

Term 3 Intent:	For Curriculum intent, please see the EYFS Curriculum Map.			
Week 1	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
C&L 6th inset day Children back on the 7th.	New Years book? Resolutions ? The Thank You Letter by Jane Cabrera	Experience Christmas New Year Thankfulness	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Use a wider range of vocabulary. ● Understand a question or instruction that has two parts. ● Understand ‘why’ questions. ● Enjoy listening to longer stories and can remember much of what happens. ● Start a conversation with an adult or a friend and continue it for many turns. ● Sing a large repertoire of songs. ● Use longer sentences of four to six words. ● Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	Discussions - what did you do for Christmas and New Year?
		Listening Turn taking Responding	Children in reception will be learning to: <ul style="list-style-type: none"> ● Understand how to listen carefully and why listening is important ● Learn new vocabulary ● Use new vocabulary through the day. ● Articulate their ideas and thoughts in well-formed sentences ● Describe events in some detail. ● Listen carefully to rhymes and songs, paying attention to how they sound. 	Discussions - what did you do for Christmas and New Year? - What are you grateful for? Partner talk Thank you letters for our families
PSED		Rules Routines Expectations	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Increasingly follow rules, understanding why they are important. ● Remember rules without needing an adult to remind them. 	Reviewing the classroom rules Supporting class provision and relationships

		<p>Perseverence Resilience Challenge</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Express their feelings and consider the feelings of others. ● Show resilience and perseverance in the face of challenge. ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspectives of others. ● Manage their own needs. ● Know and talk about the different factors that support their overall health and wellbeing. 	<p>Reviewing the classroom rules</p> <p>Supporting class provision and relationships</p> <p>Jigsaw Planning – LO: I understand that if I persevere I can tackle challenges - or other PSED suitable for your class</p> <p>Thrive planning where appropriate - evidence in floor book.</p>
<p>PD</p>	<p>The Couch Potato - Jory John</p>		<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Choose the right resources to carry out their own plan. ● Collaborate with others to manage large items ● Use one-handed tools and equipment. ● Use a comfortable grip with good control when holding pens and pencils. ● Show a preference for a dominant hand. ● Be increasingly independent as they get dressed and undressed ● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ● Go up steps and stairs, or climb up apparatus, using alternate feet. ● Skip, hop, stand on one leg and hold a pose for a game like musical statues. ● Use large-muscle movements to wave flags and streamers, paint and make marks. ● Match their developing physical skills to tasks and activities in the setting. 	

			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Progress towards a more fluent style of moving, with developing control and grace. ● 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. ● 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. 	<p>PE sessions – see separate plans</p> <p>Big Question: How do I keep my body healthy? (Science)</p> <p>Letter and number formation https://www.youtube.com/watch?v=kVIgqAxknU8 – Pen disco – circle/zero shape.</p> <p>Bikeability balance bike for those who are accessing it.</p>
Literacy	You Can't Take an Elephant on the Bus! by Patricia Cleveland-Peck	<p>Full stops Capital letters Finger spaces Formation Word placement Beginning, middle end Phoneme Digraph Trigraph Tricky words</p> <p>Rhyme Gratitude Codes Story sequencing</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Engage in extended conversations about stories, learning new vocabulary. ● Develop their phonological awareness. ● Understand the five key concepts about print 	<p>Little Wandle - Rhyme Time & Tuning into Sounds</p> <p>Colourful semantics for sentence building verbally/cut and stick.</p>
			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Read individual letters by saying the sounds for them. ● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ● Read a few common exception words matched to the school's phonic programme. ● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s. 	<p>Little Wandle – see separate planning.</p> <p>Writing our news – what did we do during the holidays? CVC/CVCC writing.</p> <p>Full stops, capital letters, finger spaces</p> <p>Writing thank you cards to our families.</p> <p>Daily letter formation</p> <p>Colourful semantics for sentence building verbally and/or written.</p>

				Helicopter stories and Drawing club.
Maths	Brown Bear, Brown Bear, What Do You See? by Bill		3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). ● Recite numbers past 5. ● Say one number for each item in order: 1,2,3,4,5. ● Compare quantities using language: 'more than', 'fewer than'. 	See White Rose planning. & Provision based activities.

	<p>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>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Count objects, actions and sounds. ● Subitise. ● Compare numbers. ● Understand the ‘one more than/one less than’ relationship between consecutive numbers. ● Select, rotate and manipulate shapes to develop spatial reasoning skills. ● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. ● Continue, copy and create repeating patterns. ● Compare length, weight and capacity. 	<p>See White Rose planning.</p> <p>Alive in 5</p> <p>Step 1 Introduce 0</p> <p>Step 2 Find 0-5</p> <p>Step 3 Subitise 0-5</p> <p>https://www.youtube.com/watch?v=MeRIpU4Ibo4 – Numberblocks ‘Zero’ song.</p> <p>https://www.youtube.com/watch?v=Wbh1vOwI2Yo – Numberblocks songs 1-10</p>
<p>UtW</p>	<p>You Can’t Take an Elephant on the Bus! by Patricia Cleveland-Peck</p>		<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ● Continue developing positive attitudes about the differences between people. ● Explore how things work. ● Use all their senses in hands-on exploration of natural materials. ● Explore collections of materials with similar and/or different properties. ● Talk about what they see, using a wide vocabulary. 	<p>Looking at New Year celebrations in other countries.</p> <p>Vehicle focus - public transport, cars, bikes</p> <p>Discussing different vehicles and their purpose - what/who are they made for? Where can they take you?</p>

			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Talk about members of their immediate family and community. ● Name and describe people who are familiar to them. ● Comment on images of familiar situations in the past. ● Compare and contrast characters from stories, including figures from the past. ● Recognise some similarities and differences between life in this country and life in other countries. ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Recognise some environments that are different to the one in which they live. ● Understand the effect of changing seasons on the natural world around them. 	<p>Big Question: How do I keep my body healthy? (Science)</p> <p>Big Question: How does water change?</p> <p>Looking at New Year celebrations in other countries.</p> <p>Hanukkah?</p> <p>Months of the year - singing, daily calendars.</p> <p>Vehicle focus - public transport, cars, bikes Discussing different vehicles and their purpose - what/who are they made for? Where can they take you?</p>
EAD	<p>If You're Happy and You Know It</p> <p>Five Little Monkeys Jumping on a Bed</p> <p>The Thank You Letter by Jane</p>	<p>Rhyme Same Different Fold Add Stick</p> <p>Thankful Grateful Decorate Embellish</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Take part in simple pretend play, using an object to represent something else even though they are not similar. ● Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. ● Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. ● Explore different materials freely, to develop their ideas about how to use them and what to make. ● Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. 	<p>Rhyme Time.</p> <p>Decorating thank you cards for our families.</p>

	Cabrera		<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody ● Develop storylines in their pretend play. 	<p>See music planning.</p> <p>Decorating thank you cards for our families.</p> <p>Celebration pictures - drawing pictures of their half term memories, firework pictures, etc.</p> <p>Child-led craft exploration.</p>
--	---------	--	---	--

Week 2 13.01.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
C&L	The Naughty Bus	Imagination Journeys Adventures Experiences Settings Feelings Observations Listening Turn taking Responding	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Use a wider range of vocabulary. ● Understand a question or instruction that has two parts. ● Understand ‘why’ questions. ● Enjoy listening to longer stories and can remember much of what happens. ● Start a conversation with an adult or a friend and continue it for many turns. ● Sing a large repertoire of songs. ● Use longer sentences of four to six words. ● Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<p>Discussions: Where would I go if I was a naughty bus? What journeys have I taken before?</p> <p>https://www.youtube.com/watch?v=j9Faf2CSZy4 - 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>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Understand how to listen carefully and why listening is important ● Learn new vocabulary ● Use new vocabulary through the day. ● Articulate their ideas and thoughts in well-formed sentences ● Describe events in some detail. ● Listen carefully to rhymes and songs, paying attention to how they sound. 	<p>Discussions: Where would I go if I was a naughty bus? What journeys have I taken before?</p> <p>https://www.youtube.com/watch?v=j9Faf2CSZy4 - 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 Choices	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Increasingly follow rules, understanding why they are important. ● Remember rules without needing an adult to remind them. 	Naughty bus - language of good/naughty. How is the bus making bad choices? How is it feeling at different times?
		Implications Achievements Outcomes	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Express their feelings and consider the feelings of others. ● Show resilience and perseverance in the face of challenge. ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspectives of others. ● Manage their own needs. ● Know and talk about the different factors that support their overall health and wellbeing. 	<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			

<p>PD</p>	<p>The Naughty Bus by Jan Oke</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Choose the right resources to carry out their own plan. ● Collaborate with others to manage large items ● Use one-handed tools and equipment. ● Use a comfortable grip with good control when holding pens and pencils. ● Show a preference for a dominant hand. ● Be increasingly independent as they get dressed and undressed ● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ● Go up steps and stairs, or climb up apparatus, using alternate feet. ● Skip, hop, stand on one leg and hold a pose for a game like musical statues. ● Use large-muscle movements to wave flags and streamers, paint and make marks. ● Match their developing physical skills to tasks and activities in the setting. ● Understand position through words alone 	<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>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Progress towards a more fluent style of moving, with developing control and grace. ● 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. ● 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. ● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<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>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?).</p>

				When appropriate, ask children to describe their route and give directions to each other.
Literacy	<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>Digraph</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Engage in extended conversations about stories, learning new vocabulary. ● Develop their phonological awareness. ● Understand the five key concepts about print 	<p>Little Wandle - Rhyme Time & 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>Recalling story - whole class story map.</p>

		<p>Trigraph Tricky words</p> <p>Print in the environment Road signs Story map Emotion writing Positional language Labelling Captions.</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Read individual letters by saying the sounds for them. ● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ● Read a few common exception words matched to the school’s phonic programme. ● Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s. 	<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>
<p>Maths</p>	<p>Five Little Monkeys Jumping on the Bed</p> <p>Crocodile Splash</p> <p>The Ugly Five by Julia</p>		<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Experiment with their own symbols and marks as well as numerals. ● Understand position through words alone ● Describe a familiar route. ● Discuss routes and locations, using words like ‘in front of’ and ‘behind’. ● Select shapes appropriately ● Combine shapes to make new ones – an arch, a bigger triangle, etc. 	<p>See White Rose planning.</p> <p>Counting passengers on the bus.</p> <p>Building buses using different 2D shapes</p>

	<p>Donaldson</p> <p>Five Little Snowmen</p> <p>Room on the Broom by Julia Donaldson</p>		<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Count objects, actions and sounds. ● Subitise. ● Compare numbers. ● Understand the ‘one more than/one less than’ relationship between consecutive numbers. ● Select, rotate and manipulate shapes to develop spatial reasoning skills. ● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. ● Continue, copy and create repeating patterns. ● Compare length, weight and capacity. 	<p>See White Rose planning.</p> <p>Alive in 5</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> <p>Use chairs to create bus role-play and have children work out the number sentences as they get on/off the bus.</p>
<p>UtW</p>	<p>My Big Book of Transport by Moira Butterfield</p>		<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ● Continue developing positive attitudes about the differences between people. ● Explore how things work. ● Use all their senses in hands-on exploration of natural materials. ● Explore collections of materials with similar and/or different properties. ● Talk about what they see, using a wide vocabulary. 	<p>Big Question: How do I keep my body healthy? (Science)</p> <p>Big Question: How does water change?</p> <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>Vehicle focus - public transport, buses.</p>

			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. • Draw information from a simple map. 	<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 around 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>Vehicle focus - public transport, buses. How is public transport useful to us?</p>
EAD		<p>Photo Picture Wheel Round Rubbish Roll Press Push</p> <p>Recycle Reuse Remodel Print</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. 	<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>

		Pattern Circle Pressure Rotate Capture Image Record	Children in reception will be learning to: <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody ● Develop storylines in their pretend play. 	Using cameras and taking photos in different situations for naughty bus story. Wheel painting and printing. Making buses and other vehicles with junk modelling. Play dynamics using percussion instruments
--	--	---	--	--

Week 3 20.01.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
C&L	All Aboard the London Bus - Patricia Toht	Journeys Transport Maps Directions Signs Passengers	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Use a wider range of vocabulary. ● Understand a question or instruction that has two parts. ● Understand ‘why’ questions. ● Enjoy listening to longer stories and can remember much of what happens. ● Start a conversation with an adult or a friend and continue it for many turns. ● Sing a large repertoire of songs. ● Use longer sentences of four to six words. ● Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	Why do we use buses? Where do they go? Eye-spy with the different pages - what is in London?

			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Understand how to listen carefully and why listening is important ● Learn new vocabulary ● Use new vocabulary through the day. ● Articulate their ideas and thoughts in well-formed sentences ● Describe events in some detail. ● Listen carefully to rhymes and songs, paying attention to how they sound. 	<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	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Increasingly follow rules, understanding why they are important. ● Remember rules without needing an adult to remind them. 	Class specific needs.
			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Express their feelings and consider the feelings of others. ● Show resilience and perseverance in the face of challenge. ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspectives of others. ● Manage their own needs. ● Know and talk about the different factors that support their overall health and wellbeing. 	<p>Jigsaw: I can set a goal and work towards it - link to wheel week?</p> <p>Class specific needs.</p>

<p>PD</p> <p>WHEEL WEEK</p>		<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Choose the right resources to carry out their own plan. ● Collaborate with others to manage large items ● Use one-handed tools and equipment. ● Use a comfortable grip with good control when holding pens and pencils. ● Show a preference for a dominant hand. ● Be increasingly independent as they get dressed and undressed ● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ● Go up steps and stairs, or climb up apparatus, using alternate feet. ● Skip, hop, stand on one leg and hold a pose for a game like musical statues. ● Use large-muscle movements to wave flags and streamers, paint and make marks. ● Match their developing physical skills to tasks and activities in the setting. ● Understand position through words alone 	<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>
		<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Progress towards a more fluent style of moving, with developing control and grace. ● 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. ● 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. ● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<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>

Literacy	The Naughty Bus (Cont.) - Jan Oke	Full stops Capital letters Finger spaces Formation Word placement	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness. Understand the five key concepts about print 	Little Wandle - Rhyme Time & Tuning into Sounds, see planning.
	All Aboard the London Bus - Patricia Toht	Beginning, middle end Phoneme Digraph Trigraph Tricky words Maps Landscapes Features Captions Note making Observations	Children in reception will be learning to: <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. 	Little Wandle - See planning. Planning our own story and what the naughty bus could do. Jane Consodine - All Aboard the London Bus. Watching videos of London landmarks and jotting down words they think of whilst watching - e.g. https://www.youtube.com/watch?v=aprUhH4r-rs Changing of the guards video - red, bus, stomp, hat, guard, castle, happy, sad, band, march, walk Writing captions for different places we 'visited' on the bus.

Maths	Who Sank the Boat? by Pamela Allen		<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Experiment with their own symbols and marks as well as numerals. ● Understand position through words alone ● Describe a familiar route. ● Discuss routes and locations, using words like ‘in front of’ and ‘behind’. ● Select shapes appropriately ● Combine shapes to make new ones – an arch, a bigger triangle, etc. ● Make comparisons between objects relating to size, length, weight and capacity. 	
	Balancing Act by Ellen Stoll Walsh		<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Count objects, actions and sounds. ● Subitise. ● Compare numbers. ● Understand the ‘one more than/one less than’ relationship between consecutive numbers. ● Select, rotate and manipulate shapes to develop spatial reasoning skills. ● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. ● Continue, copy and create repeating patterns. ● Compare length, weight and capacity. 	<p>White Rose - See planning. Alive in 5 Step 8 Conceptual subitising to 5 Checkpoint</p> <p>Mass and Capacity Step 1 Compare mass Step 2 Find a balance</p>
	There’s a Hole in My Bucket			

UtW	All Aboard the London Bus - Patricia Toht	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ● Continue developing positive attitudes about the differences between people. ● Explore how things work. ● Use all their senses in hands-on exploration of natural materials. ● Explore collections of materials with similar and/or different properties. ● Talk about what they see, using a wide vocabulary. 	<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>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Talk about members of their immediate family and community. ● Name and describe people who are familiar to them. ● Comment on images of familiar situations in the past. ● Compare and contrast characters from stories, including figures from the past. ● Recognise some similarities and differences between life in this country and life in other countries. ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Recognise some environments that are different to the one in which they live. ● Understand the effect of changing seasons on the natural world around them. ● Draw information from a simple map. 	<p>Big Question: How do I keep my body healthy? (Science)</p> <p>Big Question: How does water change?</p> <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>Vehicle focus - police vehicles - police visit? How do the police help us?</p>

				Knowing how to call for help in emergencies
EAD	The Naughty Bus (Cont.) - Jan Oke	Roll Round Spin Wheel Mark Paint Colours Print Circle Circular Wheel Collage	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. 	Printing with rollers and small world vehicles. Kandinsky – creating a Kandinsky inspired painting (based on circles – linked to wheels).

		Layer Depth Front Middle Background Record Capture	Children in reception will be learning to: <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody ● Develop storylines in their pretend play. 	Filming naughty bus stories Printing with rollers and small world vehicles. Kandinsky – creating a Kandinsky inspired painting (based on circles – linked to wheels). Bus Collages – links with shape.
--	--	--	--	---

Week 4 27.01.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
C&L	Whatever Next by Jill Murphy Story Time from Space (If I Were an Astronaut) on YouTube	Decisions Choices Journeys Adventure Packing Space Universe Planets Rockets Preparation	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Use a wider range of vocabulary. ● Understand a question or instruction that has two parts. ● Understand ‘why’ questions. ● Enjoy listening to longer stories and can remember much of what happens. ● Start a conversation with an adult or a friend and continue it for many turns. ● Sing a large repertoire of songs. ● Use longer sentences of four to six words. ● Know many rhymes, be able to talk about familiar books, and be able to tell a long story. ● Develop their pronunciation 	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>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important • Learn new vocabulary • Use new vocabulary through the day. • Articulate their ideas and thoughts in well-formed sentences • Describe events in some detail. • Listen carefully to rhymes and songs, paying attention to how they sound. 	<p>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</p> <p>‘I packed my bag and in it I put’ game</p>
PSED		Encouragement Support Friendship	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. 	Class specific needs.
		Collaboration Teamwork	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. • Know and talk about the different factors that support their overall health and wellbeing. 	<p>Jigsaw: I can use kind words to encourage people</p> <p>Class specific needs.</p> <p>Rocket building as a group – listening to friends.</p>

<p>PD</p>		<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Choose the right resources to carry out their own plan. ● Collaborate with others to manage large items ● Use one-handed tools and equipment. ● Use a comfortable grip with good control when holding pens and pencils. ● Show a preference for a dominant hand. ● Be increasingly independent as they get dressed and undressed ● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ● Go up steps and stairs, or climb up apparatus, using alternate feet. ● Skip, hop, stand on one leg and hold a pose for a game like musical statues. ● Use large-muscle movements to wave flags and streamers, paint and make marks. ● Match their developing physical skills to tasks and activities in the setting. ● Understand position through words alone 	<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>
		<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Progress towards a more fluent style of moving, with developing control and grace. ● 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. ● 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. 	<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>

Literacy	You Choose by Pippa Goodhart Whatever Next by Jill Murphy	Full stops Capital letters Finger spaces Formation Word placement Beginning, middle end Phoneme Digraph Trigraph Tricky words	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness. Understand the five key concepts about print 	Little Wandle - Rhyme Time & Tuning into Sounds, see planning. Drawing things to take on journey - initial sounds? Sequencing instructions to make Jam Sandwiches - colourful semantics.
		Choice Outcome Decision making Options Instructions Directions Fact finding Lists Labels	Children in reception will be learning to: <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. 	Little Wandle - See planning. List of things to take on the journey. Writing about where they would like to go – linked to 'You Choose'. Instructions to make Jam Sandwiches.

Maths	<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>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Experiment with their own symbols and marks as well as numerals. ● Understand position through words alone ● Describe a familiar route. ● Discuss routes and locations, using words like 'in front of' and 'behind'. ● Select shapes appropriately ● Combine shapes to make new ones – an arch, a bigger triangle, etc. ● Make comparisons between objects relating to size, length, weight and capacity. ● Develop fast recognition of up to 3 objects, without having to count them individually. 	<p>White Rose - See planning.</p> <p>Sequencing instructions to make Jam Sandwiches.</p> <p>Building rockets from 2D shapes.</p>
	<p>Sidney the Silly Who Only Eats 6 by M.W. Penn</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Count objects, actions and sounds. ● Subitise. ● Compare numbers. ● Understand the 'one more than/one less than' relationship between consecutive numbers. ● Select, rotate and manipulate shapes to develop spatial reasoning skills. ● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. ● Continue, copy and create repeating patterns. ● Compare length, weight and capacity. 	<p>White Rose - See planning.</p> <p>Mass and Capacity Step 3 Explore capacity Step 4 Compare capacity Checkpoint Growing 6, 7, 8 Step 1 Find 6, 7, 8</p> <p>Sequencing instructions to make Jam Sandwiches.</p> <p>Building rockets from 2D shapes.</p>

UtW	Whatever Next by Jill Murphy	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ● Continue developing positive attitudes about the differences between people. ● Explore how things work. ● Use all their senses in hands-on exploration of natural materials. ● Explore collections of materials with similar and/or different properties. ● Talk about what they see, using a wide vocabulary. 	<p>Making jam sandwiches</p> <p>Freezing and melting water</p> <p>Saving objects from ice. Watercolour painting with ice.</p> <p>Vehicle focus - planes, helicopters, rockets.</p>
		<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Talk about members of their immediate family and community. ● Name and describe people who are familiar to them. ● Comment on images of familiar situations in the past. ● Compare and contrast characters from stories, including figures from the past. ● Recognise some similarities and differences between life in this country and life in other countries. ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Recognise some environments that are different to the one in which they live. ● Understand the effect of changing seasons on the natural world around them. ● Draw information from a simple map. 	<p>Big Question: How do I keep my body healthy? (Science)</p> <p>Big Question: How does water change?</p> <p>Making jam sandwiches</p> <p>Difference between space and our world – linked to C&L.</p> <p>Freezing and melting water, steam</p> <p>Vehicle focus - planes, helicopters, rockets.</p>

EAD	Paint Colours (primary) Share Build Bigger Smaller Taller Stronger Space Some planet names	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Take part in simple pretend play, using an object to represent something else even though they are not similar. ● Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. ● Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. ● Explore different materials freely, to develop their ideas about how to use them and what to make. ● Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. 	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.
	Colours (Secondary) Sturdy Some planet names Junk Recycle Reuse	Children in reception will be learning to: <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody ● Develop storylines in their pretend play. 	Rocket building as a group – listening to friends. Junk modelling. Acting out a trip to space. Class to form chairs into rocket and role play landing on different planets. Marble art. Creating planets

Week 5 03.03.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
C&L	Marvellous Moon Map - Teresa Heapy	Space The Universe Space Travel Planets Different planet conditions How to adapt to different conditions.	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Use a wider range of vocabulary. ● Understand a question or instruction that has two parts. ● Understand ‘why’ questions. ● Enjoy listening to longer stories and can remember much of what happens. ● Start a conversation with an adult or a friend and continue it for many turns. ● Sing a large repertoire of songs. ● Use longer sentences of four to six words. ● Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	Discussions: Where would you like to explore?
			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Understand how to listen carefully and why listening is important ● Learn new vocabulary ● Use new vocabulary through the day. ● Articulate their ideas and thoughts in well-formed sentences ● Describe events in some detail. ● Listen carefully to rhymes and songs, paying attention to how they sound. 	Discussions: Where would you like to explore?
PSED			<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Increasingly follow rules, understanding why they are important. ● Remember rules without needing an adult to remind them. 	Class specific needs.

		<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Express their feelings and consider the feelings of others. ● Show resilience and perseverance in the face of challenge. ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspectives of others. ● Manage their own needs. ● Know and talk about the different factors that support their overall health and wellbeing. ● Show interest in different occupations. 	<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>
<p>PD</p>		<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Choose the right resources to carry out their own plan. ● Collaborate with others to manage large items ● Use one-handed tools and equipment. ● Use a comfortable grip with good control when holding pens and pencils. ● Show a preference for a dominant hand. ● Be increasingly independent as they get dressed and undressed ● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ● Go up steps and stairs, or climb up apparatus, using alternate feet. ● Skip, hop, stand on one leg and hold a pose for a game like musical statues. ● Use large-muscle movements to wave flags and streamers, paint and make marks. ● Match their developing physical skills to tasks and activities in the setting. ● Understand position through words alone 	<p>Big Question: How do I keep my body healthy? (Science)</p> <p>Teeth – keeping them healthy</p> <p>- Visit from Dentist/hygeinist?</p>

			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Progress towards a more fluent style of moving, with developing control and grace. ● 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. ● 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. 	<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>
Literacy	Whatever Next by Jill Murphy	<p>Full stops Capital letters Finger spaces Formation Word placement Beginning, middle end Phoneme Digraph Trigraph Tricky words</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Engage in extended conversations about stories, learning new vocabulary. ● Develop their phonological awareness. ● Understand the five key concepts about print 	<p>Little Wandle - Rhyme Time & Tuning into Sounds, see planning.</p>
		<p>Space The Universe Space Travel Planets Different planet conditions How to adapt to different conditions.</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Read individual letters by saying the sounds for them. ● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ● Read a few common exception words matched to the school’s phonic programme. ● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s. 	<p>Little Wandle - See planning.</p> <p>Writing about different planets - fact files. CVC/CVCC writing.</p> <p>Capital letters, full stops, finger spaces.</p>

Maths	<p>Six Dinner Sid by Inga Moore</p> <p>1, 2, 3 to the Zoo by Eric Carle</p> <p>Quack and Count by Keith Baker</p> <p>Simon Sock by Sue</p>		<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Experiment with their own symbols and marks as well as numerals. ● Understand position through words alone ● Describe a familiar route. ● Discuss routes and locations, using words like ‘in front of’ and ‘behind’. ● Select shapes appropriately ● Combine shapes to make new ones – an arch, a bigger triangle, etc. ● Make comparisons between objects relating to size, length, weight and capacity. ● Develop fast recognition of up to 3 objects, without having to count them individually. 	White Rose - See planning.

	<p>Hendra and Paul Linnet</p> <p>Missing Mittens by Stuart J. Murphy</p> <p>Double Dave by Sue Hendra</p>		<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Count objects, actions and sounds. ● Subitise. ● Compare numbers. ● Understand the ‘one more than/one less than’ relationship between consecutive numbers. ● Select, rotate and manipulate shapes to develop spatial reasoning skills. ● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. ● Continue, copy and create repeating patterns. ● Compare length, weight and capacity. 	<p>White Rose - See planning.</p> <p>Growing 6, 7, 8</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>
<p>UtW</p>	<p>Whatever Next by Jill Murphy</p> <p>Marvellous Moon Map - Teresa Heapy</p> <p>Noah’s Ark</p>		<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ● Continue developing positive attitudes about the differences between people. ● Explore how things work. ● Use all their senses in hands-on exploration of natural materials. ● Explore collections of materials with similar and/or different properties. ● Talk about what they see, using a wide vocabulary. 	<p>Vehicle focus - boats</p> <p>Noah’s Ark role play - doubles</p>

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

		Smudge Curve Print Imprint	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas ● and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody ● Develop storylines in their pretend play. 	<p>Learning about the artist, Vincent Van Gogh and his planet images.</p> <p>Starry night with different materials - oil pastels, cotton bud painting, rollers, marbling, paint mixing, creating texture with different implements.</p> <p>Creating their own maps of the world/planets/their own adventures - in construction and in craft.</p>
--	--	-------------------------------------	--	--

Week 6 10.02.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
C&L	Firefighter by Amanda Askew	Experience Learning Trip Enjoyment Instructions Safety Emergency Equipment Specific vocabulary around trip, ie. Fire safety	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Use a wider range of vocabulary. ● Understand a question or instruction that has two parts. ● Understand ‘why’ questions. ● Enjoy listening to longer stories and can remember much of what happens. ● Start a conversation with an adult or a friend and continue it for many turns. ● Sing a large repertoire of songs. ● Use longer sentences of four to six words. ● Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<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>

		equipment, 999 etc.	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Understand how to listen carefully and why listening is important ● Learn new vocabulary ● Use new vocabulary through the day. ● Articulate their ideas and thoughts in well-formed sentences ● Describe events in some detail. ● Listen carefully to rhymes and songs, paying attention to how they sound. 	<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		<p>Achievement Pride Difficulty Challenge Resilience Perseverance Safety Equipment Teamwork</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Increasingly follow rules, understanding why they are important. ● Remember rules without needing an adult to remind them. ● 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. 	<p>Jigsaw: I can say how I feel when I achieve a goal and know what it means to feel proud</p> <p>Class specific needs.</p> <p>Road safety, Fire safety</p>
			<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Express their feelings and consider the feelings of others. ● Show resilience and perseverance in the face of challenge. ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspectives of others. ● Manage their own needs. ● Know and talk about the different factors that support their overall health and wellbeing. 	<p>Jigsaw:</p> <p>Class specific needs.</p> <p>Road safety, Fire safety</p>

<p>PD</p>		<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Choose the right resources to carry out their own plan. ● Collaborate with others to manage large items ● Use one-handed tools and equipment. ● Use a comfortable grip with good control when holding pens and pencils. ● Show a preference for a dominant hand. ● Be increasingly independent as they get dressed and undressed ● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ● Go up steps and stairs, or climb up apparatus, using alternate feet. ● Skip, hop, stand on one leg and hold a pose for a game like musical statues. ● Use large-muscle movements to wave flags and streamers, paint and make marks. ● Match their developing physical skills to tasks and activities in the setting. ● Understand position through words alone 	<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>
		<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Progress towards a more fluent style of moving, with developing control and grace. ● 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. ● 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. 	<p>PE - Dance - See separate planning.</p>

Literacy	<p>Full stops Capital letters Finger spaces Formation Word placement Beginning, middle end Phoneme Digraph Trigraph Tricky words Blending Segmenting Proof reading – reading back Upper case and lower case</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Engage in extended conversations about stories, learning new vocabulary. ● Develop their phonological awareness. ● Understand the five key concepts about print 	<p>Little Wandle - Rhyme Time & Tuning into Sounds, see planning.</p>
		<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Read individual letters by saying the sounds for them. ● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ● Read a few common exception words matched to the school’s phonic programme. ● Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s. 	<p>Little Wandle - See planning.</p>

<p>Maths</p>		<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Experiment with their own symbols and marks as well as numerals. ● Understand position through words alone ● Describe a familiar route. ● Discuss routes and locations, using words like ‘in front of’ and ‘behind’. ● Select shapes appropriately ● Combine shapes to make new ones – an arch, a bigger triangle, etc. ● Make comparisons between objects relating to size, length, weight and capacity. ● Develop fast recognition of up to 3 objects, without having to count them individually. 	<p>White Rose - See planning.</p>
		<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Count objects, actions and sounds. ● Subitise. ● Compare numbers. ● Understand the ‘one more than/one less than’ relationship between consecutive numbers. ● Select, rotate and manipulate shapes to develop spatial reasoning skills. ● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. ● Continue, copy and create repeating patterns. ● Compare length, weight and capacity. 	<p>White Rose - See planning. Growing 6, 7, 8 Step 7 Double to 8 (find a double) Step 8 Double to 8 (make a double) Step 9 Combine 2 groups Step 10 Conceptual subitising Checkpoint</p>

UtW		<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> ● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ● Continue developing positive attitudes about the differences between people. ● Explore how things work. ● Use all their senses in hands-on exploration of natural materials. ● Explore collections of materials with similar and/or different properties. ● Talk about what they see, using a wide vocabulary. 	<p>Visit to the Fire Service.</p> <p>Bus trip?</p> <p>I know who to call in an emergency - 999</p> <p>Vehicle focus - fire engines, ambulances - fire station trip? How do firefighters help us?</p>
		<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> ● Talk about members of their immediate family and community. ● Name and describe people who are familiar to them. ● Comment on images of familiar situations in the past. ● Compare and contrast characters from stories, including figures from the past. ● Recognise some similarities and differences between life in this country and life in other countries. ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Recognise some environments that are different to the one in which they live. ● Understand the effect of changing seasons on the natural world around them. ● Draw information from a simple map. 	<p>Big Question: How do I keep my body healthy? (Science)</p> <p>Big Question: How does water change?</p> <p>Visit to the Fire Service.</p> <p>Bus trip?</p> <p>I know who to call in an emergency - 999</p> <p>Vehicle focus - fire engines, ambulances - fire station trip? How do firefighters help us?</p>

EAD		Help Jobs Dress up Splatter Spray Colours (Primary)	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> ● Take part in simple pretend play, using an object to represent something else even though they are not similar. ● Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. ● Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. ● Explore different materials freely, to develop their ideas about how to use them and what to make. ● Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. 	First aid and firefighter role play spaces. Dressing up Jackson Pollack fire colours
		Aid Different Safety Protect Colours (Secondary) Naming materials that we use (charcoal, paint, pastel etc.) Costume	Children in reception will be learning to: <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody ● Develop storylines in their pretend play. 	First aid and firefighter role play spaces. Dressing up Jackson Pollack fire colours Doubles – foldover art Charcoal pictures