and gradually the children in the pictures begin to be wrapped up in</p>		<p>letters to Santa. We will make a map of the journey. Find out how a letter gets from its sender to its destination. What is your home address? Can you find your house on Google Earth? What type of house do you live in?</p> <p>Transport: As the Jolly postman uses a bike, the children will learn about how bicycles are used around the world.</p> <p>Invite a real postman to come into school and deliver the book</p>	<p>freezer. Give it a shake, what could it be? Why would it need to be kept in the freezer? Open it up and inside the package is a closed lunch box full of cold water, some buttons, a tiny scarf and a carrot. What is it? What happened to the snowman? What can we do?</p> <p>Refreeze the snowman, what will happen? The children will draw and label pictures of what is happening.</p>	
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			<p>warmer clothes to indicate that winter is coming. Discuss how the creatures around the tree might change at different times of the year – for example when might there be baby birds? When might there be lots of bees and butterflies? Why is that?</p>				
EA D	<p>Artist Study</p>    	<p>Artist study – Jackson Pollock (collaborative work)</p> <p>Make your own outer space picture. Create stars by flicking paint onto paper using an old toothbrush or using an old spray bottle.</p> <p>Create planets by swirling paint together or putting drops of food colouring into shaving foam and lying paper on it.</p>	<p>Poppy Art-painting with watercolours, collage, transient art</p> <p>Create our own stickman/stick family. Discuss what he is made of. Is it natural or manmade materials? Go on a nature hint collecting sticks of varying lengths to create our own stickman. Children will learn how to attach sticks together using various materials.</p>	<p>Children will design and make their own Christmas jumper for a doll. They will learn to cut and attach materials using different joins and fastenings.</p>	<p>Do you want to build a snowman? Using the picture of the snowman scene and the people sledding on the snow, the children will build snowmen using marshmallows and cocktail sticks. (draw and label your creation for a working shelf display).</p> <p>Children will make their own envelopes. The children will learn how to fold and stick paper to create their own envelopes.</p>	<p>Christmas crafts</p> <p>Children will make salt dough Christmas decorations</p> <p>Party hats-the children will design and make their own Christmas party hat.</p>	<p>Reindeer food and hot chocolate bags</p> <p>Children will make their own food to sprinkle for Santa's reindeers and also create their own Christmas Eve hot chocolate bag.</p>

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	 <p>Yayoi Kusama produces art that ranges from paintings and <u>sculptures</u>⁷ to film and art installations. Her body of work is typically unified by her repetitive utilization of dots, mirrors, and pumpkins. Although she started with pencil drawings as a young girl, Yayoi's style has grown. Children will recreate portraits of pumpkins following her style.</p>	<p>Create galaxies by drawing chalk pastel swirls on black paper then smudging the lines.</p>					
<p>Mu sic</p>	<p>Spooky Spooky Dem bones</p>	<p>Christmas nativity rehearsals</p>	<p>Christmas nativity rehearsals</p>	<p>Christmas nativity rehearsals</p>	<p>Christmas nativity rehearsals</p>	<p>Christmas nativity rehearsals</p>	<p>Christmas nativity rehearsals</p>