



Themes/Interests/Lines of Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Quality Texts	Pathways – Clem and Crab by Fiona Lumbers 	Pathways – Clem and Crab by Fiona Lumbers 	Pathways – Clem and Crab by Fiona Lumbers 	Big Red Bath by Julia Jarman 	Why waters worth it by Lori Harrison 	Frog by the secret book company 	
Shared Read Texts	Clean up 	Little Cloud 	Once upon a rain drop 	A river 	Growing frogs (Vivian French) 	Splash Anna Habiscus 	
Enrichment							
CL: Listening, attention and understanding/ Speaking	Role Play – Surf shop	Role Play – Surf shop	Role Play – Surf shop	Role Play – Surf shop	Role Play – Surf shop	Role Play – Surf shop	

Personal, Social & Emotional Development	Jigsaw: Healthy Me – Everybody’s body Ralphie Right	Jigsaw: Healthy Me – We like to move it, move it! Ralphie Right	Jigsaw: Healthy Me – Food! Glorious food! Ralphie Right	Jigsaw: Healthy Me – Sweet dreams Ralphie Right	Jigsaw: Healthy Me – Keeping clean Ralphie Right	Jigsaw: Healthy Me – Stranger danger Ralphie Right	
Physical Development: Gross Motor	Fundamental skills Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance <i>(to note: not all PE Passport is followed in this unit due to being too focused on context not content)</i> Gym - Travelling, Stopping and Making Shapes.	Fundamental skills Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance <i>(to note: not all PE Passport is followed in this unit due to being too focused on context not content)</i> Dance - Toys	Fundamental Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance <i>(to note: not all PE Passport is followed in this unit due to being too focused on context not content)</i> Gym - Travelling, Stopping and Making Shapes	Fundamental skills Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance <i>(to note: not all PE Passport is followed in this unit due to being too focused on context not content)</i> Dance - Toys	Fundamental skills Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance <i>(to note: not all PE Passport is followed in this unit due to being too focused on context not content)</i> Gym - Travelling, Stopping and Making Shapes	Fundamental skills Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance <i>(to note: not all PE Passport is followed in this unit due to being too focused on context not content)</i> Dance - Toys	
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 Gym - Travelling, Stopping and Making Shapes Snack time Tooth brushing Toileting Washing hands	PE Dance - Toys Snack time Tooth brushing Toileting Washing hands	PE Gym - Travelling, Stopping and Making Shapes Snack time Tooth brushing Toileting Washing hands	PE Dance - Toys Snack time Tooth brushing Toileting Washing hands	PE Gym - Travelling, Stopping and Making Shapes Snack time Tooth brushing Toileting Washing hands	PE Dance - Toys Snack time Tooth brushing Toileting Washing hands	
Literacy: Comprehension & word reading	<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, print has different purposes.</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>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, print has different purposes.</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>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, print has different purposes.</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>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, print has different purposes.</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>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, print has different purposes.</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>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, print has different purposes.</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 	

Literacy: Writing	<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, promoting independence in CP.</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, promoting independence in CP. 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, promoting independence in CP.</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, promoting independence in CP.</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, promoting independence in CP.</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, promoting independence in CP.</p> <p>Focus literacy/ Mark- making</p> <p>Daily morning independent name tracing/copying - all children each day</p>	
Mathematics	Number 6	Height and Length	Mass	Capacity	Consolidation	Consolidation	
Understanding the world: Past and present							
Understanding of the World: People, Culture & Communities	RE: Special Books, Stories, The Natural World	RE: Special Books, Stories, The Natural World	RE: Special Books, Stories, The Natural World	RE: Special Books, Stories, The Natural World	RE: Special Books, Stories, The Natural World	RE: Special Books, Stories, The Natural World	
Understanding of the World: World	<p>Science: Biology – Living things with habitats - tadpoles Chemistry – Everyday materials Properties and changes of materials - water States of matter Physics – Electricity - CP technology toys</p>	<p>Science: Biology – Living things with habitats - tadpoles Chemistry – Everyday materials Properties and changes of materials - water States of matter Physics – Electricity - CP technology toys</p> <p>Geography: Physical – Use senses to explore changes in seasons and explore natural materials.</p>	<p>Science: Biology – Living things with habitats - tadpoles Chemistry – Everyday materials Properties and changes of materials - water States of matter Physics – Electricity - CP technology toys</p> <p>Geography: Physical – Use senses to explore changes in seasons and explore natural materials.</p>	<p>Science: Biology – Living things with habitats - tadpoles Chemistry – Everyday materials Properties and changes of materials - water States of matter Physics – Electricity - CP technology toys</p> <p>Geography: Place/locational knowledge – Begin to understand that there are lots of different countries in the world. eg oceans</p>	<p>Science: Biology – Living things with habitats - tadpoles Chemistry – Everyday materials Properties and changes of materials - water States of matter Physics – Electricity - CP technology toys</p>	<p>Science: Biology – Living things with habitats - tadpoles Chemistry – Everyday materials Properties and changes of materials - water States of matter Physics – Electricity - CP technology toys</p> <p>Geography: Place/locational knowledge – Begin to understand that there are lots of different countries in the world. eg oceans</p>	

Understanding the World: Technology	<p>Technology Ipads Interactive whiteboard</p> <p>Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps</p> <p>Enhancements – - Ipads - Battery operated toys - Beebots - Remote control toys - Children’s camera</p>	<p>Technology Ipads Interactive whiteboard</p> <p>Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps</p> <p>Enhancements – - Ipads - Battery operated toys - Beebots - Remote control toys - Children’s cameras</p>	<p>Technology Ipads Interactive whiteboard</p> <p>Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps</p> <p>Enhancements – - Ipads - Battery operated toys - Beebots - Remote control toys - Children’s camera</p>	<p>Technology Ipads Interactive whiteboard</p> <p>Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps</p> <p>Enhancements – - Ipads - Battery operated toys - Beebots - Remote control toys - Children’s camera</p>	<p>Technology Ipads Interactive whiteboard</p> <p>Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps</p> <p>Enhancements – - Ipads - Battery operated toys - Beebots - Remote control toys - Children’s camera</p>	<p>Technology Ipads Interactive whiteboard</p> <p>Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps</p> <p>Enhancements – - Ipads - Battery operated toys - Beebots - Remote control toys - Children’s camera</p>	
Expressive Art & Design	<p>Music: Animal Tea Party! This unit is all about an animal tea party! We’ll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We’ll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity <i>Bang my drum</i>.</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>Music: Animal Tea Party! This unit is all about an animal tea party! We’ll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We’ll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity <i>Bang my drum</i>.</p> <p>3D form: Using recycled materials to create a collage.</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>Music: Animal Tea Party! This unit is all about an animal tea party! We’ll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We’ll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity <i>Bang my drum</i>.</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>Music: Animal Tea Party! This unit is all about an animal tea party! We’ll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We’ll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity <i>Bang my drum</i>.</p> <p>Art: Painting: Monet inspired water lily paintings using sponge. Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>Music: Animal Tea Party! This unit is all about an animal tea party! We’ll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We’ll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity <i>Bang my drum</i>.</p> <p>Art: Drawing: Pond animals Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>Music: Animal Tea Party! This unit is all about an animal tea party! We’ll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We’ll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity <i>Bang my drum</i>.</p> <p>DT: Structure: Under the sea Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	
ELS Phonics	<p>Phase 1 activities continued. Phase 2 - ‘m’</p>	<p>Phase 1 activities continued. Phase 2 - ‘d’</p>	<p>Phase 1 activities continued. Phase 2 - ‘g’</p>	<p>Phase 1 activities continued. Phase 2 - ‘o’</p>	<p>Phase 1 activities continued. Phase 2 - ‘c’</p>	<p>Phase 1 activities continued. Phase 2 - ‘k’</p>	