








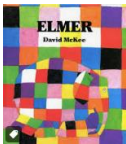

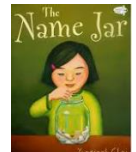
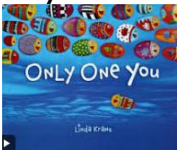
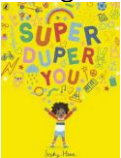
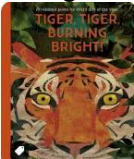
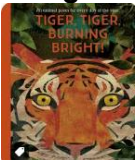
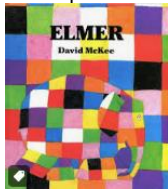
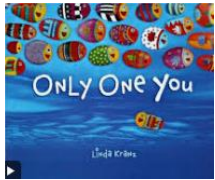





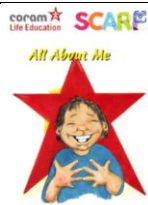
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Oracy Theme</b>	Getting to know you / carpet rules	Listening	Listening	Listening	Listening	Listening	Listening
<b>Oracy</b>	Settling in getting to know you	Social and Emotional  Plan I will... I will go to... To be a/an... Because... What did you...? Why did you...? How did you...?	Social and Emotional  Plan I will... I will go to... To be a/an... Because... What did you...? Why did you...? How did you...?	Social and Emotional  Plan I will... I will go to... To be a/an... Because... What did you...? Why did you...? How did you...?	Social and Emotional  Plan I will... I will go to... To be a/an... Because... What did you...? Why did you...? How did you...?	Social and Emotional  Plan I will... I will go to... To be a/an... Because... What did you...? Why did you...? How did you...?	Social and Emotional  Plan I will... I will go to... To be a/an... Because... What did you...? Why did you...? How did you...?
<b>Communication and Language</b>	Daily routine songs. Morning routine / lunch routine Introduce Super Duper You! 	Daily routine songs Introduce The Colour Monster 	Daily routine songs Introduce What Makes Me Marvelous 	Daily routine songs Introduce Elmer 	Daily routine songs Introduce Giraffe is left out. 	Daily routine songs Introduce The Name Jar 	Daily routine songs Introduce Only One You 

<p><b>Communication and Interaction</b></p>	<p>Settling in sessions Getting to know you Rules and routines New beginnings</p>  <p>Circle time / COOL time - talking about ourselves.</p> <p>Poem a day <b>Tiger Tiger Burning Bright</b></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>Poem a day <b>Tiger Tiger Burning Bright &amp;</b></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>Poem a day <b>Tiger Tiger Burning Bright</b></p> 	<p>Rules and Routines</p> <p>My family and where I come from. Timeline – past and present</p>  <p>Circle time / COOL time - My feelings – naming emotions</p> <p>Poem a day <b>Tiger Tiger Burning Bright</b></p> 	<p>Rules and Routines</p> <p>Who helps me at school and at home / community</p>  <p>Circle time / COOL time – Thinking about differences learning to share and care, politeness and kindness.</p> <p>Poem a day <b>Tiger Tiger Burning Bright</b></p> 	<p>Rules and Routines</p> <p>Reflecting on the term so far what have you learnt rules and routine,</p>  <p>Circle time / COOL time- Celebrating our differences</p> <p>Poem a day <b>Tiger Tiger Burning Bright</b></p> 	<p>Rules and Routines</p> <p>Developing understanding and helping others.</p>  <p>Circle time / COOL time</p> <p>Thinking about others Including our friends.</p> <p>Poem a day <b>Tiger Tiger Burning Bright</b></p> 
<p><b>Personal, Social and Emotional Development</b></p>	<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>British values</p>

**Linking to We Thinkers – Social thinking theory**



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.)





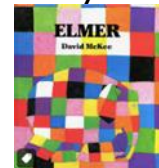

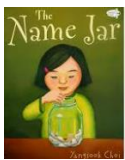

Using the All about me book (see Resources needed area) start by focusing on the page 'Who do you like to spend time with?'  
Explain that we're going to be thinking about people who are important to us and people who can help us if something is wrong or making us unhappy.  
Key questions:  
Who does 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 with - at school, at home? Who can we go to if

Choose a book that 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



Discuss  
Tolerance  
Rule of Law  
Democracy  
Mutual Respect  
Individual Liberty

					we need help with something - at school, at home?		
<b>Physical Development</b>	Settling in, visit to the hall. Practising changing learning about looking after our things.	<p><b>Locomotion</b> The focus of learning is to explore walking.</p> <p>Pupils will explore walking using different body parts in different directions, at different levels and at different speeds.</p> <p><b>Ball Skills</b></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 and start to understand why it is important to</p>	<p><b>Locomotion</b></p> <p>The focus of learning is for pupils to begin to walk efficiently.</p> <p>Pupils will explore how we walk using our head, arms and feet, applying an effective walking technique.</p> <p><b>Ball skills</b></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</p>	<p><b>Locomotion</b></p> <p>The focus of learning is to explore walking in different pathways and to explore relationships with others.</p> <p>Pupils will develop walking at different levels and at different speeds.</p> <p><b>Ball Skills</b></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</p>	<p><b>Locomotion</b> The focus of learning is to experience sustained walking following a route and instructions.</p> <p><b>Ball Skills</b> 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 keep the ball close to them.</p>	<p><b>Locomotion</b> The focus of learning is to apply pupils' learning about walking developing into marching.</p> <p><b>Ball Skills</b></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 important to be part of a team.</p>	<p><b>Locomotion</b> The focus of learning is for pupils to apply their understanding of walking, applying it into a game.</p> <p><b>Ball Skills</b></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>

		keep the ball close to them.	is important to keep the ball close to them.	start to understand why it is important to keep the ball close to them.			Pupils will learn the meaning of the word defender and what this means when playing games.
<b>Literacy</b> <b>Reading / understanding</b>	favourite stories, rhymes, songs, poems or jingles	Understand that : We read from left to right and top to bottom  <b>Read four books a day Weekly book</b>  before writing / CP input. <b>Maths linked story book before maths activities.</b> A Pair of Socks by Stuart J. Murphy • Seaweed Soup by Stuart J. Murphy • The Button Box by	Understand that print has meaning. Ensure a wide variety of fact and fiction books are introduced to the children.  <b>Read four books a day Weekly book</b>  before writing / CP input. <b>Maths linked story book before maths activities.</b>	Understand that : We read from left to right and top to bottom <b>Read four books a day Weekly book</b>  before writing / CP input. <b>Maths linked story book before maths activities.</b> My First Book of Patterns by Bobby and June George • We're Going on	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.  <b>Read four books a day Weekly book</b> 	Understand that : We read from left to right and top to bottom  <b>Read four books a day Weekly book</b>  before writing / CP input. <b>Maths linked story book before maths activities.</b>	Understand that: Print has meaning.  <b>Read four books a day Weekly book</b>  before writing / CP input. <b>Maths linked story book before maths activities.</b>

		<p>Margarette S. Reid</p> <ul style="list-style-type: none"> <li>• Beep Beep, Vroom Vroom! by Stuart J. Murphy</li> </ul> <p><b>Poem a day before lunch</b> Linked to the date / day of the week</p> <p><b>Book vote book at the end of the day</b> from recommended reads</p>	<p>Where's My Teddy? by Jez Alborough • It's the Bear! by Jez Alborough • The Blue Balloon by Mick Inkpen • Dear Zoo by Rod Campbell •</p> <p><b>Poem a day before lunch</b> Linked to the date / day of the week</p> <p><b>Book vote book at the end of the day</b> from recommended reads</p>	<p>a Bear Hunt by Michael Rosen</p> <p><b>Poem a day before lunch</b> Linked to the date / day of the week</p>	<p>before writing / CP input.</p> <p><b>Maths linked story book before maths activities.</b></p> <ul style="list-style-type: none"> <li>• A-B-A-B-A – A Book of Pattern Play by Brian P. Cleary</li> <li>Anno's Counting Book by Mitsumasa Anno</li> </ul> <p><b>Poem a day before lunch</b> Linked to the date / day of the week</p>	<ul style="list-style-type: none"> <li>• How to Count to One by Casper Salmon</li> <li>• Goldilocks and the Three Bears</li> <li>• The Gingerbread Man</li> </ul> <p><b>Poem a day before lunch</b> Linked to the date / day of the week</p>	<p>A Squash and a Squeeze by Julia Donaldson</p> <ul style="list-style-type: none"> <li>• The Three Billy Goats Gruff</li> </ul> <p><b>Poem a day before lunch</b> Linked to the date / day of the week</p>
<b>Literacy Phonics</b>	<p>Settling sessions Carpet rules and routines</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>Assessment</p>

Literacy Writing

Name writing  
**Check pencil grips / hands L or R?**

Name writing  
 Book vote  
 Letter formation  
 s,a,t,p



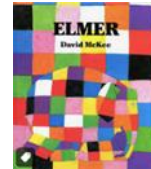
**Mon** – Cut out a sun add rays and write the 'S' Grapheme correctly  
**Tues** – Cut out a red circle and stick into the jar and write the 'a' grapheme correctly  
**Wed** - Cut out a green tree and stick onto the jar write the 't' grapheme correctly  
**Thurs**- Cut out a pink love heart and stick onto the jar write the 'p' grapheme correctly.  
**Fri – Pen Disco**  
 Mountains - Wax crayons, landscape roll of paper - Mmm Bop By Hanson

Name writing  
 Book vote  
 Letter formation  
 l,n,m,d,



**Mon** – Cut out the little boy and stick on the paper write the 'l' grapheme correctly  
**Tues**- cut out a nest and add to the trees write the 'n' grapheme correctly  
**Wed** – cut out monty and stick by the bowl. Write the 'm' grapheme correctly  
**Thurs** - cut out a dinosaur and add to the stairs write the 'd' grapheme correctly  
**Fri – Pen Disco**  
 Circles, chalk black paper – happy By Pharell Williams

Name writing  
 Book vote  
 Letter formation  
 G,o,c,k,



**Mon** – cut out and stick on green squares onto Elmer. Write the 'g' grapheme correctly.  
**Tues**- Cut out and stick on orange squares. Write the 'o' grapheme correctly.  
**Wed**- cut out a curly trunk and stick onto Elmer. Write the 'c' grapheme correctly.  
**Thurs** – Cut out a crown and stick on Elmer as he is king of the elephants for making jokes. Write the 'k' grapheme correctly.  
**Fri – Pen Disco**

Name writing  
 Book vote  
 Letter formation  
 Ck,e,u,r,



**Mon** – Add on black spots to the leopard. Write the 'ck' grapheme correctly.  
**Tues** – Cut out an elephants head and stick onto the picture. Write the 'e' grapheme correctly.  
**Wed** – Cut a boat and stick it under the water. Write the 'u' grapheme correctly.  
 Thurs – Cut out a strip of paper for the finish line of the race. Write the 'r' grapheme correctly.  
**Fri- Pen Disco**  
 Short lines on wipe boards –

Name writing  
 Book vote  
 Letter formation  
 H,b,f,l,




**Mon** – Cut out and stick on a house. Write the 'h' grapheme correctly  
**Tues** –cut out two wheels and stick on the bus. Write the 'b' grapheme correctly.  
**Wed**- Cut out and stick Unhei with her friends. Write the 'f' grapheme correctly.  
 Thurs- cut out a stamp and add it onto a letter. Write the 'l' grapheme correctly.  
**Fri – Pen Disco**  
 Zig Zags, chunky felt pens – Queen we will rock you





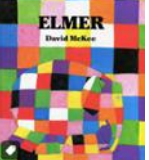





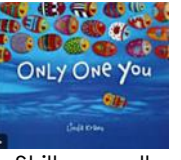
Name writing /  
 portrait  
 assessment.  
 Book vote  
 Letter f



ormation  
**Mon**- name writing / portrait assessment  
**Tues** – Name writing / portrait assessment.  
**Wed**- Cut out and colour a fish practise forming a 'f'  
**Thurs**- Add a worm to the picture and form the 'm' grapheme  
**Fri- Pen Disco**  
 Paint brushes water on wood outside. Under the Sea by Disney LM

				Chunky pencils long lines – reach for the stars S Club	Raindrops keep falling on my head By BJ Thomas		
<b>Maths</b>	Getting to know you Songs and Rhymes BBC number rhymes / songs Baseline assessments	Getting to know you Songs and Rhymes BBC number rhymes / songs Baseline Assessments	Match sort and compare  Match Objects Match Pictures and objects Sort Objects and type	Match sort compare  Exploring sorting techniques Create sorting rules. Compare amounts.	Talk about measure and patterns  Compare size, compare Mass, Compare Capacity	Talk about measure and patterns  Explore simple patterns. Copy and continue simple patterns, create simple patterns	It's me 1,2,3  Find 1,2,3, Subitise, 1,2,3 Represent 1,2,3
<b>Understanding the World</b>	Settling in	<b>Circle time and COOL time</b>  <b>History</b> Me in the past  Look at baby pictures. Birthdays  <b>Science</b> <b>What animals live in your home?</b> Types of animals Still life animal drawing and painting,  <b>RE</b> <b>Being Special where do we belong?</b> 	<b>Circle time and COOL time</b> <b>History</b> Create a timeline, past and present  <b>Science</b> Animal habitats – different materials Animals around the world Children to create their own habitats describing what they would need / have used.  <b>RE</b> <b>Being special where do we belong?</b>  Finding out what symbols are, Look at different symbols and meanings.	<b>Circle time and COOL time</b> <b>History</b> Where do I come from, where my parents' children once. Has St.Stephen changed. Pictures of St. Stephen present and past  <b>Science</b> Comparing Animals and their similarities and differences Measuring heights creating animals using EE resources  <b>RE</b> <b>Being special Where do we belong?–</b> Christening	<b>Circle time and COOL time</b> <b>History</b> People who help us past and present are the clothes the same or different  <b>Science</b> Local animals What animals live in our area, can we find small animals / mini beasts in our own outdoor area.  <b>RE</b> <b>Being Special where do we belong? –</b> Hindu community, Namkaran	<b>Circle time and COOL time</b> <b>History</b> What can you do now that you couldn't when you were a baby.  <b>Science</b>  What animals need to be healthy.  <b>RE</b> <b>Being special where do we belong?</b> Focusing on kindness and the story of Mark 10:13 – 16 showing how the disciples	<b>Circle time and COOL time</b> <b>History</b> Our families in the past Was it the same or different.  <b>Science</b> Animal tracks / footprints  <b>RE</b> <b>Being special Where do we belong? –</b> I know who I care about and who cares about me.  Focus on the story of the Good Samaritan and



		<p>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>Beginning to understand that some symbols belong to religions. Activity – Create Christian Crosses using clay.</p>	<p>Think about what happens at a traditional Christian and Infant baptism and dedication. Think about and understand that a Christian infant Baptism and dedication is a way of showing Gods love for children.  Activity – re-enact a Christening and let children explore artifacts. (Use resources in Red boxes)</p>	<p>(Naming ceremony) Understand that people have different beliefs and celebrate in different ways. Focus on developing positive attitudes about the differences between people.  Activity – Re-enact a Namkaran (Use resources in red boxes)</p>	<p>stopped the children seeing Jesus but Jesus was kind and welcomed everyone.  Activity – draw pictures and label identifying what we like about each other.</p>	<p>consider who cares about us and who we care about. Make hearts for the people we care about.  Activity – Make hearts for the people we care about.</p>
<p><b>Expressive Arts and Design</b></p>	<p>Settling in Teaching how to take play put it away.</p>	<p> Colour Monster Collage Provide the children with different materials to create their own colour monster </p>	<p> Paper plate portraits Skill – accuracy / getting to know you </p>	<p> Skill – Following instruction, cutting, folding, fine motor, </p>	<p> Giraffes Hand / arm drawings Skill – Use a range tools,   Link to UW Animal tracks</p>	<p> Create their own colourful name card Skill – develop small motor skills and letter formation taught knowledge </p>	<p> Skill – small motor, use a range of skills Use core muscle strength to achieve good posture when sitting at the table or sitting on the floor</p>

Colour Monster  
toilet rolls



Still life animal  
drawings or  
shadow drawing  
outside

