



Themes/Interests/Lines of Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Quality Texts	Pathways – Naughty Bus by Jan Oke 	Pathways – Naughty Bus by Jan Oke 	Pathways – Naughty Bus by Jan Oke 	The Big Book of Transport by Moira Butterfield 	The Journey Home from Grandpa's by Jemima Lumley 	Flashing Fire Engines by Tony Mitton 	
Shared Read Texts	Toot Toot Beep Beep by Emma Garcia 	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 	
Enrichment					Local walk - transport spotting Weds 5 th February	Fire Services visit	
CL: Listening, attention and understanding / Speaking	Role Play – Home corner/Ticket office	Role Play – Home corner/Ticket office	Role Play – Home corner/Airport ticket office	Role Play – Home corner/Ticket office	Role Play – Home corner/Ticket office	Role Play – Home corner/Ticket office	

Personal, Social & Emotional Development	Jigsaw: Dreams and Goals Challenges Ralphie Right	Jigsaw: Dreams and Goals Never giving up - Perseverance Ralphie Right	Jigsaw: Dreams and Goals Goal-setting Ralphie Right	Jigsaw: Dreams and Goals Overcoming obstacles Ralphie Right	Jigsaw: Dreams and Goals Flight to the future - Seeking help Ralphie Right	Jigsaw: Dreams and Goals Footprint award Ralphie Right	
Physical Development: Gross Motor	<p>Fundamental skills with PE coach</p> <p>Locomotion (L1) 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</p> <p>Dance - Circus Objectives: 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:</p> <ul style="list-style-type: none"> • Use my body and create and express simple theme related shapes, movements and actions. • Travel safely and creatively in space. • Show different levels when I travel. • Communicate effectively with a partner. • Use pictures to create shapes, movements and actions. • Remember and perform a basic sequence of movement when led by a teacher. <p>Outdoor Area</p>	<p>Fundamental skills with PE coach</p> <p>Locomotion (L1) 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</p> <p>Dance - Circus Objectives: 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. 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Physical Development: Fine Motor	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)	
Physical Development: Health	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	

<p>Literacy: Comprehension & word reading</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"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes <p>Introduce –</p> <ul style="list-style-type: none"> • Oral blending and segmenting phonics <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"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes <p>Introduce –</p> <ul style="list-style-type: none"> • Oral blending and segmenting phonics <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"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes <p>Introduce –</p> <ul style="list-style-type: none"> • Oral blending and segmenting phonics <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"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes <p>Introduce –</p> <ul style="list-style-type: none"> • Oral blending and segmenting phonics <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"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes <p>Introduce –</p> <ul style="list-style-type: none"> • Oral blending and segmenting phonics <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"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes <p>Introduce –</p> <ul style="list-style-type: none"> • Oral blending and segmenting phonics <p>Recognising own names</p>	
<p>Literacy: Writing</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 - eg writing a list of transport?</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>	

Mathematics	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	
Understanding the world: Past and present	Show interest in different occupations History: Transport from the past and present	Show interest in different occupations History: Transport from the past and present	Show interest in different occupations History: Transport from the past and present	Show interest in different occupations History: Transport from the past and present	Show interest in different occupations History: Transport from the past and present	History: Transport from the past and present	
Understanding of the World: People, Culture & Communities	RE: Friendship, Welcome, Belonging	RE: Friendship, Welcome, Belonging	RE: Friendship, Welcome, Belonging	RE: Friendship, Welcome, Belonging	RE: Friendship, Welcome, Belonging	RE: Friendship, Welcome, Belonging	
Understanding of the World: World		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	
Understanding the World: Technology	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	

Expressive Art & Design	<p>Music: This is me! This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>Music: This is me! This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.</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 & Gymnastics</p>	<p>Music: This is me! This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.</p> <p>Art: Painting: Using vehicles to show movement</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>Music: This is me! This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.</p> <p>Art: Chinese dragon 3D form: Make a Chinese dragon mask</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>Music: This is me! This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.</p> <p>Junk Modelling (CP) Creative Table (CP) DT: Build a ramp for a car</p> <p>Dance & Gymnastics</p>	<p>Music: This is me! This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.</p> <p>Art: Painting: Fire engines</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p> <p>DT: Structure: Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	
ELS Phonics	<p>Phase 1 activities continued.</p> <p>Phase 2 - 's' .</p>	<p>Phase 1 activities continued.</p> <p>Phase 2 - 'a' .</p>	<p>Phase 1 activities continued.</p> <p>Phase 2 - 't' .</p>	<p>Phase 1 activities continued.</p> <p>Phase 2 - 'p' .</p>	<p>Phase 1 activities continued.</p> <p>Phase 2 - 'y' .</p>	<p>Phase 1 activities continued.</p> <p>Phase 2 - 'n' .</p>	