

	Week 1	Week 2	Week 3	Week 4	Week 5
Key Themes and Events	Exploring places around the world		How to care for our world and the animals that live within it Class Assembly		Changing seasons, journeys. Sissinghurst local trip Beanstalk competition
Core Text	Where the Wild Things are		The Bog Baby		We're Going on a Bear Hunt
Vocabulary	Mischievous, wild, forest, roared, terrible roars, gnashed, terrible teeth, terrible eyes, terrible claws, tame, frightened, rumpus,		Magic pond, damp leaves, squelchy, round, blue, boogly eyes, spiky tail, ears like a mouse, soft as jelly, care, look after,		Long, wavy grass, swishy, swashy Over under, through, open, shut Deep, cold river, splash splosh Thick oozy mud, squelch, squerch Big dark forest, stumble trip A swirling whirling snowstorm, hoo, woo Narrow gloomy cave, tiptoe, Shiny wet nose, big furry ears, two googly eyes

Other Texts	Gruffalo			We're going on a lion hunt Tree – changing seasons We're going to find the monster	
PSED	Building relationships : My family and friends To understand that we all have different beliefs and celebrate special times in different ways, to think about the perspective of others. Calm corner-reminder, link to literacy writing.	Building relationships: My family and friends To understand why sharing is important To think about the perspective of others in the class.	Building relationships: My family and friends To understand the characteristics that make a good friend To think about why it might be difficult for others to be a good friend all of the time.	Building relationships: My family and friends To consider why it is important to support each other by being kind	Building relationships: My family and friends To learn how to help, listen to and support others when working in a team. Building relationships: My family and friends To plan a party to celebrate the special friendships within the class.
Vocabulary	Festival, special event,	Share, sharing, friend take	Share, friend, take turns, kind, feelings, emotions	Friend, kind, compliment, support, loved, appreciated, happ	Team, teamwork, teammate, collaborate, work

	religion, culture, beliefs, tradition	turns friendly, kind, polite.			together, listen, support encourage Classmates, celebrate, celebration, friendship, relationship, party, classroom
Communication and Language	Read books to extend our knowledge of the world including fiction and non-fiction books. Select books containing photographs and pictures Learn new vocabulary (to describe my senses). Continue to listen attentively and respond with relevant questions, comments, actions etc.				
Vocabulary	Non-fiction Fiction Photographs, pictures, images Questions – who, what, where, when, why, how				Poem, poetry, rhyme, Vocabulary from ‘We’re going on a bear hunt’ to describe senses – see literacy section.
Physical Development	Games Multiskills - Perform fundamental s of movement (ABC's) with control & confidence Practice a range of	Games Multiskills - Work well with others Co-operation and taking turns	Games Multiskills – Listen to others & follow instruction Co-operate & taking turns	Games Multiskills -handling equipment	Games Multiskills - Simple competition & working together,

	<p>movements with control, balance & coordination</p> <p>Multiskills – Playing & exploring Stay on task</p>				
Vocabulary	<p>Agility, balance, coordination</p> <p>Reaction, speed, movement</p>	<p>Take turns, sending, accurate</p>	<p>Communication, confidence, listening, respect</p>	<p>Control, power, safety, accuracy, strike</p>	<p>Respect, control, striking, accuracy, fielding</p>
Literacy	<p>Phase 4 CVCC words with short vowels</p> <p>Tricky words - said, so, have and like.</p> <p>When I feel wild – stem sentence writing using real</p>	<p>CCVC words</p> <p>Tricky words - some, come, love, do</p> <p>Describing a location that contrasts with where we live in</p>	<p>CCVCC, CCCVC and CCCVCC words</p> <p>Tricky words - were, here, little, says</p> <p>Instructions on how to care for a bog baby using simple phrases and sentences.</p>	<p>Phase 4 longer words Compound words</p> <p>Tricky words - there, when, what, one</p> <p>Retelling the story - using simple phrases and sentences.</p>	<p>Words ending in -ing, -ed, -est</p> <p>Tricky words - out, today</p> <p>Creating our own version of the poem - editing words e.g. the characters, setting, descriptive language./ recount of our trip</p>

	ideas and my imagination.	simple sentences.			
Vocabulary	Sentence writing Finger spaces, full stops Stem sentence	Setting, location, describe, contrast, similar, different	Instructions List	Retelling, story telling, beginning, middle, end, plot, characters	poem, rhyme, rhythm, repeat, repetition
Mathematics	To continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns • use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate to		To continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • continue to develop confidence and accuracy in both verbal and object counting. explore the composition of 10.		Patterns - explore simple patterns, copy and continue simple patterns, create simple patterns

	count and when groups can be subitised.			
Vocabulary	Subitise, one more, one less, doubles, odd, even, pattern, count		Count, verbal counting, numbers 11-20	Pattern, repeat, find, create, copy, colour, shape, size
Understanding the World Offer opportunities to sing songs and join in with rhymes and poems about the natural world. (all term)	<p>Why are stories special to people?</p> <p>Are we all the same?</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>e.g. think about how children's lives are different or similar.</p>	<p>What does the story of David and Goliath teach Jewish people?</p> <p>Consider how we care for the natural world around us, including animals e.g. design a home for a bog baby.</p>	<p>What are the messages Jewish people learn from the story of Jonah?</p> <p>Why are stories important to Muslim children?</p> <p>Recognise changes outside in spring.</p> <p>Go on a walk around our school grounds, the local orchard, woodland and village. Use our senses to explore seasonal changes.</p> <p>Observational drawings and paintings of the natural world, including animals and plants.</p> <p>Discussion, describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>(We will use this to help us create our own version of the bear hunt story.)</p>	
Vocabulary	<p>story special, Jesus, God, Bible</p> <p>World, map, atlas, country, continent,</p>	<p>stormy special, belief, God</p> <p>similar, different, contrast, countries</p>	<p>Jewish, torah, scroll, trust, God</p> <p>Protecting, habitats, caring, nature, natural world,</p>	<p>Jewish, Torah, forgive Jonah, God</p> <p>Muslim, Islam, Qu'ran, Mosque, Prophet Muhammed.</p> <p>Weather, seasons, summer, spring, autumn, winter, senses, touch, smell, see, taste, hear observations, looking closely</p>

	location, ocean, land, river, mountain, habitat, rainforest, forest, desert, jungle, savannah, city, town, village			
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<p>Expressive Arts and Design</p>	<p>Sing Up – Down there under the sea</p> <p>Sculpture and 3d To explore clay and it's properties To use tools safely and with confidence.</p> <p>Travel agents role play area</p>	<p>Sing Up – Down there under the sea</p> <p>Sculpture and 3d: To generate inspiration and conversation about sculpture art and artists.</p> <p>To create a design for a 3D animal sculpture.</p>	<p>Sing Up – Down there under the sea</p> <p>Sculpture and 3d: To begin making a 3D clay sculpture using the designs created last lesson</p> <p>To share our creations, explaining the process we have used.</p>	<p>Sing Up - It's oh so quiet</p> <p>Drawing and painting encouraging children to notice features in the natural world - defining colour, shape, texture, tone etc.</p> <p>Carry out observational drawings/ paintings in nature.</p> <p>Links to sculpture topic - Sculpture and 3d: children to notice features in the natural world. Help them to define colours, shape, texture and smell in their own words. Discuss children's responses to what they see in 3D landscape art.</p>
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Vocabulary	Bend, chop, cut, pinch, roll, slice, smooth, soft, stretch, squash, slippery, smooth, twist, clay, flatten, join, pinch, roll, sculpture, smooth, squash, 3D, clay, design, sculpture	observational drawing and painting, looking closely, carefully 3D, collage, leaves, petals, twigs, landscape, bark.
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