

## T3 Early Years MTP

Week 1	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Development Matters)	Suggested Activities
<b>C&amp;L</b>  <b>6th inset day</b>  <b>Children back on the 7th.</b>	New Years book?  Resolution s?  The Thank You Letter by Jane Cabrera	Experience Christmas New Year Thankfulness	<b>3 and 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>● Use a wider range of vocabulary.</li> <li>● Understand a question or instruction that has two parts.</li> <li>● Understand 'why' questions.</li> <li>● Enjoy listening to longer stories and can remember much of what happens.</li> <li>● Start a conversation with an adult or a friend and continue it for many turns.</li> <li>● Sing a large repertoire of songs.</li> <li>● Use longer sentences of four to six words.</li> <li>● Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	Discussions - what did you do for Christmas and New Year?
		Festivities Traditions Memories Gratitude   Listening Turn taking Responding	<b>Children in reception will be learning to:</b> <ul style="list-style-type: none"> <li>● Understand how to listen carefully and why listening is important</li> <li>● Learn new vocabulary</li> <li>● Use new vocabulary through the day.</li> <li>● Articulate their ideas and thoughts in well-formed sentences</li> <li>● Describe events in some detail.</li> </ul>	Discussions - what did you do for Christmas and New Year? - What are you grateful for?  Partner talk  Thank you letters for our families

			<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>	
PSED		Rules Routines Expectations	<b>3 and 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>● Increasingly follow rules, understanding why they are important.</li> <li>● Remember rules without needing an adult to remind them.</li> </ul>	Reviewing the classroom rules Supporting class provision and relationships
		Perseverance Resilience Challenge	<b>Children in reception will be learning to:</b> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing.</li> </ul>	Reviewing the classroom rules Supporting class provision and relationships Jigsaw Planning – LO: I understand that if I persevere I can tackle challenges - or other PSED suitable for your class Thrive planning where appropriate - evidence in floor book.

PD	The Couch Potato - Jory John		<b>3 and 4-year-olds will be learning to:</b> <ul style="list-style-type: none"><li>● Choose the right resources to carry out their own plan.</li><li>● Collaborate with others to manage large items</li><li>● Use one-handed tools and equipment.</li><li>● Use a comfortable grip with good control when holding pens and pencils.</li><li>● Show a preference for a dominant hand.</li><li>● Be increasingly independent as they get dressed and undressed</li><li>● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li><li>● Go up steps and stairs, or climb up apparatus, using alternate feet.</li><li>● Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li><li>● Use large-muscle movements to wave flags and streamers, paint and make marks.</li><li>● Match their developing physical skills to tasks and activities in the setting.</li></ul>	
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			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<p>PE sessions – see separate plans</p> <p>Big Question: How do I keep my body healthy? (Science)</p> <p>Letter and number formation  <a href="https://www.youtube.com/watch?v=kVlqgAxknU8">https://www.youtube.com/watch?v=kVlqgAxknU8</a> – Pen disco – circle/zero shape.</p> <p>Bikeability balance bike for those who are accessing it.</p>
<b>Literacy</b>	You Can't Take an Elephant on the	Full stops Capital letters Finger spaces	<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Engage in extended conversations about stories, learning new vocabulary.</li> <li>● Develop their phonological awareness.</li> <li>● Understand the five key concepts about print</li> </ul>	<p>Little Wandle - Rhyme Time &amp; Tuning into Sounds</p> <p>Colourful semantics for sentence building verbally/cut and stick.</p>

	Bus! by Patricia Cleveland-Peck	Formation Word placement Beginning, middle end Phoneme Digraph Trigraph Tricky words  Rhyme Gratitude Codes Story sequencing	<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	Little Wandle – see separate planning.  Writing our news – what did we do during the holidays? CVC/CVCC writing.  Full stops, capital letters, finger spaces  Writing thank you cards to our families.  Daily letter formation  Colourful semantics for sentence building verbally and/or written.  Helicopter stories and Drawing club.
<b>Maths</b>	Brown Bear, Brown		<p><b>3 and 4-year-olds will be learning to:</b></p>	See White Rose planning. & Provision based activities.

	<p>Bear, What Do You See? by Bill Martin Jr</p> <p>Zero is the Leaves on the Tree by Betsy Franco</p> <p>None the Number by Oliver Jeffers</p> <p>I Spy Numbers by Jean Marzollo</p>	<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity.</li> </ul>	<p>See White Rose planning.</p> <p><b>Alive in 5</b></p> <p>Step 1 Introduce 0</p> <p>Step 2 Find 0-5</p> <p>Step 3 Subitise 0-5</p> <p><a href="https://www.youtube.com/watch?v=MeRIpU4Ibo4">https://www.youtube.com/watch?v=MeRIpU4Ibo4</a> – Numberblocks 'Zero' song.</p> <p><a href="https://www.youtube.com/watch?v=Wbh1vOwl2Yo">https://www.youtube.com/watch?v=Wbh1vOwl2Yo</a> – Numberblocks songs 1-10</p>
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<p><b>UtW</b></p>	<p>The Great Race by Emily Hiles</p> <p>You Can't Take an Elephant on the Bus! by Patricia Cleveland-Peck</p>		<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>● Continue developing positive attitudes about the differences between people.</li> <li>● Explore how things work.</li> <li>● Use all their senses in hands-on exploration of natural materials.</li> <li>● Explore collections of materials with similar and/or different properties.</li> <li>● Talk about what they see, using a wide vocabulary.</li> </ul>	<p>Looking at New Year celebrations in other countries.</p> <p><b>Vehicle focus</b> - public transport, cars, bikes</p> <p>Discussing different vehicles and their purpose - what/who are they made for?</p> <p>Where can they take you?</p>
			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Talk about members of their immediate family and community.</li> <li>● Name and describe people who are familiar to them.</li> <li>● Comment on images of familiar situations in the past.</li> <li>● Compare and contrast characters from stories, including figures from the past.</li> <li>● Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<p>Big Question: How do I keep my body healthy? (Science)</p> <p>Looking at New Year celebrations in other countries –Chinese New year not until 10<sup>th</sup> Feb.</p> <p>Hanukkah?</p> <p>Months of the year - singing, daily calendars.</p>

			<ul style="list-style-type: none"> <li>● Explore the natural world around them.</li> <li>● Describe what they see, hear and feel whilst outside.</li> <li>● Recognise some environments that are different to the one in which they live.</li> <li>● Understand the effect of changing seasons on the natural world around them.</li> </ul>	<p><b>Vehicle focus</b> - public transport, cars, bikes</p> <p>Discussing different vehicles and their purpose - what/who are they made for?</p> <p>Where can they take you?</p>
<b>EAD</b>	<p>If You're Happy and You Know It</p> <p>Five Little Monkeys Jumping on a Bed</p> <p>The Thank You Letter</p>	<p>Rhyme</p> <p>Same</p> <p>Different</p> <p>Fold</p> <p>Add</p> <p>Stick</p> <p>Thankful</p> <p>Grateful</p> <p>Decorate</p> <p>Embellish</p>	<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>● Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>● Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>● Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>● Develop their own ideas and then decide which materials</li> </ul>	<p>Rhyme Time.</p> <p>Decorating thank you cards for our families.</p>



	<p>by Jane Cabrera</p>		<p>to use to express them. Join different materials and explore different textures.</p>	
			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Explore, use and refine a variety of artistic effects to express their ideas</li> <li>● and feelings.</li> <li>● Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>● Create collaboratively, sharing ideas, resources and skills.</li> <li>● Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>● Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>● Develop storylines in their pretend play.</li> </ul>	<p>See music planning.</p> <p>Decorating thank you cards for our families.</p>

Week 2 13.01.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Development Matters)	Suggested Activities
C&L	The Naughty Bus	Imagination Journeys Adventures Experiences Settings Feelings Observations  Listening Turn taking Responding	<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Use a wider range of vocabulary.</li> <li>● Understand a question or instruction that has two parts.</li> <li>● Understand 'why' questions.</li> <li>● Enjoy listening to longer stories and can remember much of what happens.</li> <li>● Start a conversation with an adult or a friend and continue it for many turns.</li> <li>● Sing a large repertoire of songs.</li> <li>● Use longer sentences of four to six words.</li> <li>● Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<p>Discussions: Where would I go if I was a naughty bus? What journeys have I taken before?</p> <p><a href="https://www.youtube.com/watch?v=j9Faf2CSZy4">https://www.youtube.com/watch?v=j9Faf2CSZy4</a> - Brighton to Eastbourne bus video, how does it make us feel? What is happening? What do we notice?</p> <p>Recalling story - whole class story map.</p> <p>Singing Wheels on the Bus</p>

			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important</li> <li>• Learn new vocabulary</li> <li>• Use new vocabulary through the day.</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> <li>• Describe events in some detail.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>	<p>Discussions: Where would I go if I was a naughty bus? What journeys have I taken before?</p> <p><a href="https://www.youtube.com/watch?v=j9Faf2CSZy4">https://www.youtube.com/watch?v=j9Faf2CSZy4</a> - Brighton to Eastbourne bus video, how does it make us feel? What is happening? What do we notice?</p>
PSED	The Colour Monster - Anna Llenas	Mood monsters	<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Increasingly follow rules, understanding why they are important.</li> <li>● Remember rules without needing an adult to remind them.</li> </ul>	Naughty bus - language of good/naughty. How is the bus making bad choices? How is it feeling at different times?
		Choices	<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> </ul>	<p>Discussions: How is the bus feeling at different times? Link to mood monsters - move picture of bus on mood monster display as we go through the story.</p> <p>Jigsaw: I can tell you about a time I didn't give up until I achieved my goal</p>
	If you're happy and you know it	Implications		
		Achievements		
		Outcomes		

			<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing.</li> </ul>	
<b>PD</b>	The Naughty Bus by Jan Oke		<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Choose the right resources to carry out their own plan.</li> <li>● Collaborate with others to manage large items</li> <li>● Use one-handed tools and equipment.</li> <li>● Use a comfortable grip with good control when holding pens and pencils.</li> <li>● Show a preference for a dominant hand.</li> <li>● Be increasingly independent as they get dressed and undressed</li> <li>● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>● Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>● Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>● Use large-muscle movements to wave flags and streamers,</li> </ul>	<p>Big Question: How do I keep my body healthy? (Science)</p> <p>Positional language - Use spatial words in play, including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'.</p> <p>Set up obstacle courses, interesting pathways and hiding places for children to play with freely (with a model bus?). When appropriate, ask children to describe their route and give directions to each other.</p>

			<p>paint and make marks.</p> <ul style="list-style-type: none"> <li>● Match their developing physical skills to tasks and activities in the setting.</li> <li>● Understand position through words alone</li> </ul>	
			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Progress towards a more fluent style of moving, with developing control and grace.</li> <li>● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:</li> </ul>	<p>Directional movements using a range of resources.</p> <p>PE - Dance - See separate planning.</p> <p>Positional language. Hiding the bus in different areas and taking photos.</p>

			<p>pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> <li>● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<p>Junk modelling vehicles – scissor and tape skills. Experimenting with materials.</p> <p>Set up obstacle courses, interesting pathways and hiding places for children to play with freely (with a model bus?). When appropriate, ask children to describe their route and give directions to each other.</p>
<b>Literacy</b>	<p>The Naughty Bus by Jan Oke</p> <p>Wheels on the bus</p>	<p>Full stops</p> <p>Capital letters</p> <p>Finger spaces</p> <p>Formation</p> <p>Word placement</p> <p>Beginning, middle end</p> <p>Phoneme</p>	<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Engage in extended conversations about stories, learning new vocabulary.</li> <li>● Develop their phonological awareness.</li> <li>● Understand the five key concepts about print</li> </ul>	<p>Little Wandle - Rhyme Time &amp; Tuning into Sounds, see planning.</p> <p>Recognising the print symbols of road signs - stop, go, wait, bus stop sign etc</p> <p>Voculary focused sessions surrounding the book - encouraging vocabulary they wouldn't use themselves.</p>

		<p>Digraph Trigraph Tricky words</p> <p>Print in the environment Road signs Story map</p>		<p>Recalling story - whole class story map.</p>
		<p>Emotion writing Positional language Labelling Captions.</p>	<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<p>Little Wandle - see planning.</p> <p>Emotion bubbles on different pages of the book - How is the bus feeling at different times? – PSED link.</p> <p>Caption writing - where did they hide the bus? Positional language, sentences.</p> <p>Writing labels for junk modelling vehicles.</p> <p>Drawing Club and helicopter stories. - poetry basket.</p>

<b>Maths</b>	Five Little Monkeys Jumping on the Bed		<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Experiment with their own symbols and marks as well as numerals.</li> <li>● Understand position through words alone</li> <li>● Describe a familiar route.</li> <li>● Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>● Select shapes appropriately</li> <li>● Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> </ul>	<p>See White Rose planning.</p> <p>Counting passengers on the bus.</p> <p>Building buses using different 2D shapes</p>
	Crocodile Splash  The Ugly Five by Julia Donaldson  Five Little Snowmen  Room on the Broom by Julia Donaldson		<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Count objects, actions and sounds.</li> <li>● Subitise.</li> <li>● Compare numbers.</li> <li>● Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>● Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>● Continue, copy and create repeating patterns.</li> </ul>	<p>See White Rose planning.</p> <p><b>Alive in 5</b></p> <p>Step 4 Represent 0-5</p> <p>Step 5 1 more</p> <p>Step 6 1 less</p> <p>5 frames - bus passengers. Addition and subtraction of people getting on/off.</p>



			<ul style="list-style-type: none"> <li>● Compare length, weight and capacity.</li> </ul>	Use chairs to create bus role-play and have children work out the number sentences as they get on/off the bus.
<b>UtW</b>	My Big Book of Transport by Moira Butterfield		<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>● Continue developing positive attitudes about the differences between people.</li> <li>● Explore how things work.</li> <li>● Use all their senses in hands-on exploration of natural materials.</li> <li>● Explore collections of materials with similar and/or different properties.</li> <li>● Talk about what they see, using a wide vocabulary.</li> </ul>	<p>Building the route of the bus in construction area.</p> <p>Road signs and places – walk around the village taking photos of signs.</p> <p><b>Vehicle focus</b> - public transport, buses.</p>

			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Draw information from a simple map.</li> </ul>	<p>Create maps/story maps of where the bus has travelled.</p> <p>Building the route of the bus in construction area.</p> <p>Buses und the world – Images of buses/transport from different places.</p> <p>Road signs and places – walk around the village taking photos of signs.</p> <p>Using cameras and taking photos in different situations for naughty bus story.</p> <p><b>Vehicle focus</b> - public transport, buses. How is public transport useful to us?</p>
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EAD		Photo Picture Wheel Round Rubbish Roll Press Push  Recycle Reuse Remodel Print Pattern Circle Pressure Rotate Capture Image Record	<b>3 and 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>● Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>● Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>● Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>● Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>● Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</li> </ul>	Using cameras and taking photos in different situations for naughty bus story.  Wheel painting and printing.  Making buses and other vehicles with junk modelling.
		<b>Children in reception will be learning to:</b> <ul style="list-style-type: none"> <li>● Explore, use and refine a variety of artistic effects to express their ideas</li> <li>● and feelings.</li> <li>● Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>● Create collaboratively, sharing ideas, resources and skills.</li> <li>● Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	Using cameras and taking photos in different situations for naughty bus story.  Wheel painting and printing.  Making buses and other vehicles with junk modelling.	

			<ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>• Develop storylines in their pretend play.</li> </ul>	
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<b>Week 3</b> 20.01.25	<b>Key texts</b> Songs Rhymes	<b>Vocabulary</b>	<b>Skills and Knowledge Gained</b> (Development Matters)	<b>Suggested Activities</b>
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<b>C&amp;L</b>	All Aboard the London Bus - Patricia Toht	Journeys Transport Maps Directions Signs Passengers	<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Use a wider range of vocabulary.</li> <li>● Understand a question or instruction that has two parts.</li> <li>● Understand 'why' questions.</li> <li>● Enjoy listening to longer stories and can remember much of what happens.</li> <li>● Start a conversation with an adult or a friend and continue it for many turns.</li> <li>● Sing a large repertoire of songs.</li> <li>● Use longer sentences of four to six words.</li> <li>● Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<p>Why do we use buses? Where do they go?</p> <p>Eye-spy with the different pages - what is in London?</p>
			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Understand how to listen carefully and why listening is important</li> <li>● Learn new vocabulary</li> <li>● Use new vocabulary through the day.</li> <li>● Articulate their ideas and thoughts in well-formed sentences</li> <li>● Describe events in some detail.</li> <li>● Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>	<p>Why do we use buses? How do they work? Where do they go?</p> <p>Discussing the different landmarks in each page of the book - Consodine planning.</p>

PSED		Goals Objectives Outcomes Achievements	<b>3 and 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>● Increasingly follow rules, understanding why they are important.</li> <li>● Remember rules without needing an adult to remind them.</li> </ul>	Class specific needs.
			<b>Children in reception will be learning to:</b> <ul style="list-style-type: none"> <li>● See themselves as a valuable individual.</li> <li>● Build constructive and respectful relationships.</li> <li>● Express their feelings and consider the feelings of others.</li> <li>● Show resilience and perseverance in the face of challenge.</li> <li>● Identify and moderate their own feelings socially and emotionally.</li> <li>● Think about the perspectives of others.</li> <li>● Manage their own needs.</li> <li>● Know and talk about the different factors that support their overall health and wellbeing.</li> </ul>	Jigsaw: I can set a goal and work towards it - link to wheel week?  Class specific needs.

<p>PD</p> <p><b>WHEEL WEEK</b></p>		<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Choose the right resources to carry out their own plan.</li> <li>● Collaborate with others to manage large items</li> <li>● Use one-handed tools and equipment.</li> <li>● Use a comfortable grip with good control when holding pens and pencils.</li> <li>● Show a preference for a dominant hand.</li> <li>● Be increasingly independent as they get dressed and undressed</li> <li>● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>● Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>● Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>● Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>● Match their developing physical skills to tasks and activities in the setting.</li> <li>● Understand position through words alone</li> </ul>	<p>Big Question: How do I keep my body healthy? (Science)</p> <p>Riding bikes, using pedals (or feet on push bikes) to move the wheels.</p> <p>Exploring things that roll.</p> <p>Wheel Week (tbc) - children to bring in bikes/scooters from home and improve these skills daily.</p>
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			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<p>PE - Dance - See separate planning.</p> <p>Riding bikes, using pedals (or feet on push bikes) to move the wheels.</p> <p>Exploring things that roll. Printing with rollers.</p> <p>Wheel Week (tbc) - children to bring in bikes/scooters from home and improve these skills daily.</p>
<b>Literacy</b>	The Naughty Bus (Cont.) - Jan Oke	Full stops Capital letters Finger spaces	<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Engage in extended conversations about stories, learning new vocabulary.</li> <li>● Develop their phonological awareness.</li> <li>● Understand the five key concepts about print</li> </ul>	<p>Little Wandle - Rhyme Time &amp; Tuning into Sounds, see planning.</p>



	<p>All Aboard the London Bus - Patricia Toht</p>	<p>Formation Word placement Beginning, middle end Phoneme Digraph Trigraph Tricky words  Maps Landscapes Features Captions Note making Observations</p>	<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<p>Little Wandle - See planning.</p> <p>Planning our own story and what the naughty bus could do.</p> <p>Jane Consodine - All Aboard the London Bus.</p> <p>Watching videos of London landmarks and jotting down words they think of whilst watching - e.g.  <a href="https://www.youtube.com/watch?v=ap_rUhH4r-rs">https://www.youtube.com/watch?v=ap_rUhH4r-rs</a> Changing of the guards video  red, bus, stomp, hat, guard, castle, happy, sad, band, march, walk</p> <p>Writing captions for different places we 'visited' on the bus.</p>
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<p><b>Maths</b></p>	<p>Who Sank the Boat? by Pamela Allen</p> <p>Balancing Act by Ellen Stoll Walsh</p> <p>There's a Hole in My Bucket</p>		<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Experiment with their own symbols and marks as well as numerals.</li> <li>● Understand position through words alone</li> <li>● Describe a familiar route.</li> <li>● Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>● Select shapes appropriately</li> <li>● Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>● Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>	
			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Count objects, actions and sounds.</li> <li>● Subitise.</li> <li>● Compare numbers.</li> <li>● Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>● Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> </ul>	<p>White Rose - See planning.</p> <p><b>Alive in 5</b></p> <p>Step 8 Conceptual subitising to 5 Checkpoint</p> <p><b>Mass and Capacity</b></p> <p>Step 1 Compare mass Step 2 Find a balance</p>

			<ul style="list-style-type: none"> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity.</li> </ul>	
<b>UtW</b>	All Aboard the London Bus - Patricia Toht		<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>● Continue developing positive attitudes about the differences between people.</li> <li>● Explore how things work.</li> <li>● Use all their senses in hands-on exploration of natural materials.</li> <li>● Explore collections of materials with similar and/or different properties.</li> <li>● Talk about what they see, using a wide vocabulary.</li> </ul>	<p>Looking at maps and where roads are on maps</p> <p>Looking at journeys and distances on different maps</p> <p>Old and new transport, including bikes.</p> <p>Freezing and melting water outside, steam cooking</p>

			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Draw information from a simple map.</li> </ul>	<p>Watching videos of London landmarks</p> <p>Comparing maps</p> <p>Looking at different roads/trainlines on maps</p> <p>Looking at underground/overground trains as transport.</p> <p>Old and new transport, including bikes.</p> <p>Freezing and melting water outside, steam cooking</p> <p><b>Vehicle focus</b> - police vehicles - police visit? How do the police help us?</p> <p>Knowing how to call for help in emergencies</p>
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<p><b>EAD</b></p>	<p>The Naughty Bus (Cont.) - Jan Oke</p>		<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>● Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>● Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>● Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>● Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</li> </ul>	<p>Printing with rollers and small world vehicles.</p> <p>Kandinsky – creating a Kandinsky inspired painting (based on circles – linked to wheels).</p> <p><b>Vehicle focus</b> - police vehicles - police visit? How do the police help us?</p>
			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Explore, use and refine a variety of artistic effects to express their ideas</li> <li>● and feelings.</li> <li>● Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>● Create collaboratively, sharing ideas, resources and skills.</li> <li>● Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<p>Filming naughty bus stories</p> <p>Printing with rollers and small world vehicles.</p> <p>Kandinsky – creating a Kandinsky inspired painting (based on circles – linked to wheels).</p>

			<ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>• Develop storylines in their pretend play.</li> </ul>	Bus Collages – links with shape.
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<b>Week 4</b>	<b>Key texts</b>	<b>Vocabulary</b>	<b>Skills and Knowledge Gained</b>	<b>Suggested Activities</b>
27.01.25	Songs Rhymes		(Development Matters)	

<b>C&amp;L</b>	Whatever Next by Jill Murphy  Story Time from Space - <a href="https://www.youtube.com/watch?v=9wV8yw7iV8w">https://www.youtube.com/watch?v=9wV8yw7iV8w</a> (If I Were an Astronaut)	Decisions Choices Journeys Adventure Packing Space Universe Planets Rockets Preparation	<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Use a wider range of vocabulary.</li> <li>● Understand a question or instruction that has two parts.</li> <li>● Understand 'why' questions.</li> <li>● Enjoy listening to longer stories and can remember much of what happens.</li> <li>● Start a conversation with an adult or a friend and continue it for many turns.</li> <li>● Sing a large repertoire of songs.</li> <li>● Use longer sentences of four to six words.</li> <li>● Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>● Develop their pronunciation</li> </ul>	Discussions: Where would we choose to travel to?  'I packed my bag and in it I put' game  Rocket building as a group – listening to friends.
			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Understand how to listen carefully and why listening is important</li> <li>● Learn new vocabulary</li> <li>● Use new vocabulary through the day.</li> <li>● Articulate their ideas and thoughts in well-formed sentences</li> <li>● Describe events in some detail.</li> <li>● Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>	Discussions: Where would we choose to travel to? Have you ever travelled far from home? Difference between space and our world. What it would be like to live in space – Tim Peake Footage - Linked to UTW

				'I packed my bag and in it I put' game
PSED		Encouragement Support Friendship	<b>3 and 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>● Increasingly follow rules, understanding why they are important.</li> <li>● Remember rules without needing an adult to remind them.</li> </ul>	Class specific needs.
		Collaboration Teamwork	<b>Children in reception will be learning to:</b> <ul style="list-style-type: none"> <li>● See themselves as a valuable individual.</li> <li>● Build constructive and respectful relationships.</li> <li>● Express their feelings and consider the feelings of others.</li> <li>● Show resilience and perseverance in the face of challenge.</li> <li>● Identify and moderate their own feelings socially and emotionally.</li> <li>● Think about the perspectives of others.</li> <li>● Manage their own needs.</li> <li>● Know and talk about the different factors that support their overall health and wellbeing.</li> </ul>	Jigsaw: I can use kind words to encourage people  Class specific needs.  Rocket building as a group – listening to friends.



<p>PD</p>			<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Choose the right resources to carry out their own plan.</li> <li>● Collaborate with others to manage large items</li> <li>● Use one-handed tools and equipment.</li> <li>● Use a comfortable grip with good control when holding pens and pencils.</li> <li>● Show a preference for a dominant hand.</li> <li>● Be increasingly independent as they get dressed and undressed</li> <li>● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>● Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>● Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>● Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>● Match their developing physical skills to tasks and activities in the setting.</li> <li>● Understand position through words alone</li> </ul>	<p>Big Question: How do I keep my body healthy? (Science)</p> <p>Threading – Through colanders, spaghetti, Hama beads,</p> <p>Finger painting rockets</p> <p>Cosmic yoga – space.</p>
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			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<p>PE - Dance - See separate planning.</p> <p>Threading – Through colanders/ Spaghetti / Hama beads.</p> <p>Finger painting rockets</p> <p>Cosmic yoga – space.</p>
<b>Literacy</b>	<p>You Choose by Pippa Goodhart</p> <p>Whatever Next by Jill Murphy</p>	<p>Full stops</p> <p>Capital letters</p> <p>Finger spaces</p> <p>Formation</p> <p>Word placement</p>	<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Engage in extended conversations about stories, learning new vocabulary.</li> <li>● Develop their phonological awareness.</li> <li>● Understand the five key concepts about print</li> </ul>	<p>Little Wandle - Rhyme Time &amp; Tuning into Sounds, see planning.</p> <p>Drawing things to take on journey - initial sounds?</p> <p>Sequencing instructions to make Jam Sandwiches - colourful semantics.</p>

		<p>Beginning, middle end Phoneme Digraph Trigraph Tricky words</p> <p>Choice Outcome Decision making Options Instructions Directions Fact finding Lists Labels</p>	<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<p>Little Wandle - See planning.</p> <p>List of things to take on the journey.</p> <p>Writing about where they would like to go – linked to 'You Choose'.</p> <p>Instructions to make Jam Sandwiches.</p> <p>Planet fact finding and writing (book?)</p>
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<p><b>Maths</b></p>	<p>A Beach for Albert by Eleanor May</p> <p>There's a Hole in My Bucket</p> <p>Handa's Surprise by Eileen Browne</p>		<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Experiment with their own symbols and marks as well as numerals.</li> <li>● Understand position through words alone</li> <li>● Describe a familiar route.</li> <li>● Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>● Select shapes appropriately</li> <li>● Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>● Make comparisons between objects relating to size, length, weight and capacity.</li> <li>● Develop fast recognition of up to 3 objects, without having to count them individually.</li> </ul>	<p>White Rose - See planning.</p> <p>Sequencing instructions to make Jam Sandwiches.</p> <p>Building rockets from 2D shapes.</p>
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	<p>Sidney the Silly Who Only Eats 6 by M.W. Penn</p>		<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Count objects, actions and sounds.</li> <li>● Subitise.</li> <li>● Compare numbers.</li> <li>● Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>● Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>● Continue, copy and create repeating patterns.</li> <li>● Compare length, weight and capacity.</li> </ul>	<p>White Rose - See planning.</p> <p><b>Mass and Capacity</b></p> <p>Step 3 Explore capacity</p> <p>Step 4 Compare capacity</p> <p>Checkpoint</p> <p><b>Growing 6, 7, 8</b></p> <p>Step 1 Find 6, 7, 8</p> <p>Sequencing instructions to make Jam Sandwiches.</p> <p>Building rockets from 2D shapes.</p>
<p><b>UtW</b></p>	<p>Whatever Next by Jill Murphy</p>		<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>● Continue developing positive attitudes about the differences between people.</li> <li>● Explore how things work.</li> <li>● Use all their senses in hands-on exploration of natural materials.</li> </ul>	<p>Making jam sandwiches</p> <p>Freezing and melting water</p> <p>Saving objects from ice. Watercolour painting with ice.</p> <p><b>Vehicle focus</b> - planes, helicopters, rockets.</p>

			<ul style="list-style-type: none"> <li>● Explore collections of materials with similar and/or different properties.</li> <li>● Talk about what they see, using a wide vocabulary.</li> </ul>	
			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Talk about members of their immediate family and community.</li> <li>● Name and describe people who are familiar to them.</li> <li>● Comment on images of familiar situations in the past.</li> <li>● Compare and contrast characters from stories, including figures from the past.</li> <li>● Recognise some similarities and differences between life in this country and life in other countries.</li> <li>● Explore the natural world around them.</li> <li>● Describe what they see, hear and feel whilst outside.</li> <li>● Recognise some environments that are different to the one in which they live.</li> </ul>	<p>Making jam sandwiches</p> <p>Difference between space and our world – linked to C&amp;L.</p> <p>Freezing and melting water, steam</p> <p><b>Vehicle focus</b> - planes, helicopters, rockets.</p> <p>Planet facts.</p>

			<ul style="list-style-type: none"> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Draw information from a simple map.</li> </ul>	
<b>EAD</b>	Paint Colours (primary) Share Build Bigger Smaller Taller Stronger Space	<b>3 and 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>● Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>● Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>● Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>● Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>● Develop their own ideas and then decide which materials to</li> </ul>	Watercolour painting with ice.  Rocket building as a group – listening to friends.  Acting out a trip to space. Class to form chairs into rocket and role play landing on different planets.	

		<p>Some planet names</p> <p>Colours (Secondary)</p> <p>Sturdy</p> <p>Some planet names</p>	<p>use to express them. Join different materials and explore different textures.</p>	
		<p>Junk</p> <p>Recycle</p> <p>Reuse</p>	<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas</li> <li>• and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>• Develop storylines in their pretend play.</li> </ul>	<p>Rocket building as a group – listening to friends.</p> <p>Junk modelling.</p> <p>Acting out a trip to space. Class to form chairs into rocket and role play landing on different planets.</p> <p>Marble art. Creating planets</p>



Week 5 03.03.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Development Matters)	Suggested Activities
C&L	Marvellous Moon Map - Teresa Heapy	Space The Universe Space Travel Planets Different planet conditions How to adapt to different conditions.	<b>3 and 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>● Use a wider range of vocabulary.</li> <li>● Understand a question or instruction that has two parts.</li> <li>● Understand 'why' questions.</li> <li>● Enjoy listening to longer stories and can remember much of what happens.</li> <li>● Start a conversation with an adult or a friend and continue it for many turns.</li> <li>● Sing a large repertoire of songs.</li> <li>● Use longer sentences of four to six words.</li> <li>● Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	Discussions: Where would you like to explore?

			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important</li> <li>• Learn new vocabulary</li> <li>• Use new vocabulary through the day.</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> <li>• Describe events in some detail.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>	Discussions: Where would you like to explore?
PSED			<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Increasingly follow rules, understanding why they are important.</li> <li>● Remember rules without needing an adult to remind them.</li> </ul>	Class specific needs.
			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> </ul>	<p>Jigsaw: I understand the link between what I learn now and the job I might like to do when I'm older - link to people who help us.</p> <p>Class specific needs.</p>

			<ul style="list-style-type: none"> <li>● Know and talk about the different factors that support their overall health and wellbeing.</li> <li>● Show interest in different occupations.</li> </ul>	
PD			<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Choose the right resources to carry out their own plan.</li> <li>● Collaborate with others to manage large items</li> <li>● Use one-handed tools and equipment.</li> <li>● Use a comfortable grip with good control when holding pens and pencils.</li> <li>● Show a preference for a dominant hand.</li> <li>● Be increasingly independent as they get dressed and undressed</li> <li>● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>● Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>● Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> </ul>	<p>Big Question: How do I keep my body healthy? (Science)</p> <p>Teeth – keeping them healthy</p> <p>- Visit from Dentist/hygeinist?</p>

			<ul style="list-style-type: none"> <li>● Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>● Match their developing physical skills to tasks and activities in the setting.</li> <li>● Understand position through words alone</li> </ul>	
			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Progress towards a more fluent style of moving, with developing control and grace.</li> <li>● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:</li> </ul>	<p>PE - Dance - See separate planning.</p> <p>Teeth – keeping them healthy - Visit from Dentist/hygeinist?</p> <p>Starry night with different materials - oil pastels, cotton bud painting, rollers.</p>

			pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	
<b>Literacy</b>	Whatever Next by Jill Murphy	Full stops Capital letters Finger spaces Formation Word placement Beginning, middle end Phoneme Digraph Trigraph Tricky words	<b>3 and 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>● Engage in extended conversations about stories, learning new vocabulary.</li> <li>● Develop their phonological awareness.</li> <li>● Understand the five key concepts about print</li> </ul>	Little Wandle - Rhyme Time & Tuning into Sounds, see planning.
			<b>Children in reception will be learning to:</b> <ul style="list-style-type: none"> <li>● Read individual letters by saying the sounds for them.</li> <li>● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>● Read a few common exception words matched to the school's phonic programme.</li> <li>● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>● Re-read these books to build up their confidence in word</li> </ul>	Little Wandle - See planning.  Writing about different planets - fact files. CVC/CVCC writing.  Capital letters, full stops, finger spaces.

		<p>Space The Universe Space Travel Planets Different planet conditions How to adapt to different conditions.</p>	<p>reading, their fluency and their understanding and enjoyment.</p> <ul style="list-style-type: none"> <li>● Form lower-case and capital letters correctly.</li> <li>● Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	
<b>Maths</b>	<p>Six Dinner Sid by Inga Moore</p> <p>1, 2, 3 to the Zoo by Eric Carle</p> <p>Quack and Count by</p>		<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Experiment with their own symbols and marks as well as numerals.</li> <li>● Understand position through words alone</li> <li>● Describe a familiar route.</li> <li>● Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>● Select shapes appropriately</li> <li>● Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> </ul>	White Rose - See planning.

	<p>Keith Baker</p> <p>Simon Sock by Sue Hendra and Paul Linnet</p>		<ul style="list-style-type: none"> <li>● Make comparisons between objects relating to size, length, weight and capacity.</li> <li>● Develop fast recognition of up to 3 objects, without having to count them individually.</li> </ul>	
	<p>Missing Mittens by Stuart J. Murphy</p> <p>Double Dave by Sue Hendra</p>		<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Count objects, actions and sounds.</li> <li>● Subitise.</li> <li>● Compare numbers.</li> <li>● Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>● Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>● Continue, copy and create repeating patterns.</li> </ul>	<p>White Rose - See planning.</p> <p><b>Growing 6, 7, 8</b></p> <p>Step 2 Represent 6, 7 and 8</p> <p>Step 3 1 More</p> <p>Step 4 1 less</p> <p>Step 5 Composition of 6, 7 and 8</p> <p>Step 6 Make pairs - odd and even</p>

			<ul style="list-style-type: none"> <li>• Compare length, weight and capacity.</li> </ul>	
<b>UtW</b>	<p>Whatever Next by Jill Murphy</p> <p>Marvellous Moon Map - Teresa Heapy</p> <p>Noah's Ark</p>		<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>● Continue developing positive attitudes about the differences between people.</li> <li>● Explore how things work.</li> <li>● Use all their senses in hands-on exploration of natural materials.</li> <li>● Explore collections of materials with similar and/or different properties.</li> <li>● Talk about what they see, using a wide vocabulary.</li> </ul>	<p><b>Vehicle focus</b> - boats</p> <p>Noah's Ark role play - doubles</p>



			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Talk about members of their immediate family and community.</li> <li>● Name and describe people who are familiar to them.</li> <li>● Comment on images of familiar situations in the past.</li> <li>● Compare and contrast characters from stories, including figures from the past.</li> <li>● Recognise some similarities and differences between life in this country and life in other countries.</li> <li>● Explore the natural world around them.</li> <li>● Describe what they see, hear and feel whilst outside.</li> <li>● Recognise some environments that are different to the one in which they live.</li> <li>● Understand the effect of changing seasons on the natural world around them.</li> <li>● Draw information from a simple map.</li> </ul>	<p>Finding out about different planets</p> <p><b>Vehicle focus</b> - boats</p> <p>RNLI</p> <p>Making paper boats - sink or float?</p> <p>Noah's Ark role play - doubles</p>
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<b>EAD</b>	Marvellous Moon Map - Teresa Heapy	Paint Chalk Star Round Dab Roll Press Mark  Pastel Planet Oil Blend Smudge Curve Print Imprint	<b>3 and 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>● Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>● Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>● Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>● Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>● Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</li> </ul>	Learning about the artist, Vincent Van Gogh and his planet images.  Starry night with different materials - oil pastels, cotton bud painting, rollers, marbling, paint mixing, creating texture with different implements.
			<b>Children in reception will be learning to:</b> <ul style="list-style-type: none"> <li>● Explore, use and refine a variety of artistic effects to express their ideas</li> <li>● and feelings.</li> <li>● Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>● Create collaboratively, sharing ideas, resources and skills.</li> <li>● Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	Learning about the artist, Vincent Van Gogh and his planet images.  Starry night with different materials - oil pastels, cotton bud painting, rollers, marbling, paint mixing, creating texture with different implements.

			<ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>• Develop storylines in their pretend play.</li> </ul>	Creating their own maps of the world/planets/their own adventures - in construction and in craft.
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<b>Week 6</b> 10.02.25	<b>Key texts</b> Songs Rhymes	<b>Vocabulary</b>	<b>Skills and Knowledge Gained</b> (Development Matters)	<b>Suggested Activities</b>
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C&L	Firefighter by Amanda Askew	Experience Learning Trip Enjoyment Instructions Safety Emergency Equipment Specific vocabulary around trip, ie. Fire safety equipment, 999 etc.	<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Use a wider range of vocabulary.</li> <li>● Understand a question or instruction that has two parts.</li> <li>● Understand 'why' questions.</li> <li>● Enjoy listening to longer stories and can remember much of what happens.</li> <li>● Start a conversation with an adult or a friend and continue it for many turns.</li> <li>● Sing a large repertoire of songs.</li> <li>● Use longer sentences of four to six words.</li> <li>● Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<p>Talking about the trip – what did they learn, what did they like/what are they looking forward to?</p> <p>Listening to instructions</p> <p>Talking to the fire station staff.</p>
			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Understand how to listen carefully and why listening is important</li> <li>● Learn new vocabulary</li> <li>● Use new vocabulary through the day.</li> <li>● Articulate their ideas and thoughts in well-formed sentences</li> <li>● Describe events in some detail.</li> <li>● Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>	<p>Talking about the trip – what did they learn, what did they like/what are they looking forward to?</p> <p>Listening to instructions</p> <p>Talking to the fire station staff.</p> <p>Composing a list of questions we would like to find out.</p>

PSED		Achievement Pride Difficulty Challenge Resilience Perseverance Safety Equipment Teamwork	<b>3 and 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>● Increasingly follow rules, understanding why they are important.</li> <li>● Remember rules without needing an adult to remind them.</li> <li>● Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> </ul>	Jigsaw: I can say how I feel when I achieve a goal and know what it means to feel proud  Class specific needs.  Road safety, Fire safety
			<b>Children in reception will be learning to:</b> <ul style="list-style-type: none"> <li>● See themselves as a valuable individual.</li> <li>● Build constructive and respectful relationships.</li> <li>● Express their feelings and consider the feelings of others.</li> <li>● Show resilience and perseverance in the face of challenge.</li> <li>● Identify and moderate their own feelings socially and emotionally.</li> <li>● Think about the perspectives of others.</li> <li>● Manage their own needs.</li> <li>● Know and talk about the different factors that support their overall health and wellbeing.</li> </ul>	Jigsaw:  Class specific needs.  Road safety, Fire safety

PD			<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"><li>● Choose the right resources to carry out their own plan.</li><li>● Collaborate with others to manage large items</li><li>● Use one-handed tools and equipment.</li><li>● Use a comfortable grip with good control when holding pens and pencils.</li><li>● Show a preference for a dominant hand.</li><li>● Be increasingly independent as they get dressed and undressed</li><li>● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li><li>● Go up steps and stairs, or climb up apparatus, using alternate feet.</li><li>● Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li><li>● Use large-muscle movements to wave flags and streamers, paint and make marks.</li><li>● Match their developing physical skills to tasks and activities in the setting.</li><li>● Understand position through words alone</li></ul>	<p>Big Question: How do I keep my body healthy? (Science)</p> <p>Squirt the digraphs – hit the right digraphs with the water bottle</p>
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			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>	PE - Dance - See separate planning.
<b>Literacy</b>		<p>Full stops Capital letters Finger spaces</p>	<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Engage in extended conversations about stories, learning new vocabulary.</li> <li>● Develop their phonological awareness.</li> <li>● Understand the five key concepts about print</li> </ul>	Little Wandle - Rhyme Time & Tuning into Sounds, see planning.

		<p>Formation Word placement Beginning, middle end Phoneme Digraph Trigraph Tricky words Blending Segmenting Proof reading – reading back Upper case and lower case</p>	<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<p>Little Wandle - See planning.</p>
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<b>Maths</b>			<b>3 and 4-year-olds will be learning to:</b> <ul style="list-style-type: none"><li>● Experiment with their own symbols and marks as well as numerals.</li><li>● Understand position through words alone</li><li>● Describe a familiar route.</li><li>● Discuss routes and locations, using words like 'in front of' and 'behind'.</li><li>● Select shapes appropriately</li><li>● Combine shapes to make new ones – an arch, a bigger triangle, etc.</li><li>● Make comparisons between objects relating to size, length, weight and capacity.</li><li>● Develop fast recognition of up to 3 objects, without having to count them individually.</li></ul>	White Rose - See planning.
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			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Count objects, actions and sounds.</li> <li>● Subitise.</li> <li>● Compare numbers.</li> <li>● Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>● Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>● Continue, copy and create repeating patterns.</li> <li>● Compare length, weight and capacity.</li> </ul>	<p>White Rose - See planning.</p> <p><b>Growing 6, 7, 8</b></p> <p>Step 7 Double to 8 (find a double)</p> <p>Step 8 Double to 8 (make a double)</p> <p>Step 9 Combine 2 groups</p> <p>Step 10 Conceptual subitising</p> <p>Checkpoint</p>
<p><b>UtW</b></p>			<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>● Continue developing positive attitudes about the differences between people.</li> <li>● Explore how things work.</li> <li>● Use all their senses in hands-on exploration of natural materials.</li> </ul>	<p>Visit to the Fire Service.</p> <p>Bus trip?</p> <p>I know who to call in an emergency - 999</p>

			<ul style="list-style-type: none"> <li>● Explore collections of materials with similar and/or different properties.</li> <li>● Talk about what they see, using a wide vocabulary.</li> </ul>	<p><b>Vehicle focus</b> - fire engines, ambulances - fire station trip? How do firefighters help us?</p>
			<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Talk about members of their immediate family and community.</li> <li>● Name and describe people who are familiar to them.</li> <li>● Comment on images of familiar situations in the past.</li> <li>● Compare and contrast characters from stories, including figures from the past.</li> <li>● Recognise some similarities and differences between life in this country and life in other countries.</li> <li>● Explore the natural world around them.</li> <li>● Describe what they see, hear and feel whilst outside.</li> <li>● Recognise some environments that are different to the one in which they live.</li> </ul>	<p>Visit to the Fire Service.</p> <p>Bus trip?</p> <p>I know who to call in an emergency - 999</p> <p><b>Vehicle focus</b> - fire engines, ambulances - fire station trip? How do firefighters help us?</p>

			<ul style="list-style-type: none"> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Draw information from a simple map.</li> </ul>	
<b>EAD</b>	<p>Help Jobs Dress up Splatter Spray Colours (Primary)</p> <p>Aid Different Safety</p>	<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>● Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>● Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>● Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>● Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>● Develop their own ideas and then decide which materials to</li> </ul>	<p>First aid and firefighter role play spaces.</p> <p>Dressing up</p> <p>Jackson Pollack fire colours</p>	

		Protect Colours (Secondary) Naming materials that we use (charcoal, paint, pastel etc.)	use to express them. Join different materials and explore different textures.	
		Costume	<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas</li> <li>• and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>• Develop storylines in their pretend play.</li> </ul>	First aid and firefighter role play spaces.  Dressing up  Jackson Pollack fire colours  Doubles – foldover art  Charcoal pictures