

EYFS Reception  
Term 3 -  
 Off we go - People Who Help Us

| Week & Focus book   | C+L  | PSED                       | PD  | Lit  | Maths   | UtW   | EAD  |
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| Returning to school!<br><br>2 <sup>nd</sup> January:<br><b>INSET DAY.</b><br>3 day week<br>3/1/24 | What did you do for Christmas and New Year?<br>? | Review the classroom rules | Letter and number formation<br><br>Making Chinese lanterns<br><br>Paper chain dragons | Writing our news - what did we do during the holidays?<br><br>Writing thank you cards to our families. | White Rose<br><br><b>Alive in 5</b><br>Step 1 Introduce 0<br><br>Step 2 Find 0-5<br><br>Step 3 Subitise 0-5<br><br>Step 4 Represent 0-5 | Looking at New Year celebrations in other countries - Chinese New year not until 10 <sup>th</sup> Feb. - teach the children about the fact that new year takes place at different times across the globe because of the time differences? | Decorating thank you cards for our families. |

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| <p>Week 2<br/>8/1/24)</p> <p>The Naughty Bus</p> | <p>Where would I go if I was a naughty bus?</p> <p>What journeys have I taken?</p> | <p>How is the bus feeling at different times? - Feelings bubbles on copies of the pages.</p> | <p>Directional movements using a range of resources.</p> <p>Junk modelling - scissor and tape skills</p> | <p>Give pupils pictures from the story and make up their own before reading the story together.</p> <p>Writing labels for junk modelling vehicles.</p> | <p>White Rose</p> <p><b>Alive in 5</b></p> <p>Step 5 1 more</p> <p>Step 6 1 less</p> <p>Step 7 Composition</p> <p>Step 8 Conceptual subitising to 5</p> <p>Checkpoint</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>Wheel painting and printing.</p> <p>Making buses and other vehicles with junk modelling.</p> |
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| <p>Week 3<br/>(15/1/24)<br/>Naughty Bus continued</p> <p><b>WHEEL WEEK</b> - invite local Police/ Fire engine in for visit?</p> | <p>Filming naughty bus stories<br/>Planning our own story and what the naughty bus could do.</p> | <p>JIGSAW<br/>Class specific needs.</p> | <p>Gymnastics -<br/>Focus PE sessions.<br/>Different ways -<br/>rolling/jumping / hopping.</p> | <p>Story Map -<br/>Adding annotations.<br/>Making our own Naughty bus story.</p> <p>Using tech where appropriate.</p> | <p>White Rose</p> <p><b>Mass and Capacity</b></p> <p>Step 1 Compare mass</p> <p>Step 2 Find a balance</p> <p>Step 3 Explore capacity</p> <p>Step 4 Compare capacity</p> <p>Checkpoint</p> | <p>Old and new transport, including bikes.</p> <p>Freezing and melting water outside, steam cooking</p> | <p>Bus Collages - links with maths/shape.</p> <p><b>Kandinsky</b> - creating a Kandinsky inspired painting (based on circles - linked to wheels).</p> |
|   |  | <p>Class specific needs.</p>            |  |   | <p>White Rose</p>   | <p>Making jam sandwiches</p>  | <p>Drawing rocket they had made</p>   |

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| <p>Week 4<br/>(22/1/24)<br/>Whatever<br/>Next</p>   | <p>Where would we choose to travel to?<br/><br/>'I packed my bag and in it I put' game</p>                  | <p>Class specific needs.<br/><br/>Rocket building as a team - listening to friends</p>       | <p>Threading - Through colanders/ Spaghetti / Hama beads. Finger painting rockets</p> | <p>List of things to take on the journey.<br/><br/>Writing about where they would like to go - linked to You Choose<br/><br/>Instructions to make a Jam Sandwiches.</p> | <p><b>Growing 6, 7, 8</b><br/>Step 1 Find 6, 7, 8<br/><br/>Step 2 Represent 6, 7 and 8<br/><br/>Step 3 1 More<br/><br/>Step 4 1 less<br/><br/>Step 5 Composition of 6, 7 and 8</p>   | <p>Difference between space and our world - linked to CL<br/><br/>Freezing and melting water, steam<br/><br/>cooking</p> | <p>using shape/size vocab.<br/><br/>Junk modelling rocket. Linked with PD- Space movements and drama.</p>   |
| <p>Week 5<br/>(29/1/24)<br/><br/>Continuation of Whatever Next and more general space.<br/><br/>Marvellous Moon Map</p> | <p>Discussion about what it would be like to live in space - Tim Peake<br/><br/>Footage - Linked to UTW</p> | <p>JIGSAW<br/><br/>Teeth - keeping them healthy<br/><br/>- Visit from Dentist/hygeinist?</p> | <p>Space Movements- Rockets/ Moon Walking etc.<br/><br/>Cosmic yoga - space.</p>      | <p>Writing about different planets - fact files.</p>  | <p>White Rose<br/><br/><b>Growing 6, 7, 8</b><br/>Step 6 Make pairs - odd and even<br/><br/>Step 7 Double to 8 (find a double)<br/><br/>Step 8 Double to 8 (make a double)<br/><br/>Step 9 Combine 2 groups<br/><br/>Step 10 Conceptual subitising<br/><br/>Checkpoint</p> | <p>Finding out about different planets<br/><br/>Learning about the artist, Vincent Van Gogh and his planet images.</p>   | <p>Creating planet paintings - use of marbling, paint mixing, creating texture with different implements.<br/><br/>Look at Van Gogh's planet paintings.</p> |
| <p>Week 6.<br/>(5/2/24)<br/>Vehicles that help us - Fire</p>  | <p>Talking about the trip - what did they learn, what did they like/what are</p>                            | <p>Road safety, Fire safety</p>  | <p>PD- Cutting out shape pictures to make a collage. - Annotations</p>                | <p>Write thank you letters - what did they like best?</p>   | <p>White Rose<br/><br/><b>length Height and time</b></p>   | <p>Visit to the Fire Service.<br/><br/>Bus trip</p>  | <p>First aid and firefighter role play spaces.<br/><br/>Dressing up</p>   |

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| <p>service Non fiction</p> <p>TRIP ON A BUS</p> <p>ASSESSMENT WEEK</p> <p>People Who Help Us Firefighter by Amanda Askey</p> | <p>they looking forward to?</p> <p>Listening to instructions</p> <p>Talking to the fire station staff.</p> |  | <p>around the image</p> <p>Fire at Forest School</p> | <p>Squirt the digraphs - hit the right digraphs with the water bottle</p> | <p>Step 1 Explore length</p> <p>Step 2 Compare length</p> <p>Step 3 Explore height</p> | <p>I know who to call in an emergency - 999</p> | <p>Jackson Pollack fire colours</p> <p>Doubles - foldover art</p> |
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