

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Key Theme	Goldilocks	Goldilocks	Three Little Pigs	Three Little Pigs	Jack and the Beanstalk Castles	Jack and the Beanstalk
Events	Fairytale cottage role play	Poetry performance World Book Day	Mother's Day Parents Evening British Science Week	Red Nose Day	Spring Begins World Poetry Day Fairy-tale bonnet parade – Wear a Hat Day	Easter Service
Core Text	Goldilocks and the Three Bears	Goldilocks	Three Little Pigs	Three Little Pigs	Jack and the Beanstalk	Jack and the Beanstalk
Vocabulary	Once upon a time, Goldilocks, the three bears, woods, cottage, porridge, chairs, bed, the end, beginning, middle, end, happily ever after.		Once upon a time, three little pigs, straw house, wooden house, brick house, wolf, blow, chimney, huff and puff, the end		Once upon a time, Jack, beanstalk, giant, mother, hen, cow, egg, harp, clouds, castle, magic beans, golden, clever, smart, wise, scary, mean, cruel, grumpy, horrible, cross	
Other Texts	The Ghanaian Goldilocks Eat your greens goldilocks.		The True Story of the Three Little Pigs		Jasper's Beanstalk	

	Goldilocks and just the one bear.		The Three Wolves and the Big Bad Pig		Jack and Jelly the Beanstalk	
Personal, Social and Emotional	To understand why it is important to listen carefully.	To listen attentively to a story, To talk about and retell parts of a story they have deep familiarity with.	To understand why it is important to listen carefully. To understand why it is important to tell the truth and think about the feelings of others,	To follow instructions involving several ideas or actions. To persevere when things are difficult.	To follow instructions involving several ideas or actions. To give simple instructions.	To listen and respond to phrases and instructions that involve several ideas or actions.
Vocabulary	Listen, listening, understanding	Listen, listening, understanding	Listen, listening, understanding, friends, truth, feelings, honest	Listen, instructions, obstacle course, challenge, persevere, persist, team	Blindfold, obstacle, listen, explain, instructions, team	Odd, different, listen, clue, hunt
Communication and Language	Retelling stories Using story language Listen to and talk about stories to build familiarity – talk about the plot and the main problems in the story Start to understand how to use different	Retelling stories Using story language Listen to and talk about stories to build familiarity – talk about the plot Using correct pronouns.	Retelling stories Using story language Listen to and talk about stories to build familiarity – talk about the plot Use different voices for the narrator and characters in a story	Follow instructions (PSED) Retelling stories Using story language Listen to and talk about	Follow instructions (PSED) Using story language Listen to and talk about stories to build familiarity –	Using story language Listen to and talk about stories to build familiarity – talk about the plot.

	voices for the narrator and characters in a story	Begin to see how you can use different voices for the narrator and characters in a story	Talk about the characters in a story and talk about their feelings, actions and motives.	stories to build familiarity – talk about the plot.	talk about the plot.	Read and reread stories.
Vocabulary	Retell, story language e.g. once upon a time, plot, beginning, middle and end, listen.	Retell, story language e.g. once upon a time, plot, beginning, middle and end, listen.	Retell, story language e.g. once upon a time, plot, beginning, middle and end, listen, characters, narrator.	Retell, story language e.g. once upon a time, plot, beginning, middle and end, listen.	Retell, story language e.g. once upon a time, plot, beginning, middle and end, listen.	Retell, story language e.g. once upon a time, plot, beginning, middle and end, listen.
Physical Development	To copy, repeat and explore actions in response to a theme.	To explore and remember actions considering level, shape and direction.	To explore movement using a prop with control and coordination.	To move with control and coordination, expressing ideas through movement.	To remember and repeat actions moving in time with music.	To explore actions in response to a theme and begin to use counts.
Vocabulary	copy repeat	shape direction space forwards backwards sideways safely travel	control coordination	move control coordination	move	counts

Literacy	<p>Review Phase 3 - ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear</p> <p>Tricky Words Review</p> <p>Sequencing events using pictures on a story map and labelling using words, phrases and sentences.</p>	<p>Review Phase 3 - er, air, words with double letters, longer words</p> <p>Tricky Words Review</p> <p>Design a trap to catch goldilocks and label it using simple phrases and sentences – focus on using correct pronouns.</p>	<p>Review Phase 3 - words with two or more digraphs</p> <p>Tricky Words Review</p> <p>Identifying and discussing the beginning, middle and end.</p> <p>Creating a story map to retell a story with simple words and phrases.</p> <p>Discussing good and bad characters. Character description using simple sentences.</p>	<p>Review Phase 3 - longer words, words ending in -ing, compound words</p> <p>Tricky Words Review</p>	<p>Review Phase 3 - longer words, words with s in the middle /z/ s, words ending in -s, words ending with -es at end /z/</p> <p>Tricky Words Review</p> <p>Retelling the story by caption writing using simple sentences.</p>	<p>Review Phase 3 - Recap and Review</p> <p>Tricky Words Review</p> <p>Writing about our beanstalk experiment - recording results in a diary.</p>
Vocabulary	<p>Sequence, story map, events, retell, plot, beginning, middle, end, traditional tale, story language e.g once upon a time etc. poster, description.</p>		<p>Character, describe, adjectives, good, bad, villain, hero, story language e.g once upon a time, story map etc.</p>	<p>Caption, retell, setting, characters, story language e.g once upon a time etc.</p>		

Mathematics	Counting, ordinality and cardinality	Comparison	Composition	Composition	Composition	Shapes
Vocabulary	Counting, altogether, one more, one less, 5 and a bit, order, more than, less than	More than, less than, equal to, subitise	Partition, part, whole, more,	Equal, set, double, whole, part, pattern	Equal parts, sort, whole, part, odd, even, doubles	2D, 3D, vertices, sides, edges, rectangle, square, circle, triangle, cuboid, cube, sphere, pyramid
Understanding the World	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling – focus on traditional tales.</p> <p>Placing events in chronological order e.g. story mapping traditional tales.</p> <p>Exploring different versions of traditional tales e.g modern versions compared to traditional, different cultural versions of tales.</p> <p>What do I know about Easter? Do I celebrate Easter? How do people celebrate Easter?</p> <p>Why is the cross a special symbol for Christians?</p>	<p>Learn about castles and what it was like to live in them, in the past.</p> <p>Comment on images of familiar situations from the past – castles.</p> <p>What special story do many Christian people read at Easter?</p>	<p>Beginning to think about changes in living things.</p> <p>Understand the key features of the plant life cycle.</p> <p>Place events in order to show changes over time.</p> <p>How do Christian people</p>	<p>Carry out an experiment to test conditions for a beanstalk to grow - science week focus.</p> <p>Continuing to explore the key features of the plant life cycle - first hand.</p> <p>How Christians in</p>	<p>Observations and drawings of changes of plants over time.</p> <p>Recording our results in a diary.</p> <p>How does celebrating Easter help Christian people feel part of a global family?</p>	

				celebrate Easter?	Guatemala celebrate Easter?	
Vocabulary	Traditional tale, fairy tale, characters, cultures, past, present, different, similar, story map, modern Bible God Jesus Cross love		Castle, portcullis, battlements, moat, past, present, compare Bible, Jesus, God, cross, Alive	Plants, grow, seed, sunlight, water, soil, roots, stem, life cycle, experiment, investigate, factors, record, observe, observational drawing, changes Easter Christians Church Celebration Jesus Bible God World Country Guatemala Road Pathway Journey Carpet Special Colourful		
Expressive Arts and Design	To develop their threading and weaving skills Up and down: Higher and lower	To practise and apply weaving skills to a specific material e.g. paper Up and down: flying up and flying down	To practise and apply threading skills with specific materials e.g. hessian and wool Up and down: climbing up and rolling down	To use threading or sewing to design a product (bookmark) Five Fine Bumble Bees:	To create a textiles product (bookmark) following their own design Five Fine Bumble Bees:	To reflect with children on how they have achieved their aims. Five Fine Bumble Bees:
Vocabulary	thread weave	weave push	push pull	bookmark embroider	bookmark	bookmark

	<p>pinch push pull through under over up down pattern</p> <p>Dynamics, louder, quieter, pitch, up, down, higher, lower, melody, interval, stepping stones, scale, tempo, pulse, beat, faster, slower, timbre, glockenspiel, chime bars, xylophone</p>	<p>pull through under over pattern</p> <p>Dynamics, louder, quieter, pitch, up, down, higher, lower, melody, interval, stepping stones, scale, tempo, pulse, beat, faster, slower, timbre, glockenspiel, chime bars, xylophone</p>	<p>through back front sew sewing needle wool thread hessian</p> <p>Dynamics, louder, quieter, pitch, up, down, higher, lower, melody, interval, stepping stones, scale, tempo, pulse, beat, faster, slower, timbre, glockenspiel, chime bars, xylophone</p>	<p>sew Victorian Design</p> <p>Duration: dotted rhythms, rest. Dynamics: loud, quiet, louder, quieter. Pitch: stepping notes, jumping notes. Tempo: fast, slow, faster, slower. Timbre: quality of voice (e.g. squeaky, jerky, swishy). Other: soundscape</p>	<p>embroider sew Victorian design push pull through front back sew sewing needle wool thread hessian</p> <p>Duration: dotted rhythms, rest. Dynamics: loud, quiet, louder, quieter. Pitch: stepping notes, jumping notes. Tempo: fast, slow, faster,</p>	<p>embroider sew Victorian design reflect evaluate think</p> <p>Duration: dotted rhythms, rest. Dynamics: loud, quiet, louder, quieter. Pitch: stepping notes, jumping notes. Tempo: fast, slow, faster, slower. Timbre: quality of voice (e.g. squeaky, jerky,</p>
--	---	--	---	---	--	---

					slower. Timbre: quality of voice (e.g. squeaky, jerky, swishy).Other :soundscape	swishy).Other :soundscape
--	--	--	--	--	---	------------------------------