










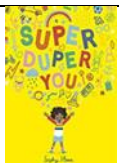
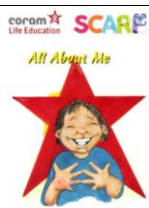




	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Communication and Interaction	<p>Settling in sessions Getting to know you Rules and routines New beginnings</p>  <p>Circle time / COOL time - talking about ourselves.</p>	<p>Rules and routines Behaviour expectations Taking part in discussion – What makes me marvellous? Role Play Begin to show an interest in others</p>  <p>Circle time / COOL time - talking about what we are good at.</p>	<p>Rules and routine Taking part in discussion Turn taking. Role Play</p>  <p>Pupils to take on new challenges try new things</p> <p>Circle time / Cool time - talking about what we find easy and difficult, what we would like to try.</p>	<p>Rules and Routines My family and where I come from. Timeline – past and present</p>  <p>Circle time / COOL time - My feelings – naming emotions</p>	<p>Rules and Routines Who helps me at school and at home / community</p>  <p>Circle time / COOL time - Celebrating our differences</p>	<p>Rules and Routines Reflecting on the term so far what have you learnt rules and routine,</p>  <p>Circle time / COOL time- Thinking about differences learning to share and care, politeness and kindness.</p>	<p>Rules and Routines Developing understanding and helping others.</p>  <p>Circle time / COOL time Thinking about Including our friends.</p>
Personal, Social and Emotional Development	<p>Settling in sessions Getting to know you</p>	<p>All About Me</p>	<p>What makes me special?</p> 	<p>Me and my special people.</p>	<p>Who can help me?</p> 	<p>My feelings</p>  <p>Choose a book that</p>	<p>My feelings (2)</p> 



Circle time
and role
play



Focus for questions:
Things that make us the same
Things that make us different
What's good about each of
these things?
It's nice to spend time with
family and friends
It's also ok to be alone
sometimes and enjoy playing
and doing things alone
Special interests and skills

Pupils to bring in favourite book

Tell us about your
special object (if
children have
brought this to
school) or can
anyone tell us
about a special
toy or object that
you've had since
you were very
young? A favourite
book
A favourite activity
A favourite place
Did we all have
the same things as
our favourite
thing?




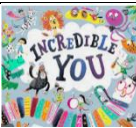



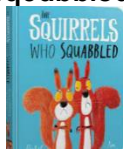
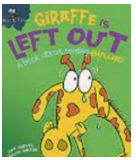
Who are your
special people
that you like to
spend time with,
outside school?
Does everyone
have the same
special people?
(Some are
grandparents or
other relatives,
some are family
friends, some are
pets).
Does everyone
have the same
special people -
e.g. did everyone
say
grandparents?
(No - because
not everyone has
the same number
or type of
relatives, friends,
pets etc.)

Using the All
about me
book (see
Resources
needed
area) start by
focusing on
the page
'Who do you
like to spend
time with?'
Explain that
we're going
to be
thinking
about
people who
are
important to
us and
people who
can help us if
something is
wrong or
making us
unhappy.
Key
questions:
Who does
Harold like to
spend time
with? Who
else might he
like to spend
time with
that we can't
see on this
page? Who
do you like to
spend time

shows lots of
different
feelings. You
can use the
All About Me
book (from
the Resources
needed area)
looking at the
different
characters'
faces to guess
their feelings,
or another
one that has
a variety of
different
feelings. Start
by going
through the
whole book -
focusing on
different
feelings you
can see. Aim
to get a
variety of
words from
the children

What sort of
things make
you feel
happy? (Take a
range of
answers here.)
Put your hand
up if you've
ever felt sad.
(NB: take care
not to ask
children to say
what makes
them feel sad
as there may
be sensitive
issues that
would be
inappropriate
to discuss with
the whole
class.)
If you saw
someone
looking sad or
upset in the
playground,
what could you
do to help
them? (Ask
them what's
wrong; ask
them if they
want to play
with you; tell a
member of
staff; give them
a hug etc.) If
you were
feeling upset





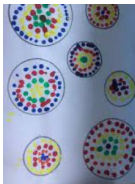






					with - at school, at home? Who can we go to if we need help with something - at school, at home?		about something, who could you talk to about it? At home? At school? (A friend, a member of staff such as a teacher, TA, headteacher, midday supervisor, a parent/carer, a brother/sister, a grandparent, an uncle/aunt, a cousin etc.) Read the children a story about feeling sad, such as 'Dogger' by Shirley Hughes. (You can find this story being read - along with its illustrations - and other similar ones on Youtube, including one version read by the author).
Communication and Language	Daily routine songs.	Daily routine songs Introduce Incredible You	Daily routine songs Introduce The Dot	Daily routine songs Introduce	Daily routine songs Introduce	Daily routine songs Introduce	Daily routine songs Introduce

	<p>Morning routine / lunch routine</p> <p>Introduce Super Duper You!</p> 			<p>The Colour Monster</p> 	<p>The Mixed up Chamelon</p> 	<p>The Squirrels who Squabbled.</p> 	<p>Giraffe is left out.</p> 
<p>Physical Development</p>	<p>Ball Skills</p> <p>The focus of learning is to explore different ways of using our hands to move with a ball.</p> <p>Pupils will explore different ways of pushing a ball.</p> <p>Pupils will learn the meaning of the word control</p>	<p>Ball skills</p> <p>The focus of learning is to explore different ways of using our hands to move with a ball.</p> <p>Pupils will explore different ways of rolling a ball.</p> <p>Pupils will learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p>	<p>Ball Skills</p> <p>The focus of learning is to explore different ways of using our hands to move with a ball.</p> <p>Pupils will explore different ways of bouncing a ball.</p> <p>Pupils will learn the meaning of the word, 'control,' and start to understand why it is important to keep the ball close to them.</p>	<p>Ball Skills</p> <p>The focus of learning is to continue to explore different ways of using our hands to move with a ball.</p> <p>Pupils will continue to explore and develop different ways of bouncing a ball whilst moving into space.</p> <p>Pupils will learn the meaning of the word, 'control,' and start to understand why it is important to</p>	<p>Ball Skills</p> <p>The focus of learning is to continue to explore different ways of using our hands to move with a ball.</p> <p>Pupils will continue to explore different ways of rolling and pushing a ball.</p> <p>Pupils will work with a partner and begin to understand why it is</p>	<p>Ball Skills</p> <p>The focus of learning is to continue to explore different ways of using our hands to move with a ball, keeping control.</p> <p>Pupils will continue to explore different ways of rolling, pushing and bouncing a ball with a partner.</p> <p>Pupils will learn the meaning of the word</p>	<p>Games for Understanding.</p> <p>Re cap on previous learnt games and rules.</p>

	and start to understand why it is important to keep the ball close to them.			keep the ball close to them.	important to be part of a team.	defender and what this means when playing games.	
Literacy Reading / understanding	favourite stories, rhymes, songs, poems or jingles	<p>Understand that : We read from left to right and top to bottom</p> <p>Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week.</p>	<p>Understand that print has meaning. Ensure a wide variety of fact and fiction books are introduced to the children.</p> <p>Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities.</p> <p>Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week.</p>	<p>Understand that : We read from left to right and top to bottom</p> <p>Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week.</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>Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week.</p>	<p>Understand that : We read from left to right and top to bottom</p> <p>Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week.</p>	<p>Understand that: Print has meaning.</p> <p>Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week.</p>

					before going home. We Thinkers story once per week.		
Literacy Phonics	Settling sessions Carpet rules and routines	S, a, t, p GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game	l,n,m,d GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game	G,o,c,k GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game	Ck,e,u,r GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game	H,b,f,l GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game	Assessment
Literacy Writing	Name writing	Name writing Letter formation s,a,t,p	Name writing Letter formation l,n,m,d,	Name writing Letter formation G,o,c,k,	Name writing Letter formation Ck,e,u,r,	Name writing Letter formation H,b,f,l,	Name writing / portrait assessment. Letter formation
Maths	Getting to know you Songs and Rhymes BBC number	Getting to know you Songs and Rhymes BBC number rhymes / songs Baseline Assessments	Match sort and compare Match Objects Match Pictures and objects	Match sort compare Exploring sorting techniques	Talk about measure and patterns Compare size,	Talk about measure and patterns Explore simple patterns.	It's me 1,2,3 Find 1,2,3, Subitise, 1,2,3 Represent 1,2,3

	rhymes / songs Baseline assessments		Sort Objects and type	Create sorting rules. Compare amounts.	compare Mass, Compare Capacity	Copy and continue simple patterns, create simple patterns	
Understanding the World	Settling in	<p>Circle time and COOL time</p> <p>History Me in the past Look at baby pictures. Birthdays</p> <p>Science Types of animals Still life animal drawing and painting</p> <p>RE Thinking about places that are special to the community. Introduce St.Stephen Church and what it represents. Focus on thinking about differences between people. Activity – handprints</p>	<p>Circle time and COOL time</p> <p>History Create a timeline, past and present</p> <p>Science Animal habitats – different materials Animals around the world Children to create their own habitats describing what they would need / have used.</p> <p>RE Finding out what symbols are, Look at different symbols and meanings. Beginning to understand that some symbols belong to religions. Activity – Create Christian Crosses using clay.</p>	<p>Circle time and COOL time</p> <p>History Where do I come from, where my parents' children once. Has St.Stephen changed. Pictures of St. Stephen present and past</p> <p>Science Comparing Animals and their similarities and differences Measuring heights creating animals using EE resources</p> <p>RE Where We belong– Christening Think about what happens at a traditional Christian and Infant baptism and dedication. Think about and understand that</p>	<p>Circle time and COOL time</p> <p>History People who help us past and present are the clothes the same or different</p> <p>Science Local animals What animals live in our area, can we find small animals / mini beasts in our own outdoor area.</p> <p>RE Where We belong – Hindu community, Namkaran (Naming ceremony) Understand that people</p>	<p>Circle time and COOL time</p> <p>History What can you do now that you couldn't when you were a baby.</p> <p>Science What animals need to be healthy.</p> <p>RE Focusing on kindness and the story of Mark 10:13 – 16 showing how the disciples stopped the children seeing Jesus but Jesus was kind and welcomed everyone.</p>	<p>Circle time and COOL time</p> <p>History Our families in the past Was it the same or different.</p> <p>Science Animal tracks / footprints</p> <p>RE Where We belong – I know who I care about and who cares about me. Focus on the story of the Good Samaritan and consider who cares about us and who we care about. Make hearts for the people we care about.</p>

				<p>a Christian infant Baptism and dedication is a way of showing Gods love for children.</p> <p>Activity – re-enact a Christening and let children explore artifacts. (Use resources in Red boxes)</p>	<p>have different beliefs and celebrate in different ways. Focus on developing positive attitudes about the differences between people.</p> <p>Activity – Re-enact a Namkaran (Use resources in red boxes)</p>	<p>Activity – draw pictures and label identifying what we like about each other.</p>	<p>Activity – Make hearts for the people we care about.</p>
Expressive Arts and Design	Settling in	 <p>Paper plate portraits</p>  <p>Still life animal drawings or shadow drawing outside</p> 	 <p>Provide children with paper with circles on children to use cotton buds or similar to create a dot picture.</p> 	 <p>Colour Monster Collage Provide the children with different materials to create their own colour monster</p> 	 <p>Photocopy characters out of the book. Children to cut out and make stick puppets.</p> <p>Zip lock bags Draw the mixed up Chameleon</p>	 <p>Book links to Andy Goldsworthy art. Go on a leaf hunt collect leaves etc. Children to create their own leaf art.</p>	 <p>Giraffe Hand / arm drawings</p>  <p>Link to UW Animal tracks</p>

Adult led skittles
dot experiment –
UW link.



Colour Monster
toilet rolls



on. Children
to mix the
colour
(Primary
colours) what
colour does
the
Chameleon
turn into.

