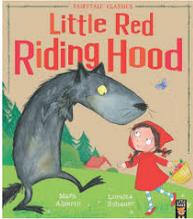
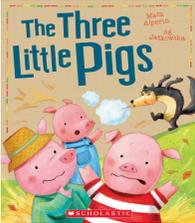


Spring 1	Week 1	Week 2 <i>Martin Luther King Day</i>	Week 3 <i>World Religion Day</i>	Week 4	Week 5 <i>National Storytelling Week</i> <i>EYFS trip to the theatre</i>	Week 6 <i>Children's Mental Health Week</i> <i>Safer Internet Day</i> <i>Chinese New Year</i>
Topic	Once Upon a Time					
Phonics and Early Writing	Rhyming stories  Pen Disco Mark Making	Environmental sounds  Pen Disco Mark Making	Instrumental sounds  Pen Disco Mark Making	Rhythm & Rhyme  Pen Disco Mark Making	Body percussion  Pen Disco Mark Making	Voice Sounds  Pen Disco Mark Making

<p>Literacy</p> <p>C&amp;L</p>	<p><u>Book of the Week:</u>          Little Red Riding Hood          by Mara Alperin</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Little Red Riding Hood</li> <li>• grandma</li> <li>• wolf</li> <li>• woodcutter</li> <li>• forest</li> <li>• path</li> <li>• woods</li> </ul>	<p><u>Book of the Week:</u>          Goldilocks and The          Three Bears by Mara          Alperin</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Goldilocks</li> <li>• daddy bear</li> <li>• mummy bear</li> <li>• baby bear</li> <li>• house</li> <li>• cottage</li> <li>• chair</li> <li>• bed</li> </ul>	<p><u>Book of the Week:</u>          Handa's Surprise by          Eileen Browne</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• surprise</li> <li>• basket</li> <li>• fruit</li> <li>• journey</li> <li>• village</li> <li>• friend</li> <li>• animal</li> </ul>	<p><u>Book of the Week:</u>          Three Little Pigs by          Mara Alperin</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• pig</li> <li>• wolf</li> <li>• house</li> <li>• build</li> <li>• blow</li> <li>• knock</li> <li>• straw</li> <li>• sticks</li> </ul>	<p><u>Book of the Week:</u>          The Little Red Hen by          Lesley Sims</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• sheltered</li> <li>• hen</li> <li>• chicken</li> <li>• cat</li> <li>• dog</li> <li>• mouse</li> <li>• farm</li> <li>• wheat</li> </ul>	<p><u>Book of the Week:</u>          Hansel and Gretel by          Mara Alperin</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Hansel</li> <li>• Gretel</li> <li>• witch</li> <li>• father</li> <li>• mother</li> <li>• forest</li> <li>• path</li> <li>• house</li> <li>• cottage</li> </ul>
--------------------------------	---	---	--	---	---	---

<p>Maths</p>	<p><u>White Rose Maths/Mastering the Curriculum</u></p> <ul style="list-style-type: none"> <li>• Explore own first patterns</li> <li>• (colours primary and secondary)</li> </ul>	<p><u>White Rose Maths/Mastering the Curriculum</u></p> <ul style="list-style-type: none"> <li>• Talk about dots</li> </ul>	<p><u>White Rose Maths/Mastering the Curriculum</u></p> <ul style="list-style-type: none"> <li>• Match, talk, push and pull</li> </ul>	<p><u>White Rose Maths/Mastering the Curriculum</u></p> <ul style="list-style-type: none"> <li>• Compare and sort collections</li> </ul>	<p><u>White Rose Maths/Mastering the Curriculum</u></p> <ul style="list-style-type: none"> <li>• Lead on own repeats (What comes after and before)</li> </ul>	<p><u>White Rose Maths/Mastering the Curriculum</u></p> <ul style="list-style-type: none"> <li>• Consolidate learning from Spring 1</li> </ul>
<p style="text-align: center;">Key Vocabulary:            pattern, first, next, repeat, primary colour, secondary colour, count, subitise, see, push, pull, match, same, sort, different, before, after.</p>						
<p>PSHE</p>	<p><u>Jigsaw</u>            Session 1: Challenge            LO: I understand what a challenge means.</p>	<p><u>Jigsaw</u>            Session 2: Never giving up            LO: I can keep trying until I can do something.</p>	<p><u>Jigsaw</u>            Session 3: Setting a goal            LO: I can set a goal and work towards it.</p>	<p><u>Jigsaw</u>            Session 4: Obstacles and support            LO: I know some kind words which can encourage people.</p>	<p><u>Jigsaw</u>            Session 5: Flight to the future            LO: I can start to think about the jobs I might like to do when I am older.</p>	<p><u>Jigsaw</u>            Session 6: Footprint awards            LO: I can feel proud when I achieve a goal.</p>
<p style="text-align: center;">Key Vocabulary:            challenge, keep trying, practice, try hard, goal, job, kind, unkind, proud, get better at</p>						

<p>UTW</p>	<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Notice and describe settings in stories.</li> </ul> <p><b>Prompts:</b></p> <ol style="list-style-type: none"> <li>1. Let's sort pictures: forest / garden / river. What is the same/different?</li> <li>2. Is Little Red Riding Hood in a forest or a garden?</li> <li>3. Is it dark or light? Busy or quiet?</li> <li>4. How is the forest different from a garden?</li> </ol> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Forests, rivers, and gardens are different environments.</li> </ul>	<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to stories from the past and compare them with today.</li> </ul> <p><b>Prompts:</b></p> <ol style="list-style-type: none"> <li>1. Do you think this story happened a long time ago or now? Why?</li> <li>2. Look at the Bears' chairs—do they look like chairs we have today?</li> <li>3. How are the beds in the story different from your bed?</li> <li>4. The Bears cook porridge on a stove. How do people cook food now?</li> </ol> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Stories can be about things that happened long ago or now. (old-style furniture, cooking and household items).</li> </ul>	<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Listen to stories from different cultures.</li> <li>• Talk about characters and their roles.</li> </ul> <p><b>Prompts:</b></p> <ol style="list-style-type: none"> <li>1. Who are the characters in this story?</li> <li>2. What does each character do?</li> <li>3. Which character is clever/kind/brave?</li> <li>4. Where does the story happen? How is it different from where we live?</li> <li>5. What can we learn from this story?</li> </ol> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Stories teach us lessons.</li> <li>• People in different places have different stories and ways of living.</li> </ul>	<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to stories from the past and compare them with today.</li> </ul> <p><b>Prompts:</b></p> <ol style="list-style-type: none"> <li>1. Do the pigs' houses look like houses we see today?</li> <li>2. Would people today build a house out of straw? Why not?</li> <li>3. Which materials do we use to build houses today?</li> <li>4. Which house was fast to build? Which took the longest?</li> </ol> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• People lived differently in the past.</li> <li>• Children can compare materials and homes then vs. now.</li> </ul>	<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Identify common animals and their homes (birds → nest, rabbits → burrow).</li> <li>• Understand what animals need to live (food, water, shelter).</li> </ul> <p><b>Prompts:</b></p> <ol style="list-style-type: none"> <li>1. What animals can you see?</li> <li>2. Is the hen a farm animal?</li> <li>3. Where do birds sleep?</li> <li>4. Do animals all live in the same place?</li> <li>5. Would a hen live in the jungle?</li> </ol> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Animals live in environments suitable for their needs.</li> <li>• Different stories feature different animals, reflecting local environments.</li> </ul>	<p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Explore natural objects linked to stories.</li> </ul> <p><b>Prompts:</b></p> <ol style="list-style-type: none"> <li>1. What natural things can we find in a forest like in the story?</li> <li>2. What trees might they have seen?</li> <li>3. Did Hansel drop breadcrumbs—what natural things could he have used instead?</li> <li>4. Which things outside are made of wood?</li> <li>5. Can you use these natural objects to make a path like Hansel did?</li> </ol> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Natural objects like wood and leaves come from these environments.</li> </ul>
------------	---	--	--	--	--	--

<p>Key Vocabulary: long ago, now, old, new, cottage, chair, bed, woodcutter, compare, past, sort, environments</p>						
<p>Expressive Arts and Design - in provision</p>	<p><u>Art</u> Exploring finger painting</p>	<p><u>DT</u> Exploring threading and weaving</p>	<p><u>Art</u> Exploring painting outdoors</p>	<p><u>Artist focus</u> - Henri Matisse</p> 	<p><u>DT</u> Exploring paper weaving</p>	<p><u>Art</u> Exploring painting to music</p>
	<p>Key Vocabulary: smooth, sticky, wet, pattern, happy, sad, fast, slow, loud, quiet, thread, weave, under, over</p>					