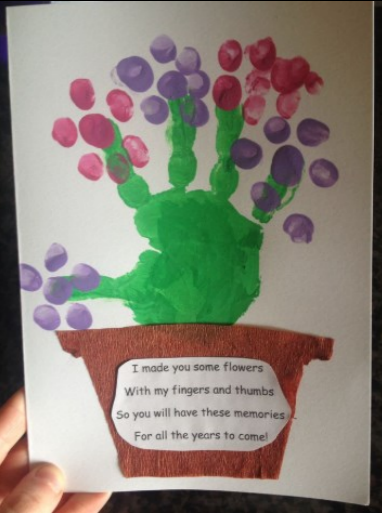


Weeks	Com & Lang	Physical D	Literacy	Mathematics	Und the World	Ex Arts & Design
<p>Week 1</p> <p>24/2/2025</p> <p>AM Phonics- "e" sound focus</p> <p>Pm Phonics- 1,2,3,4,5, once I caught a fish alive</p>	<p>Listening game</p> <p>Circle time- who took the troll's lunch? Sit the children in a circle with a child (troll) in the centre next to a tambourine (lunch). Ask the (troll) to close their eyes while you quietly select a child to creep into the middle and take them. Can the troll guess who took them?</p> <p>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by the activity. (Range 6)</p>	<p>Mark-making & drawing</p> <p>Can the children draw pictures to try to explore what they think the 'Troll' looks like?</p> <p>Put all the different troll picture ideas together to review as a whole class. What to the children notice, are there any major similarities? Are there any troll representations that they like the best, why?</p> <p>Creates lines and circles pivoting from the shoulder and elbow. (Range 5)</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. (Range 5)</p>	<p>Story introduction.</p> <p>Pull objects that are related to story one at a time out of a bag. E.G. 3 goats, a bridge, a troll and some grass. Can the children work out which story it is? Why? What do the children already know or think about trolls? Do they know anything about our story? Create a mindmap.</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups. (Range 5)</p> <p>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by the activity. (Range 6)</p>	<p>Shape – 2D focus</p> <p>Exploring 2D shapes to create representations from the story 'Three Billy Goats Gruff' Could they design a Troll/Troll's face or a goat or a bridge and hills? Can they name any 2D shapes?</p> <p>Can the children use the small wooden mosaic block shapes to create these representations?</p> <p>What do they notice about the differences between the shapes?</p> <p>Chooses items based on their shape which are appropriate for the child's purpose. (Range 5)</p> <p>Responds to both informal language and common shape names. (Range 5)</p>	<p>Internet Information on Goats</p> <p>Discussion what do the children want to know or learn about goats? Use informative websites such as RSPCA to find out about goats. Show pictures of goats. Where do they live, what do they eat, what do they look like? Have they ever seen a goat in person?</p> <p>Knows that information can be retrieved from digital devices and the internet. (Range 5)</p> <p>Shows care and concern for living things and the environment. (Range 5)</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (Range 5)</p> <p>Talks about why things happen and how things work. (Range 5)</p>	<p>Musical story telling</p> <p>Working in small groups can the children use instruments; including coconut shells for the 'trip-trapping' sounds of the hooves of the goats when re-creating and re-telling the story in their own words?</p> <p>Can the children use their bodies for movements to express the events of the story as well?</p> <p>What other instruments might the children decide to use to help describe the story?</p> <p>Experiments and creates movement in response to music, stories and ideas. (Range 5)</p> <p>Creates sounds, movements, drawings to accompany stories. (Range 5)</p>
<p>Week 2 ASSESSMENT WEEK</p> <p>3/3/2025</p> <p>AM Phonics- focus on "u" sound.</p> <p>PM Phonics- Baa Baa Black Sheep</p>	<p>Word Wall Focus on key words for the children to learn their meaning. Three Billy Goats Gruff story related words =</p> <p>Curious</p> <p>Intelligent</p> <p>Bridge</p> <p>Stream</p> <p>Fresh</p> <p>Meadow</p> <p>Terrified</p> <p>Creaking</p> <p>Fierce</p>	<p>Troll Chase</p> <p>Place some mats around a large space and tell the children these are safe islands in the river where the troll cannot catch them. Then choose someone to be the troll. The group of children move around the space until the troll comes out of hiding and tries to catch as many children as they can.</p> <p>Experiments with different ways of moving, testing out ideas and adapting</p>	<p>Read the first part of the story</p> <p>Can the children predict the events (if they are not familiar with the story)?</p> <p>Can the children remember and join in with the repeated refrains? What is the main repetitive phrase?</p> <p>What do the children think about this story book version?</p> <p>Do they have a favourite part and why?</p> <p>What do they think the Troll would do next/after?</p> <p>Provide the children with templates of the characters with speech marks.</p>	<p>Shape -3D focus</p> <p>Exploring and talking about different 3D shapes including large and mini geometric solid shapes. Looking at small, medium and large versions.</p> <p>Can the children explore creating representations of the characters from the story or try and create a bridge using the mini 3D geometric solid shapes? What do they think of the shapes as they feel them, do any children think the shapes remind them of anything? Introduce the</p>	<p>Kindness- Honesty</p> <p>What is honesty? Complete truth or lie powerpoint. Children to vote whether they think the statement is the truth or a lie. Why is it important we tell the truth?</p> <p>Listen to the story: https://www.youtube.com/watch?v=BGIHu7gufhc</p> <p>Was the boy telling the truth? What happened because he told a lie?</p> <p>The puppet has broken something in the</p>	<p>Listening to sounds</p> <p>Look at the story together and talk about what sounds might be heard on each page. Children might suggest sounds such as water trickling or a goat eating but ensure you also discuss sounds such as birds tweeting, leaves rustling or rain dripping. Taken children on a nature walk to see what sounds they can identify in the environment. Provide children with clipboards</p>

	<p>Builds up vocabulary that reflects the breadth of their experiences. (Range 5)</p> <p>Extends vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. (Range 6)</p>	<p>movements to reduce risk. (Range 6)</p>	<p>What do the characters say? Can they write in the bubble? Model doing this to the children.</p> <p>World Book Day-Thursday 6th March</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Range 5)</p> <p>Beginning to understand why and how questions. (Range 5)</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. (Range 5)</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes (Range 5)</p>	<p>children to some 3D shape language within play in the Maths groups.</p> <p>Shows awareness of shape similarities and differences between objects. (Range 5)</p> <p>Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. (Range 5)</p>	<p>classroom, finding it hard to tell someone as he does not want to get in trouble. What should she do?</p> <p>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings (Range 5)</p> <p>Understands questions such as who; why; when; where and how (Range 6)</p>	<p>and paper and encourage them to draw what they hear.</p> <p>Experiments and creates movement in response to music, stories and ideas. (Range 5)</p>
<p>Week 3 10/3/2025</p> <p>AM Phonics- "r" sound focus.</p> <p>PM- Hey diddle diddle.</p>	<p>Listen & Play</p> <p>https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-billy-goats-gruff/zr3yt3</p> <p>Listen to the sounds from the scenery and the animals. Pause each time for the children to guess the sounds before they are revealed.</p> <p>Listens to familiar stories with increasing attention and recall. (Range 5)</p> <p>Able to follow a story without pictures or props. (Range 6)</p> <p>Uses talk to explain what is happening and anticipate what might</p>	<p>Mark making bridge</p> <p>Provide each child with a large paper bridge template that they can decorate with patterns and marks. Support children to develop a comfortable pencil grip.</p> <p>Shows a preference for a dominant hand. (Range 6)</p> <p>Begins to use anticlockwise movement and retrace vertical lines. (Range 6)</p>	<p>Read the middle section of the story</p> <p>Can the children repeat the refrains? Can they anticipate what happens next? Can they answer why and how questions about the text?</p> <p>*Personality traits</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Range 5)</p> <p>Beginning to understand why and how questions. (Range 5)</p> <p>British Science Week</p> <p>Read the hungry caterpillar.</p> <p>Paper Chain Caterpillar</p> <ol style="list-style-type: none"> 1) Cut the paper into strips, 2) Strating with the first strip, support the children to create a loop and clue it together. Help them to add the next colour. Continue looping until you have created a paper chain. 3) Make some wings by folding a piece of paper. Cut out 	<p>Measures-Weight-Using goats/pebbles/3Dshapes</p> <p>Children to explore using scales and the resources stated above to work out the heavier or lighter side? Could also hold in hands to feel the weight difference to compare objects. In the groups, can they share their thoughts and opinions on what they think and why to the other children?</p> <p>In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. (Range 5)</p>	<p>Colour Exploration –</p> <p>Holi Hindu Festival 13th March- 14th March</p> <p>Look up some simple information to explain Holi</p> <p>Allow the children to explore a variety of resources including foam, paint, paper (white and black), brushes, rollers, masking tape, modelling dough, small pipes cleaners, rolling pins.</p> <p>Set up each table for the children to explore. Once the children have had sufficient time over the week to explore, review the children's outcomes? What did they enjoy using the most? What do they think about each other's creations?</p> <p>Continues to explore colour and how colours can be changed. (Range 5)</p>	<p>Colour Exploration –</p> <p>Holi Hindu Festival 13th March- 14th March</p> <p>Look up some simple information to explain Holi</p> <p>Allow the children to explore a variety of resources including foam, paint, paper (white and black), brushes, rollers, masking tape, modelling dough, small pipes cleaners, rolling pins.</p> <p>Set up each table for the children to explore. Once the children have had sufficient time over the week to explore, review the children's outcomes? What did they enjoy using the most? What do they think about each other's creations?</p> <p>Continues to explore colour and how colours can be changed. (Range 5)</p>

	happen next.(Range 5)		<p>antennae.</p> <p>4) Place the googly eyes and antennae on the caterpillar.</p> <p>5) Discussion- have the children ever seen a caterpillar? What do they eat? What is a grown caterpillar?</p> <p>6) Ask the children to try and name all insects they know and think about what they have seen.</p>		Developing an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. (Range 5)	Developing an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. (Range 5)
<p>Week 4</p> <p>17/3/2025</p> <p>AM Phonics- "h" sound focus</p> <p>PM Phonics- Hey diddle diddle</p>	<p>Listening and attention game</p> <p>Place a number of items from the story on a tray and name the different items. E.G. goat, troll, bridge, water, grass and stones. Cover the tray with a blanket and remove one of the objects. Can they say which one has been removed?</p> <p>Is able to follow directions (if not intently focused) (Range 5)</p> <p>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity (Range 6)</p>	<p>Sing the rhyme "London Bridge is Falling down"</p> <p>Encourage children to make arch shapes with their arms for others to go under, imitating the bridge from the story.</p> <p>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance hands and body to stabilise. (Range 5)</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment. (Range 6)</p>	<p>Read the final part of the story</p> <p>Can the children repeat the refrains? Can they anticipate what happens next? Can they answer why and how questions about the text?</p> <p>Provide the children with a picture of the story scene. Model labelling the picture to the children. Label troll, bridge, goats, stream, grass.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Range 5)</p> <p>Beginning to understand why and how questions. (Range 5)</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. (Range 5)</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes (Range 5)</p>	<p>Shape– Bridge construction</p> <p>Children can work in pairs as well as individually. Using a wide selection of construction materials for children to think creatively and logically into making a successful and strong bridge.</p> <p>Can three small world animal goats stand onto of the bridge without it collapsing?</p> <p>Can the children build horizontally as well as vertically, with the task of balancing bricks/blocks to create a stable bridge for the 'Three Billy Goats Gruff' to cross?</p> <p>Can the children use trial and error to help them strengthen their bridge design ideas?</p> <p>Can the children draw out their plans using paper, pencils and clip boards?</p> <p>Attempts to create arches and enclosures when building, using trial and improvement to select blocks. (Range 5)</p> <p>Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. (Range 5)</p> <p>Beginning to use understanding of number to solve practical problems in</p>	<p>Types of bridges</p> <p>What is a bridge? Record children's thoughts.</p> <p>Show children different types of bridges. Do they recognise any of these bridges?</p> <p>Where have they seen them before? Why do we need bridges? What would happen if we didn't have any bridges?</p> <p>Knows that information can be retrieved from digital devices and the internet. (Range 5)</p> <p>Shows care and concern for living things and the environment. (Range 5)</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (Range 5)</p> <p>Talks about why things happen and how things work. (Range 5)</p>	<p>British Arts Week</p> <p>Explore the portrait with the children. Look carefully, what can you see?</p> <p>How has David Hockney shown himself? He shows himself painting. He holds two paint brushes in his right hands. Hockney has shown himself in a full-length pose. He has a serious expression as if he is concentrating. The man sitting behind is his friend and assistant.</p> <p>Why do you think David included somebody else?</p> <p>Compare and contrast the two self-portraits.</p> <p>Print out full body pictures of the children. Can they create a self-portrait? Give the children freedom of choosing their own materials to create their portrait. Include tissue paper, paint, chalk,</p>

				<p>play and meaningful activities. (Range 5)</p>		
<p>Week 5 24/3/2025 AM Phonics- "b" sound focus PM Phonics- Hickory Dicky Dock</p>	<p>Circle time- Relationships linked to PSED</p> <p>Talk about and share their thoughts on friendships within the group. Has anyone bonded with and made any new friends or are closer to some other children than they were?</p> <p>Can the children reflect on what kind of things they like about their friends?</p> <p>*Can some of the children ask each other questions about their experiences...what would they like to</p>	<p>Balancing over the bridge</p> <p>Set up the outside area, creating obstacles and bridges for the children to act out being the goats crossing the stream over the bridge in our main themed story 'Three Billy Goats Gruff'.</p> <p>Encourage the children to work out the best way to move their bodies to go over or under the obstacles.</p> <p>Can the children showcase balancing skills when necessary and at different levels?</p> <p>Can the children adapt their movements including; hopping, jumping, skipping,</p>	<p>Sing the rhyme "London Bridge is Falling down"</p> <p>Encourage children to make arch shapes with their arms for others to go under, imitating the bridge from the story.</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle (Range 5)</p>	<p>Subitising</p> <p>Place one, two or three goats on the table. Can the children subitise the goats? Challenge children by adding more goats.</p> <p>Subitises one, two and three objects (without counting)</p> <p>Engages in subitising numbers to four and maybe five (Range 6)</p>	<p>Ramadan-Muslim festival</p> <p>Research and look into what, how and why the Muslims celebrate Ramadan?</p> <p>Discuss fasting and what it means? Discuss the different religious beliefs/actions.</p> <p>Look at the beginning and the end activities/celebrations.</p> <p>*Moon craft activities.</p> <p>Compare and contrast with Easter celebrations for Christians?</p> <p>Looking at ways families celebrate. Which times are special and why?</p> <p>Can the children reflect on</p>	<p>Mother's day cards.</p> <p>Continues to explore colour and how colours can be changed. (Range 5)</p> <p>Developing an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. (Range 5)</p>

	<p>know more about from their friends?</p> <p>Seeks out companionship with adults and other children, sharing experiences and play ideas (Range 5)</p> <p>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking (Range 6)</p>	<p>tiptoeing, jogging, crawling and marching.</p> <p>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance hands and body to stabilise. (Range 5)</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment. (Range 6)</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce</p>			<p>what they do at Easter time to celebrate, does anyone go to Church with their family?</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family. (Range 5)</p> <p>Recognises and describes special times or events for family or friends. (Range 5)</p> <p>Remembers and talks about significant events in their own experience. (Range 5)</p>	
<p>Week 6 31/3/2025 AM Phonics- "f" sound focus PM Phonics- Hickory dickory dock</p>	<p>Pass a pebble or stone around the circle.</p> <p>Invite children to talk about their favourite part of The Three Billy Goats Gruff story when they are holding the item. Encourage them to use full sentences and explain why they like that party of the story.</p> <p>Talks about events and principal characters in stories and suggests how the story might end (Range 5)</p> <p>Talks about their own and others' feelings and behaviour and its consequences (Range 6)</p>	<p>Easter Egg Hunt</p> <p>Can the children search the outdoor area to find all the different types of chocolate and numeral and shape themed eggs? All eggs put together to look at and sort? How many chocolate/numeral/shape eggs? What colours, numerals and shapes are there?</p> <p>Begin to recognise numerals 0 to 10. (Range 5)</p> <p>Links numerals with amounts up to 5 and maybe beyond. (Range 5)</p> <p>Responds to both informal language and common shape names. (Range 5)</p>	<p>Why do Christians Celebrate Easter?</p> <p>What is Easter? Share the Easter story with the children. Why do they thing people celebrate Easter? Why is it important to them? Do you celebrate Easter? What do you do?</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family. (Range 5)</p> <p>Recognises and describes special times or events for family or friends. (Range 5)</p> <p>Remembers and talks about significant events in their own experience. (Range 5)</p>	<p>Easter Egg Hunt</p> <p>Can the children search the outdoor area to find all the different types of chocolate and numeral and shape themed eggs? All eggs put together to look at and sort? How many chocolate/numeral/shape eggs? What colours, numerals and shapes are there?</p> <p>Begin to recognise numerals 0 to 10. (Range 5)</p> <p>Links numerals with amounts up to 5 and maybe beyond. (Range 5)</p> <p>Responds to both informal language and common shape names. (Range 5)</p>	<p>Kindness curriculum-trust</p> <p>What is trust? Read through PowerPoint story about trust. How can you show that you are trustworthy? Who can you trust? Children to draw a picture of the people they can trust. Can they explain why they trust them?</p> <p>Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants (Range 5)</p> <p>Talks about their own and others' feelings and behaviour and its consequences (Range 6)</p>	<p>Lego print easter egg</p> <p>Uses tools for a purpose. (Range 5)</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. (Range 6)</p> 