

Personal, Social & Emotional Development	Jigsaw: Changing Me Bodies Ralphie Right	Jigsaw: Changing Me Respecting my body Ralphie Right	Jigsaw: Changing Me Growing up Ralphie Right	Jigsaw: Changing Me Growth and change Ralphie Right	Jigsaw: Changing Me Fun and fears Ralphie Right	Jigsaw: Changing Me Celebrations Ralphie Right	Jigsaw: Changing Me Celebrations Ralphie Right
Physical Development: Gross Motor	Fundamental skills with Keiran: Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance Gym - Travelling, Stopping and Making Shapes. Outdoor Area	Fundamental skills with Keiran: Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance Dance - Toys Outdoor Area	Fundamental skills with Keiran: Yoga Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance Gym - Travelling, Stopping and Making Shapes Outdoor Area	Fundamental skills with Keiran: 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 Outdoor Area	Fundamental skills with Keiran: 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 Outdoor Area	Fundamental skills with Keiran: 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 Outdoor Area	Fundamental skills with Keiran: 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 Outdoor Area
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 and cvc words on phoneme frame cards) 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 and cvc words on phoneme frame cards) 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 and cvc words on phoneme frame cards) 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 and cvc words on phoneme frame cards) 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 and cvc words on phoneme frame cards) 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 and cvc words on phoneme frame cards) 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 Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up. Malleable area Penpals Letter formation (name writing and cvc words on phoneme frame cards) 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	PE Gym - Travelling, Stopping and Making Shapes 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 – • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes Introduce – • Oral blending and segmenting phonics</p> <p>Essential Letters and sounds Phase 2</p> <p>Recognising and writing own names independently</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, print has different purposes.</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 Recap – • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes Introduce – • Oral blending and segmenting phonics</p> <p>Essential Letters and sounds Phase 2</p> <p>Recognising and writing own names independently</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, print has different purposes.</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 Recap – • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes Introduce – • Oral blending and segmenting phonics</p> <p>Essential Letters and sounds Phase 2</p> <p>Recognising and writing own names independently</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, print has different purposes.</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 Recap – • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes Introduce – • Oral blending and segmenting phonics</p> <p>Essential Letters and sounds Phase 2</p> <p>Recognising and writing own names independently</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, print has different purposes.</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 Recap – • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes Introduce – • Oral blending and segmenting phonics</p> <p>Essential Letters and sounds Phase 2</p> <p>Recognising and writing own names independently</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, print has different purposes.</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 Recap – • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes Introduce – • Oral blending and segmenting phonics</p> <p>Essential Letters and sounds Phase 2</p> <p>Recognising and writing own names independently</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, print has different purposes.</p> <p>Sharing poems and rhymes.</p> <p>Letters and Sounds Phase 1 Recap – • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables • Recognising words with same initial sounds • Spotting and suggesting rhymes Introduce – • Oral blending and segmenting phonics</p> <p>Essential Letters and sounds Phase 2</p> <p>Recognising and writing own names independently</p>

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, independent in CP and outside.</p> <p>Focus literacy/ Mark-making</p> <p>Daily morning independent name 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</p> <p>Daily morning independent name 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</p> <p>Daily morning independent name 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</p> <p>Daily morning independent name 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</p> <p>Daily morning independent name 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</p> <p>Daily morning independent name 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</p> <p>Daily morning independent name writing</p>
Mathematics	<p>Number composition 1 - 5 Revision</p>	<p>Number composition 1 - 5</p> <p>What comes after?</p>	<p>What comes before?</p>	<p>Numbers to 5</p>	<p>Consolidation / Activity week summer</p>	<p>Consolidation / Activity week summer</p>	<p>Consolidation / Activity week summer</p>
Understanding the world: Past and present				<p>Children to talk about family pets. Have you had one? Do you have one now? Would you like to have one in the future?</p>	<p>Children to talk about family pets. Have you had one? Do you have one now? Would you like to have one in the future?</p>		
Understanding of the World: People, Culture & Communities	<p>RE: Special Books, Stories, The Natural World</p>	<p>RE: Special Books, Stories, The Natural World</p>	<p>RE: Special Books, Stories, The Natural World</p>	<p>RE: Special Books, Stories, The Natural World</p>	<p>RE: Special Books, Stories, The Natural World</p>	<p>RE: Special Books, Stories, The Natural World</p>	<p>RE: Special Books, Stories, The Natural World</p>

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>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: 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: 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: Physical – Use senses to explore changes in seasons and explore natural materials.</p>
Understanding of the World: Technology	<p>Technology Area 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 Microphones - Music area</p> <p>Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys Children’s cameras</p>	<p>Technology Area 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 Microphones - Music area</p> <p>Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Children’s cameras</p>	<p>Technology Area 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 Microphones - Music area</p> <p>Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Children’s cameras</p>	<p>Technology Area 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 Microphones - Music area</p> <p>Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Children’s cameras</p>	<p>Technology Area 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 Microphones - Music area</p> <p>Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Children’s cameras</p>	<p>Technology Area 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 Microphones - Music area</p> <p>Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Children’s cameras</p>	<p>Technology Area 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 Microphones - Music area</p> <p>Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Children’s cameras</p>

Expressive Art & Design	<p>Music: Let's jam This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children.</p> <p>DT: Structure: Textiles: Collaging farm animals 3D form: Playdough animals</p> <p>Art: Drawing: Farm animals Printing: Farm animal foot prints 3D form: Tractor models</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>Music: Let's jam This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children.</p> <p>DT: Structure: Textiles: Collaging farm animals 3D form: Playdough animals</p> <p>Art: Drawing: Farm animals Printing: Farm animal foot prints 3D form: Tractor models</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>Music: Let's jam This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children.</p> <p>DT: Structure: Textiles: Collaging farm animals 3D form: Playdough animals</p> <p>Art: Drawing: Farm animals Printing: Farm animal foot prints 3D form: Tractor models</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>Music: Let's jam This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children.</p> <p>DT: Structure: Structure: butterfly spiral</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>Music: Let's jam This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children.</p> <p>DT: Structure: Structure: butterfly spiral</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>Music: Let's jam This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children.</p> <p>DT: Structure: Structure: butterfly spiral</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>Music: Let's jam This unit is all about developing our love for sounds and instruments, as well as playing in small groups. In a culture where often being associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children.</p> <p>DT: Structure: Structure: butterfly spiral</p> <p>Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>
ELS Phonics	<p>Phase 1 activities continued.</p> <p>Phase 2 - b</p>	<p>Phase 1 activities continued.</p> <p>Phase 2 - f</p>	<p>Phase 1 activities continued.</p> <p>Phase 2 - l</p>	<p>Phase 1 activities continued.</p> <p>Phase 2 - j and v</p>	<p>Phase 1 activities continued.</p> <p>Phase 2 - w and x</p>	<p>Phase 1 activities continued.</p> <p>Phase 2 - y</p>	<p>Phase 1 activities continued.</p> <p>Phase 2 - z</p>