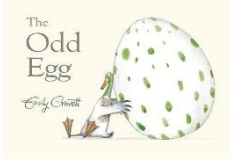
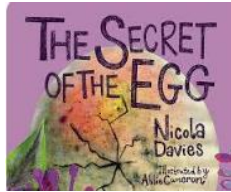

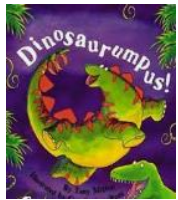

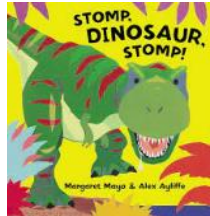
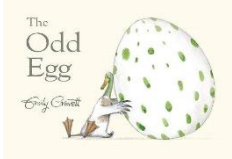
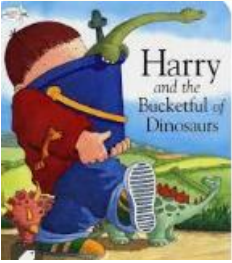


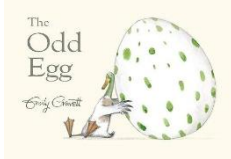
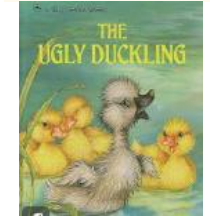


Medium Term Overview







Term: Spring 2 2023/2024

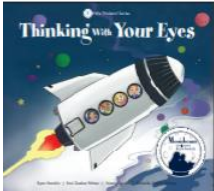
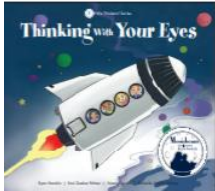
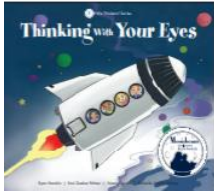
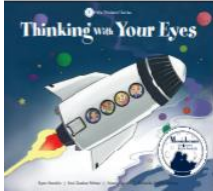
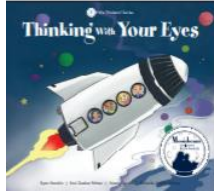
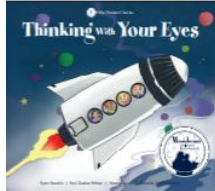
What's in the Egg?

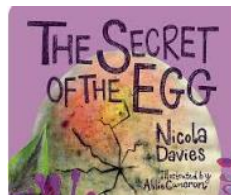
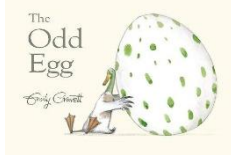
Class: Polkerris / Crooklets

	Week 1 19/02/24	Week 2 26/02/24	Week 3 04/02/24	Week 4 11/02/24	Week 5 18/02/24	Week 6 25/02/24
<p><b>Communication and Interaction</b></p> <p>Whole EYFS Focus – C&amp;I and C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions and focusing on Wellcomm targets in weekly planning.</p>	<p><b>What's in the Egg?</b></p>   <p><b>Birds, size, small, large, hatch Egg, shell, nest, life, plain, speckled, egg shape, tougher, smoother, stickier, big, small, within, high, buried, safe, laid, alone, pouch, mouth, tummy, birds, fish,</b></p>	<p><b>What's in the Egg?</b></p>   <p>Engage in small group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. <b>Quake, quiver, thunder, romp,</b></p>	<p><b>What's in the Egg?</b></p>   <p>Engage in small group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. <b>Stomp, mighty, gigantic, jaws,</b></p>	<p><b>What's in the Egg?</b></p>   <p>Engage in small group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. <b>Bucket, attic, clear, bent, fixed, broken, washed, sink, dinosaur, junk, library,</b></p>	<p><b>What's in the Egg?</b></p>   <p>Engage in small group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. <b>Dragon, biggest, keenest, golden, fly, practise, fast,</b></p>	<p><b>What's in the Egg?</b></p>   <p>Engage in small group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. <b>Duckling, ugly, alone, beautiful, nest, swim, cygnet, group,</b></p>

	<p><b>platypus, crick, crack, rip, pop, inside</b></p> <p>Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>	<p><b>stomp, noise, triceratops, hops, wears, horns, blunder, shake, shudder, brontosaurus, tyrannosaurus, stegosaurus, roar, sound,</b></p> <p>Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p> <p>Engage in story times Circle time Topic books CP</p>	<p><b>jagged, flicking, whipping, enemy, scaring, swish, spreading, wide, circling, swooping, souring, plating, armour, gulping, gulp, chewing, charging, pounding, jutting, stiff, chomp, cutting biting, mashing, feathered, guard, hatching, strolling, parade,</b></p> <p>Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion</p>	<p><b>scelidosaurus, triceratops, allosaurus,</b></p> <p>Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>	<p><b>free, soar, throat, horse, blow, alight, bandage, zigzag,</b></p> <p>Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>	<p><b>brood, grow, feathers, down, swan,</b></p> <p>Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>
--	---	---	---	--	--	---

		<p>- vocab Triangles</p>	<p>Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>			
<p><b>Personal, Social and Emotional Development</b></p> <p>Through adult modelling and guidance, children will learn how to look after their bodies, including healthy eating, and managing personal needs independently.</p>	<p><b>SCARF</b></p>  <p><b>Rights and Respect</b></p> <p>Understand how they can make a difference.</p> <p>Looking after my special people</p>	<p><b>SCARF</b></p>  <p><b>Rights and Respect</b></p> <p>Understand how they can make a difference.</p> <p>Looking after my friends.</p>	<p><b>SCARF</b></p>  <p><b>Rights and Respect</b></p> <p>Understand how they can make a difference.</p> <p>Being helpful at home and caring for our classroom.</p>	<p><b>SCARF</b></p>  <p><b>Rights and Respect</b></p> <p>Understand how they can make a difference.</p> <p>Caring for our world.</p>	<p><b>SCARF</b></p>  <p><b>Rights and Respect</b></p> <p>Understand how they can make a difference.</p> <p>Looking after money, recognising, saving, spending using.</p>	<p><b>SCARF</b></p>  <p><b>Rights and Respect</b></p> <p>Understand how they can make a difference.</p> <p>Saving money and keeping it safe.</p>

	<p style="text-align: center;"><b>We Thinkers</b></p>  <p>Book 3 Thinking with your eyes Review concepts in previous books first. Play music – Think with your eyes. what do you see? What are the kids thinking about? Where are the kids going?</p>	<p style="text-align: center;"><b>We Thinkers</b></p>  <p>Book 3 Thinking with your eyes Play music – Think with your eyes. See individual weeks planning in the hard copy of the curriculum book.</p>	<p style="text-align: center;"><b>We Thinkers</b></p>  <p>Book 3 Thinking with your eyes Play music – Think with your eyes. See individual weeks planning in the hard copy of the curriculum book.</p>	<p style="text-align: center;"><b>We Thinkers</b></p>  <p>Book 3 Thinking with your eyes Play music – Think with your eyes. See individual weeks planning in the hard copy of the curriculum book.</p>	<p style="text-align: center;"><b>We Thinkers</b></p>  <p>Book 3 Thinking with your eyes Play music – Think with your eyes. See individual weeks planning in the hard copy of the curriculum book.</p>	<p style="text-align: center;"><b>We Thinkers</b></p>  <p>Book 3 Thinking with your eyes Play music – Think with your eyes. See individual weeks planning in the hard copy of the curriculum book.</p>
<p style="text-align: center;"><b>Communicati on and Language</b></p>	<p>Daily routine songs. Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charanga</p>	<p>See curriculum book for planning guidance  Daily routine songs. Days of the week Weather Line up Carpet time Make a circle</p>	<p>See curriculum book for planning guidance  Daily routine songs. Days of the week Weather Line up Carpet time Make a circle</p>	<p>See curriculum book for planning guidance  Daily routine songs. Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charanga</p>	<p>See curriculum book for planning guidance  Daily routine songs. Days of the week Weather Line up Carpet time Make a circle</p>	<p>See curriculum book for planning guidance  Daily routine songs. Days of the week Weather Line up Carpet time Make a circle</p>

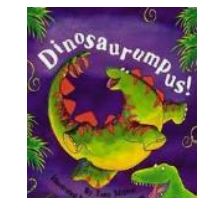


Circle time and COOL time

**Charanga, 'Our World' – weekly Nursery Rhyme – Old Macdonald**

New Vocab from Key text and recommended reads. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive

Nursery Rhymes - Charanga

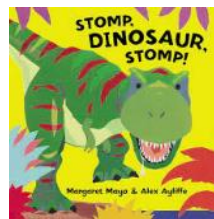


Circle time and COOL time

**Charanga. 'Our World' weekly Nursery Rhyme – Old Macdonald, Incy Wincy Spider**

New Vocab from Key text and recommended reads. Reading frequently to children, and

Nursery Rhymes - Charanga

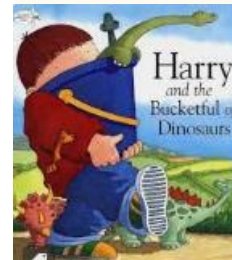


Circle time and COOL time

**Charanga, 'Our world' weekly Nursery Rhyme –**

Old Macdonald, Incy Wincy Spider **Row Row Row your Boat,**

New Vocab from Key text and



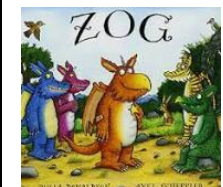
Circle time and COOL time

**Charanga, 'Our World' weekly Nursery Rhyme –**

Old Macdonald, Incy Wincy Spider Row Row Row Your Boat, The **Wheels on the Bus**

New Vocab from Key text and recommended reads. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities

Nursery Rhymes - Charanga

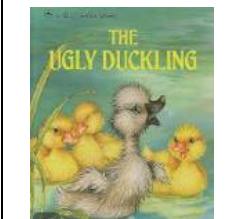
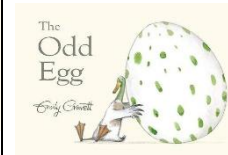


Circle time and COOL time

**Charanga, 'Our world' weekly Nursery Rhyme –**

Old Macdonald, Incy Wincy Spider Row Row Row Your Boat, The wheels on the Bus, The Hokey Cokey The Wheels on the

Nursery Rhymes - Charanga



Circle time and COOL time

**Charanga weekly Nursery Rhyme –**






Old Macdonald, Incy Wincy Spider Row Row Row Your Boat, The wheels on the Bus, The Hokey Cokey

	<p>opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.</p>	<p>engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's</p>	<p>recommended reads. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are interested in or doing, and echoing back what they say</p>	<p>to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.</p>	<p>Bus, <b>The Hokey Cokey</b></p> <p>New Vocab from Key text and recommended reads. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation.</p>	<p>New Vocab from Key text and recommended reads. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are interested in</p>
--	--	---	---	--	---	--

		language effectively.	with new vocabulary added, practitioners will build children's language effectively.		Commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.	or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.
<b>Physical Development</b>	<p><b>Ball skills - hands</b> The focus of the learning is to explore different ways of throwing a beanbag.</p> <p>Pupils will start to learn why we need to aim when we are throwing.</p> <p><b>Dance -Ourselves</b> The focus of learning is to explore different movements using different parts of the body.</p>	<p><b>Ball Skills – Hands</b> The focus of learning is to explore throwing (underarm) a beanbag.</p> <p>Pupils will develop their understanding of why we need to aim when we are throwing.</p> <p><b>Dance – Ourselves</b> The focus of learning is to explore larger</p>	<p><b>Ball Skills - Hands</b> The focus of learning is to explore throwing (overarm) a beanbag.</p> <p>Pupils will explore how they can use their bodies to throw with greater distance.</p> <p><b>Dance – Ourselves</b> The focus of learning is for</p>	<p><b>Ball skills – Hands</b> The focus of learning is to explore different ways of rolling a ball using our hands.</p> <p>Pupils learn why we need to be accurate when we are rolling a ball towards a target.</p> <p><b>Dance - Ourselves</b> The focus of learning is for pupils to create their own movement ideas relating to specific words.</p>	<p><b>Ball Skills– Hands</b> The focus of learning is to explore different ways of stopping a ball using our hands.</p> <p><b>Dance - Ourselves</b> The focus of learning is to explore different movements using qualities of movement.</p>	<p><b>Ball Skills – Hands</b> The focus of learning is to explore catching a beanbag and a small ball.</p> <p>Pupils will develop their understanding of why we need to catch a ball and a beanbag.</p> <p><b>Dance - Ourselves</b> The focus of learning is to explore</p>

		scale travelling movements.	pupils to respond to words and music using their bodies and props.		Pupils will learn the meaning of opposites.	movements such as creeping, tiptoeing and hiding.
<b>Fine Motor Skills</b>	<p>Rolling and flattening dough,  / undressing and dressing with minimal support,  Mark making, Paint brushes, Modelling dough creating more intricate designs,  Independently doing zips and buttons on coats.  Accurate letter and number formation,  Accurate use of cutlery at lunchtimes / independent cutting of food  Holding a pencil effectively, developing writing fluency, showing some accuracy and care when drawing and mark making.</p>					
<b>Literacy Reading / understanding</b>	<p>favourite stories, rhymes, songs, poems or jingles</p> <p><b>Read four books a day</b>  Weekly book before writing / CP input.  <b>Maths linked</b> story book before maths activities.  <b>Topic book</b> before Lunch  Poem a day and story before going home.</p>	<p>Understand that : We read from left to right and top to bottom</p> <p><b>Read four books a day</b>  <b>Weekly book</b> before writing / CP input.  <b>Maths linked</b> story book before maths activities.  <b>Topic book</b> before Lunch  <b>Poem a day and story</b> before going home.</p>	<p>Understand that print has meaning. Ensure a wide variety of fact and fiction books are introduced to the children.</p> <p><b>Read four books a day</b>  <b>Weekly book</b> before writing / CP input.  <b>Maths linked</b> story book before maths activities.  <b>Topic book</b> before Lunch</p>	<p>Understand that : We read from left to right and top to bottom</p> <p><b>Read four books a day</b>  <b>Weekly book</b> before writing / CP input.  <b>Maths linked</b> story book before maths activities.  <b>Topic book</b> before Lunch  <b>Poem a day and story</b> before going home.  <b>We Thinkers story once per week.</b></p>	<p>Understand the names of different parts of a book. When sharing stories, adults should model labelling parts e.g. lets look at the front cover, lets read the blurb.</p> <p><b>Read four books a day</b>  <b>Weekly book</b> before writing / CP input.  <b>Maths linked</b> story book before maths activities.</p>	<p>Understand that : We read from left to right and top to bottom</p> <p><b>Read four books a day</b>  <b>Weekly book</b> before writing / CP input.  <b>Maths linked</b> story book before maths activities.  <b>Topic book</b> before Lunch  <b>Poem a day and story</b> before going home.</p>



		<b>We Thinkers story once per week.</b>	<b>Poem a day and story</b> before going home. <b>We Thinkers story once per week.</b>		<b>Topic book</b> before Lunch <b>Poem a day and story</b> before going home. <b>We Thinkers story once per week.</b>	<b>We Thinkers story once per week.</b>
<b>Literacy Phonics</b>	<p><b>Week1</b> ai, ee, igh, oa, oo, ar, or, er, oo, ow, oi, ear</p>  <p>Review phase 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling CVC / matched ability books 3 x group reads per week</p>	<p><b>Week 2</b> Ear, ur, air, double letters, longer words</p>  <p>Review phase 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling CVC / matched ability books 3 x group reads per week</p>	<p><b>Week 3</b> Words with 2 or more digraphs</p>  <p>Review phase 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling CVC / matched ability books 3 x group reads per week</p>	<p><b>Week 4</b> Longer words, Words ending in ing, compound words</p>  <p>Review phase 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling CVC / matched ability books 3 x group reads per week</p>	<p><b>Week 5</b> Longer words z-s, s-s, iz-es</p>  <p>Review phase 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence Spelling CVC / matched ability books 3 x group reads per week</p>	<p><b>Week 6</b> <b>Assessment GPCs Pronunciation</b></p> <p>CVC / matched ability books 3 x group reads per week</p>

<p><b>Literacy Writing</b></p>	<p>Dinosaurs, still life drawing, labelling, naming, Daily letter formation Name writing</p> <p>Finger fit CVC words and two / three word sentences. 4 x per week</p> <p><b>Pen Disco</b> Mountains working to a centre spot. Felt Tips, A4 paper at tables (different colour each week) Shut up and Dance by Walk the Mook</p>	<p>Dinosaurs, still life drawing, labelling, naming, Daily letter formation Name writing</p> <p>Finger fit CVC words and two / three word sentences. 4 x per week</p> <p><b>Pen Disco</b> Loops – working to a centre spot Coloured pencils, A4 paper at tables (different colour each week) Let it Go - Frozen</p>	<p>Dinosaurs, still life drawing, labelling, naming, Daily letter formation Name Writing</p> <p>Finger fit CVC words and two / three word sentences. 4 x per week</p> <p><b>Pen Disco</b> Long lines – working to a centre spot Colour pens, A4 paper at tables (different colour each week) I Like to Move it – Will.I .Am</p>	<p>Dinosaurs, still life drawing, labelling, naming, Daily Letter formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week</p> <p><b>Pen Disco</b> Zig zags – working to a centre spot Wax crayons,A4 paper at tables (different colour each week) Swan Lake by Tchaikovsky</p>	<p>Dinosaurs, still life drawing, labelling, naming, Daily Letter formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week</p> <p><b>Pen Disco</b> Box Zig Zag Chalk pens, A4 paper at tables (different colour each week) Moves Like Jagger by Maroon 5</p>	<p>Dinosaurs, still life drawing, labelling, naming, Daily letter formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week Name writing assessment</p> <p><b>Pen Disco</b> Waves– working to a centre spot Felt Tips, A4 paper at tables (different colour each week) Heartbeat Song – Kelly Clarkson</p>
<p><b>Maths</b></p>	<p><b>WRM</b> <b>Length, Height time</b> Finding 9&amp; 10 Compare numbers to 10 Represent 9 &amp; 10 <b>Books linked to planning</b> Superworm by Julia Donaldson</p>	<p><b>WRM</b> <b>Building 9 &amp; 10</b> Conceptual Subitising to 10 1 more 1 less Composition to 10 Bonds to 10 <b>Books linked to planning</b></p>	<p><b>WRM</b> <b>Building 9 &amp; 10</b> Step 9 Make arrangements of 10 Step 10 Bonds to 10 (3 parts) Step 11 Doubles to 10 (find a double)</p>	<p><b>WRM</b> <b>Explore 3 D shapes</b> Step 1 Recognise and name 3-D shapes Step 2 Find 2-D shapes within 3-D shapes Step 3 Use 3-D shapes for tasks Step 4 3-D shapes in the environment</p>	<p><b>WRM</b> <b>Patterns</b> Step 6 Copy and continue patterns Step 7 Patterns in the environment <b>Revisit any gaps in learning</b></p>	<p><b>WRM</b> Revisit any gaps in learning</p>

	<ul style="list-style-type: none"> <li>• Actual Size by Steve Jenkins</li> <li>• Jim and the Beanstalk by Raymond Briggs</li> <li>• I Can Only Draw Worms by Will Mabbitt</li> <li>• Titch by Pat Hutchins</li> <li>• Tall by Jez Alborough</li> <li>• Jack and the Beanstalk</li> <li>• The Giraffe Who Got in a Knot by Paul Geraghty and John Bush</li> <li>• Five Minutes' Peace by Jill Murphy</li> <li>• Mr Wolf's Week by Colin Hawkins</li> <li>• A Dark, Dark Tale by Ruth Brown</li> <li>• Jasper's Beanstalk by Nick Butterworth</li> </ul>	<p>Superworm by Julia Donaldson</p> <ul style="list-style-type: none"> <li>• Actual Size by Steve Jenkins</li> <li>• Jim and the Beanstalk by Raymond Briggs</li> <li>• I Can Only Draw Worms by Will Mabbitt</li> <li>• Titch by Pat Hutchins</li> <li>• Tall by Jez Alborough</li> <li>• Jack and the Beanstalk</li> <li>• The Giraffe Who Got in a Knot by Paul Geraghty and John Bush</li> <li>• Five Minutes' Peace by Jill Murphy</li> <li>• Mr Wolf's Week by Colin Hawkins</li> <li>• A Dark, Dark Tale by Ruth Brown</li> <li>• Jasper's Beanstalk by Nick Butterworth</li> </ul>	<p>Step 12 Doubles to 10 (make a double)</p> <p>Step 13 Explore even and odd</p> <p><b>Books linked to planning</b></p> <p>Nine Naughty Kittens by Linda M. Jennings</p> <ul style="list-style-type: none"> <li>• Ten Little Fingers and Ten Little Toes by Mem Fox</li> <li>• Cockatoos by Quentin Blake</li> <li>• How Do Dinosaurs Count to Ten? by Jane Yolen</li> <li>• The 'Ten Little ...' series by Mike Brownlow</li> <li>• Anno's Counting Book by Mitsumasa Anno</li> <li>• One Duck Stuck by Phyllis Root</li> <li>• Mouse Count by Ellen Stoll Walsh</li> <li>• Ten in the Bed by Penny Dale</li> </ul>	<p>Step 5 Identify more complex patterns</p> <p><b>Books linked to planning</b></p> <p>Key books</p> <ul style="list-style-type: none"> <li>• Circle! Sphere! by Grace Lin</li> <li>• Changes, Changes by Pat Hutchins</li> <li>• Naughty Bus by Jan Oke</li> <li>• Rapunzel</li> <li>• Kitten Castle by Ellen Weiss and Mel Friedman</li> <li>• Shapes, Shapes, Shapes by Tana Hoban</li> <li>• Pattern Fish by Trudy Harris</li> <li>• Pattern Bugs by Trudy Harris</li> <li>• Busy, Busy, Busy by Haneul Ddang</li> <li>• The Leopard's Drum by Jessica Souhami</li> <li>• Jamil's Clever Cat by Fiona French with Dick Newby</li> </ul>	<p><b>Books linked to planning</b></p> <p>Key books</p> <ul style="list-style-type: none"> <li>• Circle! Sphere! by Grace Lin</li> <li>• Changes, Changes by Pat Hutchins</li> <li>• Naughty Bus by Jan Oke</li> <li>• Rapunzel</li> <li>• Kitten Castle by Ellen Weiss and Mel Friedman</li> <li>• Shapes, Shapes, Shapes by Tana Hoban</li> <li>• Pattern Fish by Trudy Harris</li> <li>• Pattern Bugs by Trudy Harris</li> <li>• Busy, Busy, Busy by Haneul Ddang</li> <li>• The Leopard's Drum by Jessica Souhami</li> <li>• Jamil's Clever Cat by Fiona French with Dick Newby</li> </ul>	
--	--	--	--	---	--	--

			<ul style="list-style-type: none"> <li>• One Gorilla by Anthony Browne</li> <li>• Mr Willy-Nilly and Zoey's Dream by Ji-yun Shin</li> <li>• Pete the Cat and the Missing Cupcakes by Kimberly and James Dean</li> <li>• Ten Black Dots by Donald Crews</li> <li>• Two of Everything by Babette Cole</li> <li>• Double the Ducks by Stuart J. Murphy</li> <li>• One Odd Day by Doris Fisher and Dani Sneed</li> </ul>			
<b>Understanding the World</b>	<p><b>Circle time and COOL time</b></p> <p><b>Geography / History links</b> Animals around the world. Identify where animals live. What type of environment do</p>	<p><b>Circle time and COOL time</b></p> <p><b>Geography / History links</b> Animals around the world. Identify where animals live. What type</p>	<p><b>Circle time and COOL time</b></p> <p><b>Geography / History links</b> Animals around the world. Identify where animals live. What type</p>	<p><b>Circle time and COOL time</b></p> <p><b>Science links</b> Properties of materials blowing on them, exploring waterproof, exploring bendy and flexible, using materials for a purpose, changing wind,</p>	<p><b>Circle time and COOL time</b></p> <p><b>Science links</b> Properties of materials blowing on them, exploring waterproof, exploring bendy and flexible,</p>	<p><b>Circle time and COOL time</b></p> <p><b>Science links</b> Properties of materials blowing on them, exploring waterproof, exploring bendy and flexible, using materials</p>

	<p>they live in Do they have / need different habitats.</p> <p><b>Computing</b> Hello Ruby -Reading the Hello Ruby series of books and completing activities from the stories</p> <p><b>RE</b> <b>Why is Easter Special to Christians?</b></p> <p>Pupils will develop an understanding of why Easter is special to the Christian Community and the events that occur over the Easter period.</p> <p>Recognise and retell stories connected with celebration of Easter Recall any stories children have heard about</p>	<p>of environment do</p> <p><b>Computing</b> they live in Do they have / need different habitats. Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why</p> <p><b>Computing</b> Hello Ruby -Reading the Hello Ruby series of books and completing activities from the stories</p> <p><b>RE</b> <b>Why is Easter Special to Christians?</b></p> <p>Say why Easter is a special time for Christians Unpack a bag containing items related to Palm</p>	<p>of environment do</p> <p>they live in Do they have / need different habitats. Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why</p> <p><b>Computing</b> Hello Ruby -Reading the Hello Ruby series of books and completing activities from the stories</p> <p><b>RE</b> <b>Why is Easter Special to Christians?</b></p> <p>Say why Easter is a special time for Christians – create easter eggs representing the tomb.</p>	<p>vocabulary such as: how, why, because, find out, I wonder what/if/when/why</p> <p><b>Computing</b> Hello Ruby -Reading the Hello Ruby series of books and completing activities from the stories</p> <p><b>RE</b> <b>Why is Easter Special to Christians?</b></p> <p>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</p>	<p>using materials for a purpose, changing wind,</p> <p><b>Computing</b> Hello Ruby -Reading the Hello Ruby series of books and completing activities from the stories</p> <p>Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why</p> <p><b>RE</b> <b>Why is Easter Special to Christians?</b></p> <p>Talk about some ways Christians remember these stories at Easter. How do</p>	<p>for a purpose, changing wind,</p> <p>Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why</p> <p><b>Computing</b> Hello Ruby -Reading the Hello Ruby series of books and completing activities from the stories</p> <p><b>RE</b> <b>Why is Easter Special to Christians?</b></p> <p>Take photos of children's faces showing how Jesus' followers might feel at</p>
--	--	---	--	--	--	--

		<p>Sunday (e.g. Bible or storybook of Palm Sunday, donkey mask, white cloth or robe, cut-out palm leaves, flags, ribbons, percussion, the word 'Hosanna'). Ask children what they think they are for</p>			<p>Christians celebrate today?</p>	<p>different stages of the story, and get them to put the faces alongside a timeline of photos from Palm Sunday to Easter Sunday. Watch the CBeebies 'Let's Celebrate Easter' clips and make a collage cross.</p>												
<p><b>Expressive Arts and Design</b></p>	<p><b>Music -Charanga Our World</b></p> <p><b>Viewer</b></p> <table border="1"> <tr> <td>Listen and Respond - Lovely Day by Bill Withers</td> <td>...</td> </tr> <tr> <td>Games Track - Old MacDonald Had A Farm</td> <td>...</td> </tr> <tr> <td>Games Track - Wheels On The Bus</td> <td>...</td> </tr> <tr> <td>Learn to Sing the Song - Old MacDonald</td> <td>...</td> </tr> <tr> <td>Learn to Sing the Song - The Wheels On The Bus</td> <td>...</td> </tr> <tr> <td>Share and Perform</td> <td>...</td> </tr> </table>	Listen and Respond - Lovely Day by Bill Withers	...	Games Track - Old MacDonald Had A Farm	...	Games Track - Wheels On The Bus	...	Learn to Sing the Song - Old MacDonald	...	Learn to Sing the Song - The Wheels On The Bus	...	Share and Perform	...	<p><b>Music - Charanga Our World</b></p>	<p><b>Music - Charanga Our World</b></p>	<p><b>Music - Charanga Our World</b></p>	<p><b>Music - Charanga Our World</b></p>	<p><b>Music - Charanga Our world</b></p>
Listen and Respond - Lovely Day by Bill Withers	...																	
Games Track - Old MacDonald Had A Farm	...																	
Games Track - Wheels On The Bus	...																	
Learn to Sing the Song - Old MacDonald	...																	
Learn to Sing the Song - The Wheels On The Bus	...																	
Share and Perform	...																	

**Creative Teach point**  
Creative patterns,  
Exploring different  
ways to refine their  
artistic effects.

Creative activities  
linked to topic books  
and free choice  
COOL time to create  
their own creations  
using the EE resources.

Listen and Respond - Beyond The Sea sung by Robbie Williams	...
Games Track - Old MacDonald Had A Farm	...
Games Track - Incy Wincy Spider	...
Games Track - Wheels On The Bus	...
Learn to Sing the Song - Old MacDonald	...
Learn to Sing the Song - Incy Wincy	...
Learn to Sing the Song - The Wheels On The Bus	...
Share and Perform	...

**Creative Teach point –**  
Camouflage  
**Encourage children to work together to create a camouflage design. Can they think of different materials they might need, can they use previous taught skills to attach different materials.**

▶ Viewer

Listen and Respond - Mars from The Planets by Gustav Holst	...
Games Track - Old MacDonald Had A Farm	...
Games Track - Incy Wincy Spider	...
Games Track - Wheels On The Bus	...
Learn to Sing the Song - Old MacDonald	...
Learn to Sing the Song - Incy Wincy	...
Learn to Sing the Song - The Wheels On The Bus	...
Share and Perform	...

**Creative Teach Point –**  
still life drawings  
**Encourage children to mark make with greater precision using a variety of mark making materials.**  
Creative activities linked to topic books and free choice COOL time to create their own creations using

▶ Viewer

Listen and Respond - Frogs Legs And Dragons Teeth by Bellowhead	...
Games Track - Old MacDonald Had A Farm	...
Games Track - Incy Wincy Spider	...
Games Track - Row Row Row Your Boat	...
Games Track - Wheels On The Bus	...
Games Track - Hokey Cokey	...
Learn to Sing the Song - Old MacDonald	...
Learn to Sing the Song - Incy Wincy	...
Learn to Sing the Song - Row Row Row	...

**Creative Teach Point-**  
shadow drawings  
**How is shadow formed? Can they find a suitable place to create a shadow drawing? Is it better inside or outside?**

Creative activities linked to topic books and free choice COOL time to create their own creations using the EE resources.

▶ Viewer

Listen and Respond - Ain't No Mountain High Enough	...
Games Track - Old MacDonald Had A Farm	...
Games Track - Incy Wincy Spider	...
Games Track - Row Row Row Your Boat	...
Games Track - Wheels On The Bus	...
Games Track - Hokey Cokey	...
Learn to Sing the Song - Old MacDonald	...
Learn to Sing the Song - Incy Wincy	...
Learn to Sing the Song - Row Row Row	...

**Creative Teach point**  
**Encourage children to share their creations and explain what, why and how they have used resources to create it.**  
Creative activities linked to topic books and free choice COOL time to

▶ Viewer

Listen and Respond - Singing In The Rain sung by Gene Kelly	...
Games Track - Old MacDonald Had A Farm	...
Games Track - Incy Wincy Spider	...
Games Track - Row Row Row Your Boat	...
Games Track - Wheels On The Bus	...
Games Track - Hokey Cokey	...
Learn to Sing the Song - Old MacDonald	...
Learn to Sing the Song - Incy Wincy	...
Learn to Sing the Song - Row Row Row	...

**Creative Teach point**  
**Encourage children to reflect on their previous creations, performances and ideas. Can they share these with a class / group.**  
Creative activities linked to topic books and free choice

		Creative activities linked to topic books and free choice COOL time to create their own creations using the EE resources.	the EE resources.		create their own creations using the EE resources.	COOL time to create their own creations using the EE resources.
--	--	---	-------------------	--	--	---