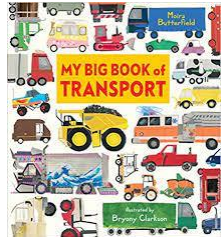
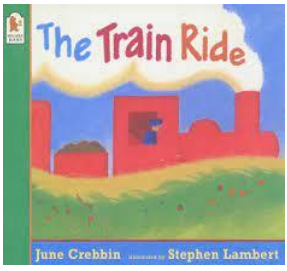


Themes/Interests/Lines of Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Quality Texts</b>		The Big Book of Transport by Moira Butterfield 	The Train Ride by June Crebbin 	Duck in a Truck by Jez Alborough 	The Journey Home from Grandpa's by Jemima Lumley 	Flashing Fire Engines by Tony Mitton 	Toot Toot, Beep Beep by Emma Garcia 
<b>Shared Read Texts</b>		Love Makes a Family (LGBTQ+) by Sophie Beer (Valentine's Day) 	The Wheels on the Bus (song/poem) 	Dragon Dance by Joan Holub (Chinese New Year) 	Things That Go By DK 	You Can't Take an Elephant on a Bus by Patricia Cleveland - Peck 	A Bus Needs a Driver (poem) 
<b>Enrichment</b>			<b>Nursery Maths Parent Workshop- 15th January 9:15am-9:45am</b>			<b>Local walk - transport spottig</b> Weds 07.02	
<b>CL: Listening, attention and understanding/ Speaking</b>	Role Play – Home corner/Ticket office and vehicles using chairs  Small world – car garage	Role Play – Home corner/Ticket office and vehicles using chairs  Small world – car garage	Role Play – Home corner/Airport ticket office  Small world – airport	Role Play – Home corner/Ticket office and vehicles using chairs  Small world – car garage, airport, train track, diggers, boats	Role Play – Home corner/Ticket office and vehicles using chairs  Small world – car garage, airport, train track, diggers, boats	Role Play – Home corner/Ticket office and vehicles using chairs  Small world – car garage, airport, train track, diggers, boats	Role Play – Home corner/Ticket office and vehicles using chairs  Small world – car garage, airport, train track, diggers, boats
<b>Personal, Social &amp; Emotional Development</b>	Jigsaw: Dreams and Goals <b>Challenges</b>  Class Charter/Rights Respecting Articles	Jigsaw: Dreams and Goals <b>Perseverance</b>  Class Charter/Rights Respecting Articles	Jigsaw: Dreams and Goals <b>Goal-setting</b>  Class Charter/Rights Respecting Articles	Jigsaw: Dreams and Goals <b>Overcoming obstacles</b>  Class Charter/Rights Respecting Articles	Jigsaw: Dreams and Goals <b>Seeking help</b>  Class Charter/Rights Respecting Articles	Jigsaw: Dreams and Goals <b>Jobs</b>  Class Charter/Rights Respecting Articles	Jigsaw: Dreams and Goals <b>Achieving goals</b>  Class Charter/Rights Respecting Articles

<b>Physical Development: Gross Motor</b>	<b>Fundamental skills with PE coach</b> <b>Locomotion (L1)</b> Finding a space Walking forwards and backwards Hop on either leg Negotiate space successfully Move freely with confidence in a range of ways Dodge Gallop	<b>Fundamental skills with PE coach</b> <b>Locomotion (L1)</b> Finding a space Walking forwards and backwards Hop on either leg Negotiate space successfully Move freely with confidence in a range of ways Dodge Gallop	<b>Fundamental skills with PE coach</b> <b>Locomotion (L1)</b> Finding a space Walking forwards and backwards Hop on either leg Negotiate space successfully Move freely with confidence in a range of ways Dodge Gallop	<b>Fundamental skills with PE coach</b> <b>Locomotion (L1)</b> Finding a space Walking forwards and backwards Hop on either leg Negotiate space successfully Move freely with confidence in a range of ways Dodge Gallop	<b>Fundamental skills with PE coach</b> <b>Locomotion (L1)</b> Finding a space Walking forwards and backwards Hop on either leg Negotiate space successfully Move freely with confidence in a range of ways Dodge Gallop	<b>Fundamental skills with PE coach</b> <b>Locomotion (L1)</b> Finding a space Walking forwards and backwards Hop on either leg Negotiate space successfully Move freely with confidence in a range of ways Dodge Gallop	<b>Fundamental skills with PE coach</b> <b>Locomotion (L1)</b> Finding a space Walking forwards and backwards Hop on either leg Negotiate space successfully Move freely with confidence in a range of ways Dodge Gallop
	<b>Dance - Circus Objectives:</b> This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different circus performers. By the end of the unit, children will: <ul style="list-style-type: none"> <li>• Use my body and create and express simple theme related shapes, movements and actions.</li> <li>• Travel safely and creatively in space.</li> <li>• Show different levels when I travel.</li> <li>• Communicate effectively with a partner.</li> <li>• Use pictures to create shapes, movements and actions.</li> <li>• Remember and perform a basic sequence of movement when led by a teacher.</li> </ul> Outdoor Area	<b>Dance - Circus Objectives:</b> This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different circus performers. By the end of the unit, children will: <ul style="list-style-type: none"> <li>• Use my body and create and express simple theme related shapes, movements and actions.</li> <li>• Travel safely and creatively in space.</li> <li>• Show different levels when I travel.</li> <li>• Communicate effectively with a partner.</li> <li>• Use pictures to create shapes, movements and actions.</li> <li>• Remember and perform a basic sequence of movement when led by a teacher.</li> </ul>	<b>Dance - Circus Objectives:</b> This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different circus performers. By the end of the unit, children will: <ul style="list-style-type: none"> <li>• Use my body and create and express simple theme related shapes, movements and actions.</li> <li>• Travel safely and creatively in space.</li> <li>• Show different levels when I travel.</li> <li>• Communicate effectively with a partner.</li> <li>• Use pictures to create shapes, movements and actions.</li> <li>• Remember and perform a basic sequence of movement when led by a teacher.</li> </ul>	<b>Dance - Circus Objectives:</b> This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different circus performers. By the end of the unit, children will: <ul style="list-style-type: none"> <li>• Use my body and create and express simple theme related shapes, movements and actions.</li> <li>• Travel safely and creatively in space.</li> <li>• Show different levels when I travel.</li> <li>• Communicate effectively with a partner.</li> <li>• Use pictures to create shapes, movements and actions.</li> <li>• Remember and perform a basic sequence of movement when led by a teacher.</li> </ul>	<b>Dance - Circus Objectives:</b> This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different circus performers. By the end of the unit, children will: <ul style="list-style-type: none"> <li>• Use my body and create and express simple theme related shapes, movements and actions.</li> <li>• Travel safely and creatively in space.</li> <li>• Show different levels when I travel.</li> <li>• Communicate effectively with a partner.</li> <li>• Use pictures to create shapes, movements and actions.</li> <li>• Remember and perform a basic sequence of movement when led by a teacher.</li> </ul>	<b>Dance - Circus Objectives:</b> This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different circus performers. By the end of the unit, children will: <ul style="list-style-type: none"> <li>• Use my body and create and express simple theme related shapes, movements and actions.</li> <li>• Travel safely and creatively in space.</li> <li>• Show different levels when I travel.</li> <li>• Communicate effectively with a partner.</li> <li>• Use pictures to create shapes, movements and actions.</li> <li>• Remember and perform a basic sequence of movement when led by a teacher.</li> </ul>	<b>Dance - Circus Objectives:</b> This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different circus performers. By the end of the unit, children will: <ul style="list-style-type: none"> <li>• Use my body and create and express simple theme related shapes, movements and actions.</li> <li>• Travel safely and creatively in space.</li> <li>• Show different levels when I travel.</li> <li>• Communicate effectively with a partner.</li> <li>• Use pictures to create shapes, movements and actions.</li> <li>• Remember and perform a basic sequence of movement when led by a teacher.</li> </ul>

<b>Physical Development: Fine Motor</b>	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.  Malleable area  Penpals Letter formation (name writing)  Lunch time (knives, forks and spoons)	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.  Malleable area  Penpals Letter formation (name writing)  Lunch time (knives, forks and spoons)	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.  Malleable area  Penpals Letter formation (name writing)  Lunch time (knives, forks and spoons)	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.  Malleable area  Penpals Letter formation (name writing)  Lunch time (knives, forks and spoons)	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.  Malleable area  Penpals Letter formation (name writing)  Lunch time (knives, forks and spoons)	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.  Malleable area  Penpals Letter formation (name writing)  Lunch time (knives, forks and spoons)	Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.  Malleable area  Penpals Letter formation (name writing)  Lunch time (knives, forks and spoons)
<b>Physical Development: Health</b>	PE Dance - Circus Snack time Tooth brushing Toileting Washing hands	PE Gym - High and low Snack time Tooth brushing Toileting Washing hands	PE Dance - Circus Snack time Tooth brushing Toileting Washing hands	PE Gym - High and low Snack time Tooth brushing Toileting Washing hands	PE Dance - Circus Snack time Tooth brushing Toileting Washing hands	PE Gym - High and low Snack time Tooth brushing Toileting Washing hands	PE Dance - Circus Snack time Tooth brushing Toileting Washing hands

<p><b>Literacy: Comprehension &amp; word reading</b></p>	<p>Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.</p> <p>Talk about different parts of books</p> <p>Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Oral blending and segmenting phonics</li> </ul> <p>Recognising own names</p>	<p>Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.</p> <p>Talk about different parts of books</p> <p>Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 phonics Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Oral blending and segmenting phonics</li> </ul> <p>Recognising own names</p>	<p>Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.</p> <p>Talk about different parts of books</p> <p>Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 phonics Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Oral blending and segmenting phonics</li> </ul> <p>Recognising own names</p>	<p>Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.</p> <p>Talk about different parts of books</p> <p>Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 phonics Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Oral blending and segmenting phonics</li> </ul> <p>Recognising own names</p>	<p>Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.</p> <p>Talk about different parts of books</p> <p>Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 phonics Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Oral blending and segmenting phonics</li> </ul> <p>Recognising own names</p>	<p>Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.</p> <p>Talk about different parts of books</p> <p>Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 phonics Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Oral blending and segmenting phonics</li> </ul> <p>Recognising own names</p>	<p>Storytime and shared reads - based on high quality texts linking to the focus, including non-fiction and poems.</p> <p>Talk about different parts of books</p> <p>Story times - encouraging conversations about stories and understanding concepts about print - page sequencing, print has meaning, reading English left-right and top-bottom</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 phonics Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Oral blending and segmenting phonics</li> </ul> <p>Recognising own names</p>
<p><b>Literacy: Writing</b></p>	<p>Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making</p> <p>Daily morning independent name tracing/copying - all children each day</p>	<p>Early writing Literacy - exploring mark-making areas (indoor and out), malleable area and funky fingers - encourage gross and fine motor skills.</p> <p>Name writing and emergent writing - in focused group times, independent in CP and outside.</p> <p>Focus literacy/ Mark- making</p> <p>Daily morning independent name tracing/copying - all children each day</p>

<b>Mathematics</b>	Number 3 Subitising	Number 3 3 Little Pigs 1:1 Counting Numerals Triangles	Number 4 1:1 Counting Numerals Squares/Rectangles	Number 4 Composition of 4	Number 5 1:1 Counting Numerals Pentagon	Number 5 Composition of 5	Consolidation of learning from this half term.  1-5
<b>Understanding the world: Past and present</b>						History: Transport from the past and present sorting activity	
<b>Understanding of the World: People, Culture &amp; Communities</b>	RE: Friendship, Welcome, Belonging	RE: Friendship, Welcome, Belonging	RE: Friendship, Welcome, Belonging	RE: Friendship, Welcome, Belonging	RE: Friendship, Welcome, Belonging	RE: Friendship, Welcome, Belonging	RE: Friendship, Welcome, Belonging
<b>Understanding of the World: World</b>		Geography: Lollipop lady visit			Geography: Walk around local area to spot transport. Look at route on google maps. Children to draw simple map with transport seen.	Geography: Fire service visit	
<b>Understanding the World: Technology</b>	Technology Area Ipads Interactive whiteboard  Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Technology Area Ipads Interactive whiteboard  Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Technology Area Ipads Interactive whiteboard  Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Technology Area Ipads Interactive whiteboard  Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Technology Area Ipads Interactive whiteboard  Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Computing: Focus session – Internet Safety week  Technology Area Ipads Interactive whiteboard  Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras	Technology Area Ipads Interactive whiteboard  Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area  Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras

<b>Expressive Art &amp; Design</b>	<p>Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us!</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance &amp; Gymnastics</p>	<p>Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us!</p> <p>DT: Structure: Textiles: Collaging transport/vehicles</p> <p>Painting: Transport Textiles: Collaging transport/vehicles</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance &amp; Gymnastics</p>	<p>Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us!</p> <p>Art: Painting: Using vehicles to show movement</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance &amp; Gymnastics</p>	<p>Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us!</p> <p>Art: Chinese dragon 3D form: Make a Chinese dragon mask</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance &amp; Gymnastics</p>	<p>Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us!</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance &amp; Gymnastics</p>	<p>Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us!</p> <p>Art: Painting: Fire engines</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance &amp; Gymnastics</p>	<p>Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us!</p> <p>DT: Structure: Art: 3D form: Build a ramp for a car</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance &amp; Gymnastics</p>
<b>ELS Phonics</b>	<p>Phase 1 activities continued. Phase 2 - 's' .</p>	<p>Phase 1 activities continued. Phase 2 - 'a' .</p>	<p>Phase 1 activities continued. Phase 2 - 't' .</p>	<p>Phase 1 activities continued. Phase 2 - 'p' .</p>	<p>Phase 1 activities continued. Phase 2 - 'i' .</p>	<p>Phase 1 activities continued. Phase 2 - 'n' .</p>	<p>Phase 1 activities continued. Phase 2 - 'm' .</p>