Reception
Spring Term 2
2021–22

Living & growing — We will be using the season of spring to help us learn about how things grow and live in our world. We will be looking at what plants need to grow and learning about the different parts of plants and trees. We will also be looking at where things grow in the world and why different produces grows in different places. We will be learning about lifecycles of animals and humans.

Steps to achieving this are taken from Developmental Matters — Children in Reception.

Curriculum Area	Communication	Physical	<u>PSFD</u>	Literacy	Mathematics	Understanding the	Expressive Arts and
	and Language	Development				World	Design
Week I	Working toward	Working toward	Working toward	Working toward	Working toward	Working toward	Working toward
	ELG	ELG	ELG	ELG	ELG	ELG	ELG
Mr Wolf's	Make comments	Move energetically,	Show an	Write recognisable	Have a deep	Talk about the lives	Safely use and
Pancakes	about what they	such as running,	understanding of	letters, most of	understanding of	of the people	explore a variety of
MR WOLF'S	have heard and	jumping, climbing.	their own feelings	which are correctly	number to 10,	around them and	materials, tools and
PANCAKES	ask questions to	GMS	and those of others,	formed. W	including the	their roles in	techniques,
	clarify their	Demonstrate	and begin to	Spell words by	composition of each	society. P&P	experimenting with
	understanding.	balance when	regulate their	identifying sounds	number. N	Steps to achieving	colour, design,
	LA&U	playing. <b>GMS</b>	behaviour	in them and	Steps to achieving	this include:	texture, form and
Jan Fearmer	Participate in small	Steps to achieving	accordingly. SR	representing the	this include:	Recognise that	function <b>CM</b>
	group, class and	this include:	Show sensitivity to	sounds with a letter	Compare numbers.	people have	Steps to achieving
	one-to-one	Revise and refine	their own and to	or letters. <b>W</b>	Understand the	different beliefs	this include:
	discussions, offering	the fundamental	others' needs. BR	Use and	`one more than/one	and celebrate	Create
	their own ideas,	movement skills	Steps to achieving	understand recently	less than'	special times in	collaboratively,
	using recently	they have already	this include:	introduced	relationship between	different ways.	sharing ideas,
	introduced	acquired, jumping,	Express their	vocabulary during	consecutive	Focussed Activities	resources and skills.
	vocabulary. S	walking, climbing.	feelings and	discussions about	numbers.	Include:	Focussed Activities
	Steps to achieving	Develop the overall	consider the feelings	stories, during role	Explore the	Talking about	<u>Include:</u>
	this include:	body strength, co-	of others. Think	play. C	composition of	Shrove Tuesday &	Making pancakes
	Ask questions to	ordination, balance	about the	Steps to achieving	numbers to 10.	Lent.	using playdough &
	find out more and	and agility needed	perspectives of	this include:	Focussed Activities		a variety of tools.
	to check they	to engage	others.	Form lower-case	Include:	Looking at Pancake	

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understand what	successfully with	Focussed Activities	and capital letters	Representing and	Day celebrations	Cooking pancakes.
has been said to	future physical	Include:	correctly. Spell	comparing numbers	around the UK.	
them. Retell the	education sessions	Talk about the	words by identifying	9 & 10.		
story, once they	Focussed Activities	actions of the	the sounds and	Ondanina numbana		Vocabulary:
have developed a	Include:	characters — were	then writing the	Ordering numbers to 10.	Vocabulary:	Recipe, shape —
deep familiarity	Gross motor skills —	they kind/friendly	sound with letter/s.	10 10.	Shrove Tuesday,	circle, toppings.
with the text, some	jumping, throwing,	or unkind.	Focussed Activities		Lent, promise,	
as exact repetition	stepping stones.		Include:			
and some in their	Bikes — moved to	How can we be	Retell the story of			
own words.	main area and	kind and friendly	Mr Wolf's			
Use new vocabulary	going uphill.	towards each other.	Pancakes. Using			
in different			pictures & puppets.	\/aaah a		
contexts.				Vocabulary:		
			Writing recount	9, 10, bigger,		
	<u>Vocabulary:</u>	<u>Vocabulary:</u>	for making	smaller, order,		
	Hurdles, jump,	Kind, unkind,	pancakes.	first, last.		
Focussed Activities	throw, step, pedal	behaviour, friendly,				
Include:		actions.	Vocabulary:			
Using stick puppets			Characters names			
& vocabulary from			— Mr Wolf, Little			
the story to retell			Red Ridging Hood,			
the story to each			Wee Willi Winky,			
other.			Three Little Pigs,			
			Chicken Licken.			
Using time			Pancakes,			
language, first,			ingredients,			
next, then, finally.			shopping list,			
			basket, neighbours.			
Vocabulary:						
Characters names			Milk, flour, eggs,			
— Mr Wolf, Little			mixing, cooking,			
Red Ridging Hood,			eating.			
Wee Willi Winky,						
Three Little Pigs,						
Chicken Licken.						
Pancakes,						
ingredients,						
shopping list. First,						

	then, now, next, after that, in the end.						
Week 2	Working towards	Working toward	Working towards	Working toward	Working towards	Working towards	Working toward
	ELG	ELG	ELG	ELG	ELG	ELG	ELG
Jack & the	Hold conversation	Move energetically,	Talking about	Demonstrate	Have a deep	Understand some	Safely use and
Beanstalk	when engaged in	such as running,	resilience and	understanding of	understanding of	important processes	explore a variety of
	back-and-forth	jumping, climbing.	preserving in the	what has been read	number to 10,	and changes in the	materials, tools and
O Ladybird First Favourite Tales	exchanges with	GMS	face of challenge.	to them by retelling	including the	natural world	techniques,
Jack and the	their teacher and	Demonstrate	MS	C	composition of each	around them,	experimenting with
Beanstalk	peers. LA&U	balance when	Steps to achieving	Write simple	number. N	including the	colour, design,
	Express their ideas	playing. <b>GMS</b>	this include:	phrases and	C+ + 1 · ·	seasons and	texture CM
-1 - X	and feelings about	Steps to achieving	Show resilience and	sentences that can	Steps to achieving this include:	changing states of	Steps to achieving
J. T.	their experiences	this include:	perseverance in the	be read by others	inis include:	matter. <b>NW</b>	this include:
	using full sentences.	Revise and refine	face of challenge	W	Compare numbers.	Steps to achieving	Explore, use and
	S	the fundamental	Focussed Activities	Steps to achieving	Understand the	this include:	refine a variety of
	Steps to achieving	movement skills	Include:	this include:	`one more than/one	Explore the natural	artistic effects to
	this include:	they have already	Thinking about	Spell words by	less than'	world around	express their ideas
	Articulate their	acquired, jumping,	challenges we have	identifying the	relationship between	them. Describe	Focussed Activities
	ideas and thoughts	walking, climbing.	faced and how we	sounds and then	consecutive	what they see, hear	Include:
	in well-formed	Develop the overall	overcome them —	writing the sound	numbers.	and feel whilst	Creating a
	sentences.	body strength, co-	linking to our	with letter/s. Write		outside_	beanstalk — using
	Describe events in	ordination, balance	learning behaviour	short sentences with	Explore the	Understand the	tissue paper,
	some detail.	and agility needed	of preserving.	words with known	composition of	effect of changing	threading and
	Retell the story,	to engage		letter-sound	numbers to 10.	seasons on the	weaving.
	once they have	successfully with	Vocabulary:	correspondences	Focussed Activities	natural world	\/
	developed a deep	future physical education sessions	Challenge,	using a capital letter and full stop.	Include:	around them.	<u>Vocabulary:</u> Weaving,
	familiarity with the text, some as exact	Focussed Activities	preserving, resilience.	Focussed Activities	interconce.	Focussed Activities	threading, pulling
	repetition and some	Include:	resilierice.	include:	Counting back	Include:	irir edairig, pailirig
	in their own words.	Gross motor skills —		Create a story map	from 10 — singing	Plant own bean	
	Focussed Activities	jumping, throwing,		of the story.	songs like 10 green	seeds in a bag and	
	Include:	stepping stones,		or the story.	bottles & 10 in the	watching the roots	
	Encourage children	ribbons for waving.		Using key words to	bed.	and shoots grow.	
	to use Jack and	Bikes — moved to		describe what Jack		33.350 3.750 30 gr 011.	
	Beanstalk role play	main area and		sees.	Part, Part whole	Planting some	
	area.	going uphill.			model for looking	flowers and plants	
		J J I		Recount of the	at the composition	in the garden.	

	Encourage use of			story.	of numbers.		
	story language.	Vocabulary:		, e.s. g.	5	Going on a walk	
	l con grantganger	Hurdles, jump,		Vocabulary:	Vocabulary:	around the school.	
	Read a variety of	throw, step, pedal		Jack, mum, Giant,	One less,	What can we see	
	other traditional	,, , , , ,		beanstalk, magic	backwards,	growing?	
	tales e.q.			beans, hen, harp,	ordering,	J	
	Cinderella, 3 little			fe fi fo fum,		Vocabulary:	
	pigs etc.			bellowed etc.		Plant, seed, grow,	
						soil/compost, water,	
	Vocabulary:					sunlight	
	Traditional tale,					J	
	fiction, once upon a						
	time, long ago,						
	giant, castle,						
	beanstalk, harp,						
	hen, magic,						
	market.						
Week 3	Working towards	Working towards					
	ELG	ELG:	ELG:	ELG:	ELG:	ELG:	ELG:
The Hungry	Listen attentively	Use a range of	Manage their own	Write recognisable	Explore and	Understand some	Make use of props
Caterpillar	and respond to	small tools,	basic hygiene and	letters, most of	represent patterns	important processes	and materials
	what they hear	including scissors,	personal needs,	which are correctly	NP	and changes in the	when role playing
	with relevant	paintbrushes and	including dressing,	formed. Spell words	Steps to achieving	natural world	characters in
	questions, comments	cutlery. <b>FMS</b>	going to the toilet	by identifying	this include:	around them <b>NW</b>	narratives and
	and actions when	Negotiate space and	and understanding	sounds in them and	Continue, copy and	Steps to achieving	stories.
THE VERY HUNGRY	being read to and	obstacles safely,	the importance of	representing the	create repeating	this include:	Safely use and
CATERPHIAN by Enrich	during whole class	with consideration	healthy food	sounds with a letter	patterns.	Understand the key	explore a variety of
<b>5 7 0</b> 0	discussions and	for themselves and	choices. MS	or letters.		features of the life	materials, tools and
- STA	small group	others. GMS	Steps to achieving	Write simple	Focused Activities	cycle of a plant	techniques,
	interactions. LA&U		this include:	phrases and	Include:	and an animal.	experimenting with
	Steps to achieving	Steps to achieving	Know and talk	sentences that can	Continue premade	Begin to	colour, design,
	this include:	this include:	about the different	be read by others.	patterns.	understand the	texture, form and
	Listen to and talk	Develop their small	factors that support	W		need to respect and	function. CM
	about stories to	motor skills so that	their overall health	Steps to achieving	Create patterns	care for the	Steps to achieving
	build familiarity	they can use a	and wellbeing: -	this include:	using caterpillars —	natural	this include:
	and understanding.	range of tools	regular physical	Form lower-case	ABAB	environment and	Explore, use and
	Use new vocabulary	competently, safely	activity – healthy	and capital letters	ABBABB.	all living things.	refine a variety of
	in different	and confidently.	eating	correctly. Spell		^ Statements from	artistic effects to

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	contexts. Listen	Suggested tools:	Focused Activities	words by identifying	<u>Vocabulary:</u>	3 & 4 year olds.	express their ideas
	carefully to rhymes	pencils for drawing	Include:	the sounds and	Pattern, continue,	Explore the natural	and feelings.
	and songs, paying	and writing,	Talking about ways	then writing the	create, follow	world around	Return to and build
	attention to how	paintbrushes,	we can be healthy.	sound with letter/s.		them.	on their previous
	they sound.	scissors, knives,		Write short		Focused Activities	learning, refining
	Focused Activities	forks and spoons.	Making a packed	sentences with		Include:	ideas and
	Include:		lunch box for the	words with known		Encourage children	developing their
	Hot seating —	Revise and refine	caterpillar.	letter-sound		to make their own	ability to represent
	children to take on	the fundamental		correspondences		bug hotel by	them. Create
	the role of the	movement skills	<u>Vocabulary:</u>	using a capital		stacking plant pots	collaboratively,
	hungry caterpillar	they have already	Healthy eating,	letter and full stop.		on top of each	sharing ideas,
	whilst the other	acquired: walking,	exercise, moderation	Re-read what they		other.	resources and skills.
	children ask them	crawling, running,		have written to			Focused Activities
	questions. E.g. what	rolling, skipping.		check that it makes		Life cycles of	<u>Include:</u>
	was your favourite	Focused Activities		sense.		caterpillars &	Creating props to
	food, what else	Include:		Focused Activities		humans.	retell the story.
	would you like to	Moving in different		<u>Include:</u>			
	eat? Did you feel	ways, thinking		Write about the		<u>Vocabulary:</u>	Making butterflies
	poorly?	about how a		foods that the		Life cycle, stages,	– using marbling
		caterpillar and		caterpillar ate.		egg,	technique.
	Using role play	butterfly would				caterpillar (larva),	
	resources to retell	move around a		HA — write the		Chrysalis (pupa) ,	<u>Vocabulary:</u>
	the story.	space.		caterpillar ate		butterfly, bug hotel,	Prop, marbling,
						care, environment,	
	<u>Vocabulary:</u>	Practicing using		MA — sentence			
	Days of the week,	cutlery on		starter will have			
	caterpillar, cocoon,	playdough to		the sentence			
	butterfly,	practice our cutting		starter, the			
	transform.	skills.		caterpillar ate and			
		<u>Vocabulary:</u>		will need to write			
		Cutting, flying,		the food.			
		floating, landing,					
		wiggling		LA — pictures of			
				the food. Writing			
				the names of the			
				foods.			
				<u>Vocabulary:</u>			

Week 4	Working towards	Working towards	Working towards	Apple, pear, plums, Strawberries, oranges, cake, ice cream cone, pickle, cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon. Working towards	Working towards	Working towards	Working towards
Errol's Garden	ELG Make comments	ELG: Begin to show	ELG: Work and play	ELG: Write recognisable	ELG: Automatically	ELG: Explore the natural world around	ELG: Perform songs, rhumes, poems and
Trip to Brandeston Hall for Forest Schools/Outd oor Learning session.	about what they have heard and ask questions to clarify their understanding.  LA&U  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. S  Steps to achieving this include: Engage in story times  Learn new vocabulary Use new vocabulary Use new vocabulary through the day.  Connect one idea	accuracy and care when drawing. FMS Steps to achieving this include: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes Focussed Activities Include: Drawing pictures of the natural world — linking to UTW. Range of materials used — paint,	cooperatively and take turns with others.MR Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. SR Steps to achieving this include: Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Build constructive and respectful relationships. Express their	letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. W Steps to achieving this include: Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with	recall number bonds up to 5 and some number bonds to IO. N Steps to achieving this include: Automatically recall number bonds for numbers O—5 and some to IO. Focussed Activities Include: Number bond rhymes & songs.  Rainbow number bonds.  Vocabulary: Number bond, add, equals,	world around them, making observations and drawing pictures of animals and plants NW Steps to achieving this include: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Focused Activities Include: Going outside and doing observational drawings of the things we can see.  Looking at how things have changed.	rhymes, poems and stories with others, and (when appropriate) try to move in time with music. B I E Steps to achieving this include: Explore and engage in music making and dance, performing solo or in groups. Focussed Activities Include: Use the Shirley Hughes poem Spring Greens for inspiration to write poems in groups.  Vocabulary: Poet, poem, rhyming,
	or action to another using a range of	pencils, charcoal.  Vocabulary:	feelings and consider the feelings of others.	words with known letter-sound correspondences		Look at pictures from our school	

	+:	Ol+	Focussed Activities	::+	T	+.:    :	
	connectives.	Observations,		using a capital		trip — how is our	
	Describe events in	charcoal	Include:	letter and full stop.		environment	
	some detail.		Working in groups	Re-read what they		different.	
			to complete a design	have written.			
	Focused Activities		your garden task.	Focused Activities		Vocabulary:	
	Include:		Children to have	Include:		Observations,	
	Looking at a range		access to different	HA - Write a fact		changing, seasons,	
	of non-fiction books		materials but will	about what flowers		differences	
	around plants,		need to work as a	need to survive.			
	trees and the		team to get it done				
	environment.		in the time limit.	MA & LA -			
				Labelling the parts			
	Using our question		<u>Vocabulary:</u>	of a flower.			
	words to create		Collaboration,				
	some awe and		teamwork, design,	<u>Vocabulary:</u>			
	wonder.		garden	Flower, root, stem,			
				petal, leaf, water,			
	Vocabulary:			sunlight, food			
	Non-fiction, facts,			3			
	true						
Week 5	Working towards	Working towards	Working towards	Working towards	Working towards	Working toward	Working towards
	ELG:	ELG:	ELG:	ELG:	ELG:	ELG:	ELG:
Handa's Surprise	Participate in small	Negotiate space and	Form positive	Write recognisable	Automatically	Know some	Safely use and
	group, class and	obstacles safely,	attachments to	letters, most of	recall number	similarities and	explore a variety of
HANDA'S SURPRISE	one-to-one	with consideration	adults and	which are correctly	bonds up to 5 and	differences between	materials, tools and
EILEEN BROWNE	discussions, offering	for themselves and	friendships with	formed. Spell words	some number bonds	the natural world	techniques,
	their own ideas,	others. GMS	peers. MR	by identifying	to 10, including	around them and	experimenting with
	using recently	Steps to achieving	Steps to achieving	sounds in them and	double facts. N	contrasting	colour, design,
	introduced	this include:	this include:	representing the	Steps to achieving	environments,	texture, form and
	vocabulary. S	Combine different	Build constructive	sounds with a letter	this include:	drawing on their	function.CM
	Demonstrate	movements with	and respectful	or letters.	Explore the	experiences and	
	understanding of	ease and fluency.	relationships.	Write simple	composition of	what has been	Steps to achieving
	what has been read	Focused Activities	Express their	phrases and	numbers to 10.	read in class. NW	this include:
	to them by retelling	Include:	feelings and	sentences that can	Automatically	Steps to achieving	Explore, use and
	stories and	Pretending to go on	consider the feelings	be read by others.	recall number	this include:	refine a variety of
	narratives using	Handa's journey	of others.	W	bonds for numbers	Recognise some	artistic effects to
	their own words	through the jungle.	Focused activities	Use and	0—5 and some to	environments that	express their ideas
						environments intal	

introduced vocabulary would move.  Stype to archinate the food from the story using story sack.  Retelling of the story using story sack.  Using the language from the story uping the story uping pluy.  Creating a class story map.  Vacabulary through the story uping story sack.  Creating a class story map.  Vacabulary through the story uping story pluy.  Creating a class story map.  Vacabulary through the story uping story pluy.  Creating a class story map.  Vacabulary through the story uping story pluy.  Creating a class story map.  Vacabulary through the story uping story pluy.  Creating a class story map.  Vacabulary through the story uping story pluy.  Creating a class story map.  Vacabulary through the story uping story pluy.  Creating a class story map.  Vacabulary through the story uping the sounds and then writing the sound with letter's work the work of artist Lynn Flavell.  Vacabulary through the work of artist through the work of artist Lynn Flavell.  Vacabulary through the work of artist through the sound with letter sound with l	and recently	Thinking about the	Include:	understand recently	Ю.	are different to the	and feelings.
Steps to achieving this include: Use new vocabulary: In different contexts. Engage in story times. Encused Activities lacidude: Retelling of the story sack.  Using the language from the story in play: Creating a class story map.  Creating a class story map.  Creating a class story map.  Vocabulary: Handa want to surprise for your friend?  Vocabulary: Surprise, kind, nice, thoughtful  Litter and full stop. Encused Activities lacitude. Sentences with words with known letter-sound correspondences story map.  Vocabulary: Handa, Akey, surprise, banana, marago, guava, passion fruit, orange, avocado, pineapple, tangerines, journey  Steps to achieving this include: Surprise for your friend?  Vocabulary: Vocabulary:  Vocabulary:  Vocabulary:  Vocabulary:  Vocabulary:  Losa testing the foods from the story using a different materials.  Vocabulary:  Losa testing the foods from the story using different materials.  Vocabulary:  Losa hear, I can see, I can see, I can smell.  A H & MA to do this independently LA work in groups and do a	introduced	way the animals	Talk about	introduced	Focued activities	one in which they	Š
this include:  Use new vocabulary: In different contexts. Engage in story times.  Engage in story times.  Engage in story times.  Engage in story times.  Retelling of the story using story sack.  Using the language from the story in play.  Creating a class story map.  Creating the foods from the story was surprise, kind, nice, thoughtful.  Enter and full stop.  Focused activities nother countries.  Works words by identifying the sounds and then writing the sound correspondences using a capital letter sound correspondences using a capital letter and full stop.  Focused Activities foods from the story.  Creating the foods from the story.  Taste testing the foods from the story.  Creating the foods from the story.  Creating the foods from the story.  Creating the foods from the story.  Taste testing the foods from the story.  Creating the sound correspondences using a capital letter and full stop.  Focused Activities foods from the story.  Taste testing the foods from the story.  Taste testing the sound differences was correct and sell story.  Creating the materials.  Vocabulary:  Lock at the work of artist lyun flavel.  Taste testing the foods from the story.  Taste testing the foods from the story.  Taste testing the foods from the story.  Tast	vocabulary. C	would move.	surprises. Why did	vocabulary during	Include:	live.	Create
Use new vocabulary in different story in give surprise for contexts. Engage in story times. Encused Activities Include: Retelling of the story usage story sack.  Using the language from the story in play Creating a class story map.  Vocabulary: Creating a class story map.  Vocabulary: Using the language from the story in play Creating a class story map.  Vocabulary:  Creating a class story map.  Vocabulary:  Creating a class story map.  Vocabulary:  Landa Activities hadde:  Using the language from the story in play  Creating a class story map.  Vocabulary:  Creating a class story map.  Vocabulary:  Landa Activities hadde:  Supprise, banda the words with known latter-sound correspondences using a capital letters words with known latter-sound correspondences using a capital letter and full stop.  Encused Activities hadde:  Supprise, banda, nice uprise for gour friend?  Vocabulary:  Vocabulary:  Using the language from the story in play  Creating a class story map.  Vocabulary:  Landa Activities hadde:  Looking at pictures and vides of Africa.  Taste testing the foods from the story.  Vocabulary:  Africa.  Vocabulary:  Africa, differences between life in this is country and life in other countries.  Creating a class story with shorts sentences with words with known latter-sound correspondences using a capital letters.  Words with latter's.  Write short  sentences with words with known latter-sound correspondences using a capital letters and vides of Africa.  Taste testing the foods from the story.  Vocabulary:  Africa.  Africa.  Africa.  Africa.  Africa.  Africa.  Africa.  Vocabulary:  Africa.  Africa.	Steps to achieving		Handa want to	discussions about	Ladybird doubles.	Recognise some	collaboratively,
in different contexts. Engage in storry times. Focused Activities Include: Retelling of the story using story sack.  Using the language from the story in play.  Creating a class story map.  Creating a class story map.  Vacabulary:  Using of the story in play.  Creating a class story map.  Vacabulary:  Using of the story in play.  Creating a class story map.  Vacabulary:  Using of the story in play.  Creating a class story map.  Vacabulary:  Using our 5 senses to wrist about the journey.  Vacabulary:  Using our 5 senses to wrist about the journey.  Africa, differences, similarities, enveronment  Vacabulary:  Vacabulary:  Look at the work of Africa.  Taste testing the foods from the story.  Look at the work of Africa.  Taste testing the foods from the story.  Look at the work of Africa, differences, similarities, environment  Vacabulary:  Vacabulary:  Africa, differences, similarities, enveronment  Africa, differences, similarities, enveronment  Vacabulary:  Africa, differences, similarities, enveronment  Africa,	this include:	Vocabulary:	surprise her friend?	stories. C	3	similarities and	sharing ideas,
contexts. Engage in story times. Engage in story times. Encused Activities Include: Retelling of the story using story sack: Using the language from the story in play Coreating a class story map.  Vocabulary: Vocabulary: Surprise, kind, nice, thoughtful nice, t	Use new vocabulary	Moving, swinging,	What would be a	Steps to achieving	Doubling dominos.	differences between	resources and skills
Engage in story times. Encused Activities Include: Retelling of the story using story sack.  Using the language from the story in play.  Creating a class story map.  Vocabulary: Handa, Akeyo, surprise, banana, mango, suverale, banana, b	in different	stomping, walking,	nice surprise for	this include:	3	life in this country	Focused Activities
times. Focused Activities Focused Activities Include: Retelling of the story using story sack.  Using the language from the story in play.  Greating a class story map.  Vocabulary: Vocab	contexts.	running	your friend?	Form lower-case		and life in other	<u>Include:</u>
Focused Activities Include: Include: Retalling of the story using story sack.  Using the language from the story in play.  Creating a class story map.  Vacabulary: Handa, Akeyo, surprise, banana, mange, guava, passion fruit, orange, avocado, pineapple, tangerines, journey  Focused Activities include: Include	Engage in story			and capital letters	<u>Vocabulary:</u>	countries.	Creating print
Include: Retelling of the story using story sack.  Using the language from the story in play.  Creating a class story map.  Vocabulary: Handa, Akeyo, surprise, banana, mango, guava, passion fruit, orange, avocado, pincapple, tangerines, journey  Incl., thoughtful  the sounds and then writing the sound then which give sound with letter's.  Write short  sentences with words with known letter-sound correspondences using a capital letter and full stop. Encused activities laclude:: Using our 5 senses to write about the journey.  I can hear, I can see, I can feel, I can smell.  AHA 8 MA to do this independently.  LA work in groups and do a	times.		<u>Vocabulary:</u>	correctly. Spell	Double, add,	Focused Activities	pictures using the
Retelling of the story using story sack.  Write short  sentences with  Using the language from the story in play.  Creating a class story map.  Vocabulary: Handa, Akeyo, surprise, banana, mango, guava, passion fruit, orange, avocado, pineapple, tangerines, journey  Retelling of the sound with letter/s.  Write short  sentences with words with known letter-sound story.  I gour 5 senses to write about the journey.  The story using a class story map.  Wocabulary:  Vocabulary: Handa, Akeyo, surprise, banana, mango, guava, passion fruit, orange, avocado, pineapple, tangerines, journey  The work in groups and do a  The work in sound with letter/s.  Write short  Esentence with words with known food artist Lynn Flavell.  Creating the and videos of Africa.  Africa.  Vocabulary:  Creating the story using different materials.  Vocabulary:  Africa, differences, similarities, environment  Vocabulary:  Printing, patierns, inspiration			Surprise, kind,	5	equals,	<u>Include:</u>	foods from the
story using story sack.  Sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Focused activities Include:  Vocabulary: Handa, Akeyo, surprise, banana, mango, guava, passion fruit, orange, avocado, pineapple, tangerines, journey  sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Focused activities Include: Using our 5 senses to write about the journey.  I can hear, I can see, I can feel, I can taste, I can smell.  Africa. Africa.  Creating the animals from the story using different materials. Vocabulary: Printing, patterns, inspiration			nice, thoughtful	the sounds and		Looking at pictures	5
sack.  Using the language from the story in play.  Creating a class story map.  Vocabulary:  Handa, Akeyo, surprise, banana, mango, guava, passion fruit, orange, avocado, pineapple, tangerines, journey  Sack.  Write short sentences with words with known letter-sound story.  It is not serve the foods from the story using different materials.  Vocabulary:  Vocabulary:  Vocabulary:  Using our 5 senses to write about the journey.  I can hear, I can see, I can feel, I can taste, I can smell.  A MA to do this independently.  LA — work in groups and do a	Retelling of the			5		and videos of	Look at the work of
Using the language from the story in play.  Creating a class story map.  Vocabulary: Handa, Akeyo, surprise, banana, mango, guava, passion fruit, orange, avocado, pineapple, tangerines, journey  Sentences with words with known letter-sound sorry.  It is story with story in letter-sound sorry.  Sentences with words with known letter-sound sorry.  I can full stop. Eccused activities similarities, environment  Vocabulary: Handa, Akeyo, surprise, banana, mango, guava, passion fruit, orange, avocado, pineapple, tangerines, journey  A 8 MA to do this independently.  LA — work in groups and do a	5 5 5			· ·		Africa.	artist Lynn Flavell.
Using the language from the story in play.  Creating a class story map.  Vocabulary: Handa, Akeyo, surprise, banana, mango, guava, passion fruit, orange, avocado, pineapple, tangerines, journey  Dising the language from the story in letter-sound correspondences using a capital letter and full stop.  Focused activities include:: Using our 5 senses to write about the journey.  I can hear, I can see, I can feel, I can taste, I can smell.  AHA 8 MA to do this independently.  LA — work in groups and do a	sack.						
from the story in play.  Creating a class story map.  Creating a class story map.  Vocabulary:  Africa, differences, similarities, environment  Using our 5 senses to write about the source, mango, guava, passion fruit, orange, avocado, pineapple, tangerines, journey  Africa, differences, similarities, environment  Vocabulary:  Vocabulary:  Vocabulary:  Vocabulary:  Vorabulary:  Vocabulary:  Africa, differences, similarities, environment  No write about the source and environment  Vocabulary:  Africa, differences, similarities, environment  No write about the source and environment  Africa, differences, similarities, environment  No write about the source and environment  Africa, differences, similarities, environment  Africa, differences						9	•
play.  Creating a class story map.  Vocabulary:  Printing, patterns, inspiration  Vosabulary:  Vocabulary:  Vocabulary:  Printing, patterns, inspiration  Vocabulary:  Printing, patterns, inspiration  Vocabulary:  Vocabulary:  Vocabulary:  Printing, patterns, inspiration  I can hear, I can see, I c	0 0					foods from the	
Using a capital letter and full stop.  Focused activities Include::  Vocabulary: Handa, Akeyo, Surprise, banana, mango, guava, passion fruit, orange, avocado, pineapple, tangerines, journey  using a capital letter and full stop. Focused activities Include:: Using our 5 senses to write about the journey.  I can hear, I can see, I can feel, I can taste, I can smell.  AHA & MA to do this independently.  LA — work in groups and do a						story.	0
Creating a class story map.  Vocabulary: Handa, Akeyo, surprise, banana, mango, guava, passion fruit, orange, avocado, pineapple, tangerines, journey  LA – work in groups and do a  Africa, differences, similarities, environment  Vocabulary: Printing, patterns, inspiration  Vocabulary: Printing, patterns, inspiration	play.						different materials.
story map.    Focused activities   Include::   Using our 5 senses   to write about the gourney.				J 1		5	
Include::   Vocabulary:   Using our 5 senses   to write about the   journey.	•			l l			9
Vocabulary: Handa, Akeyo, surprise, banana, mango, guava, passion fruit, orange, avocado, pineapple, tangerines, journey  Using our 5 senses to write about the journey.  I can hear, I can see, I can feel, I can taste, I can smell.  ^ HA & MA to do this independently.  LA — work in groups and do a	story map.					•	<b>o</b> ,
Handa, Akeyo, surprise, banana, mango, guava, passion fruit, orange, avocado, pineapple, tangerines, journey  to write about the journey.  I can hear, I can see, I can feel, I can taste, I can smell.  ^ HA & MA to do this independently.  LA — work in groups and do a	\					environment	inspiration
surprise, banana, mango, guava, passion fruit, orange, avocado, pineapple, tangerines, journey    Can hear,   can see,   can feel,   can taste,   can smell.    A MA to do this independently.    LA — work in groups and do a				5			
mango, guava, passion fruit, orange, avocado, pineapple, tangerines, journey   A MA to do this independently.  LA — work in groups and do a	•						
passion fruit, orange, avocado, pineapple, tangerines, journey    Can hear,   Can see,   Can feel,   can taste,   Can smell.    All & MA to do this independently.    LA — work in groups and do a	•			journey.			
orange, avocado, pineapple, tangerines, journey  see, I can feel, I can taste, I can smell.  ^ HA & MA to do this independently.  LA — work in groups and do a	5 5			1 1 1			
pineapple, tangerines, journey  can taste, I can smell.  ^ HA & MA to do this independently.  LA — work in groups and do a	•			•			
tangerines, journey  smell.  ^ HA & MA to do this independently.  LA — work in groups and do a	5						
^ HA & MA to do this independently.  LA — work in groups and do a	' ''			,			
this independently.  LA — work in groups and do a	iangerines, journey			smell.			
this independently.  LA — work in groups and do a				^ HA & MA +- d-			
LA — work in groups and do a							
groups and do a				inis independently.			
groups and do a				IA – work in			
				shared write.			

have heard and ask questions to clarify their understanding.  LABU  Yucky worms  Naking use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Steps to achieving this include.  Steps to achieving they can use a range of tools recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Steps to achieving this include.  Steps to achieving this include.  Steps to achieving they can use a range of tools recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Steps to achieving this include.  Steps to achieving this include.  Steps to achieving this include.  Steps to achieving they counting system. N counting syst								
Working towards E.G.  Wake comments about what they have heard and ask questions to clarify their understanding. LABU  Yuchy worms  Working towards E.G.  Working towards E.G.  Show sensitivity to their own and to other's needs. BR Steps to achieving this include:  Think about the perspectives of or why things might happen, making use of recently introduced vocabulary forms of others and poems when appropriate.  S counterly, safely and world and writing, paintbrushes, scissors, knives, forks and spoons. Engage in nonfiction books.  Listen to and talk  Working towards E.G.  Verbally count beyond 20, world and understand recently introduced word and and wroabulary during discussions about stries, non-fiction.  Think about the perspectives of feelings and consider the feelings of others.  Siteps to achieving them and to other's needs. BR Steps to achieving them, making observations and drawing a discussions about stries, non-fiction.  C Write recognisable letters, most of which are correctly formed. Spell words by identifying and consider the feelings of others.  Siteps to achieving them and to other's needs. BR Steps to achieving them, making observations and sexplore a variety excaplulary during discussions about the pattern of the counting system. N Steps to achieving this include.  Think about the perspectives of feelings and consider the feelings of others.  E.G.  Show sensitivity to understand recently introduced vocabulary during discussions about the pound and warding. Propers the natural woods and sounds.  Steps to achieving them, making observations and sounds.  Steps to achieving them, acknewing them, making observations and sounds.  Steps					Senses, smell, touch, taste, hear,			
ELG: Make comments about what they have heard and ask questions to clarify their understanding. LASU Yucky worms  Paking happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. S Steps to achieving this include. S Sites to achieving this include. Sites to achiev	111							
Make comments about what they have heard and ask questions to clarify their understanding.  LABU  Yucky worms  Make comments about what they have heard and ask questions to clarify their understanding.  LABU  Yucky worms  Develop their small for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and peoms when appropriate.  S Steps to achieving this include.  Steps to achieving this include.  Steps to achieving this include.  Expore the natural world around them, making observations and drawing pictures of animals and plants. NW  Steps to achieving this include.  Write recognisable letters, non-fiction.  C Write recognisable letters, non-fiction.  C Write recognisable letters, include.  Write recognising the pattern of the counting system. N Steps to achieving this include.  Count objects, actions and sounds.  Wich are correctly formed. Spell words by identifying shoulds in them and backwards.  S Steps to achieving this include:  S Steps to achieving this include:  C Count beyond ten.  C Count objects, activities be letters, most of which are correctly formed. Spell words by identifying so detervations and dations and sounds.  When a propropriate be proceed Activities and writing.  S S S S S S S S S S S S S S S S S S S	Week 6	3		3	_	9	3	3
about what they have heard and ask questions to clarify their understanding.  LABU  Yucky worms  About what they have heard and ask questions to clarify their understanding.  LABU  Yucky worms  About what they have heard and ask questions to clarify their understanding.  LABU  Yucky worms  About what they have heard and ask questions to clarify their understanding.  LABU  Yucky worms  About what they have heard and ask questions to clarify their understanding.  LABU  Yucky worms  About what they have heard and ask questions to clarify their wind ask questions to clarify their understanding.  LABU  Yucky worms  About what they have heard and ask questions to clarify their wind ask questions to clarify their own and to others' needs. BR  Steps to achieving this include.  Develop their small ools, include.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Suggested tools: period 20, recognising the counting system. N Steps to achieving this include.  Count byjects, actions and sounds.  Word around them, making observations and drawing pictures of animals and plants. NW  Steps to achieving this include.  Count objects, actions and sounds.  Word around the the counting system. N Steps to achieving this include.  Count byject, actions and sounds.  Count byject, actions and sounds.  Count byject, actions and sounds.  Steps to achieving this include.  Count byject, actions and sounds.  Counting system. N  Steps to achieving this include.  Count byject, actions and sounds.  Investigate and refine counting system. N								
have heard and ask questions to clarify their cuttery. FMS  Vucky worms    have heard and ask questions to clarify their understanding. LABU   LABU   Coffer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. S Steps to achieving this include: Sciess, knives, paintbrushes, scissors, knives, forks and spoons. Engage in nonfiction books.    have heard and ask questions to clarify their cuttery, FMS   Steps to achieving this include: Think about the vocabulary during discussions about stories, non-fiction. Think about the porters, non-fiction, rhymes and poems when appropriate. S Steps to achieving this include: Engage in nonfiction books.    have heard and ask questions to clarify their cuttery, FMS   Steps to achieving this include: Think about the vocabulary during discussions about stories, non-fiction. Think about the porters, non-fiction. Steps to achieving this include: Think about the vocabulary during discussions about stories, non-fiction. Think about the porters, non-fiction. Steps to achieving this include: Think about the vocabulary during discussions about stories, non-fiction. Think about the porters, non-fiction. Steps to achieving this include: Think about the vocabulary during discussions about stories, non-fiction. Think about the porters, non-fiction. Steps to achieving this include: Think about the vocabulary during discussions about stories, non-fiction. Steps to achieving this include. Write recognisable letters, most of which are correctly competently, safely consider the feelings and recently introduced vocabulary from stories, non-fiction. Steps to achieving this include: Explore the natural vordate the process they words by identifying actions and sounds. Steps to achieving this include: Explore the natural vordat	H Cant			3		3	!	3
ask questions to clarify their understanding.  LABU  Yucky worms  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  S Steps to achieving this include:  S Steps to achieving this include:  Think about the perspectives of others.  Experes their feelings and consider the feelings of others when appropriate.  S Steps to achieving this include:  S Steps to achieving this include:  Think about the perspectives of others.  Experes their feelings and consider the feelings of others which are correctly consider the feelings of others when appropriate.  S Steps to achieving this include:  S Steps to achieving this include:  Count beyond ten.  Explore the natural world around them becaused Activities linclude:  Count beyond ten.  Eccused Activities linclude:  Count beyond ten.  Eccused Activities linclude:  Counting system. N  Steps to achieving this include:  Explore the natural world around them becaused Activities linclude:  Counting songs to 20. Forwards and backwards.  Sounds with a letter or the counting system. N  Steps to achieving this include:  Count beyond ten.  Eccused Activities linclude:  Counting songs to 20. Forwards and backwards.  Sounds with a letter or letters. Write simple phrases and backwards.  Steps to achieving this include:  Explore the natural world around them becaused Activities linclude:  Explore the natural world around them becaused Activities linclude:  Explore the natural world around them becaused Activities linclude:  Explore the natural world actions and sounds.  Steps to achieving this include:  Explore the natural world around them becaused Activities linclude:  Explore the natural world around them becaused Activities linclude:  Explore the natural world around them becaused Activities linclude:  Explore the natural countries of antienting discussions about stories, non-fiction.  Count beyond ten.  Eccused Activities linclude:  Explore the natural world around them becaused Acti		J			)			explore a variety of
Clarify their understanding.  LABU  Yucky worms  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and perms when appropriate.  S Steps to achieving this include:  S Steps to achieving this include:  Think about the perspectives of others.  Sompetently, safely and confidently.  S Steps to achieving this include:  S Steps to achieving this include:  Think about the perspectives of others.  Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and shout all living this include:  S Steps to achieving this in		have heard and				3 3		materials, tools and
Understanding. LABU  Yucky worms  Steps. to achieving this include.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Steps. to achieving this include.  Steps. to achieving this include.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Suggested tools: pencils for drawing this include:  Steps. to achieving this include.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Suggested tools: pencils for drawing this include:  Steps. to achieving this include:  Develop their small motor skills so that the perspectives of others.  Express their feelings and consider the feelings of others  Somptently, safely and confidently.  Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Engage in nonfiction.  Steps. to achieving this include:  Count objects, actions and sounds.  Steps. to achieving this include:  Count beyond ten.  Sounds with a letter or letters. Write simple phrases and sentences that can be read by others.  Engage in nonfiction.  Steps to achieving this include:  Count beyond ten.  Scoused Activities include:  Count beyond ten.  Sounds with a letter or letters. Write simple phrases and sentences that can be read by others.  Would and that we need to show read to show respect.  Now it recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and lackwards.  Include:  Count beyond ten.  Count beyond ten.  Scoused Activities include:  Scoused Activities include:  Steps to achieving this include:  Count beyond ten.  Scoused Activities include:  Scoused Activities	5 Jucky	ask questions to	paintbrushes and	1	vocabulary during	pattern of the	observations and	techniques,
Yucky worms    Develop their small for why things for why things making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.   Seps to achieving this include:   Se	Worms	clarify their	cutlery. <b>FMS</b>	this include:	discussions about	counting system. N	drawing pictures of	experimenting with
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. S teps to achieving this include:  S teps to achieving this include:  Steps to achieving this include:  Steps to achieving this include:  Explore the natural world around them the process they which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and scounds:  Steps to achieving this include:  Explore the natural world around them the process they have used. CM Steps to achieving this include:  Count beyond ten.  Count beyond ten.  Counting songs to 20. Forwards and backwards.  Scounting songs to 20. Forwards and backwards.  Steps to achieving this include:  Counting songs to 20. Forwards and backwards.  Looking at the pattern of teen numbers.  Woodabulary:  Investigate and research earthworms; their habitat, behaviour, physical features, food and predators.  Steps to achieving this include:  Explore the natural world around them the process they sounds in them and representing the sounds with a letter or letters. Write simple phrases and backwards.  Steps to achieving this include:  Explore the natural world around them the process they have used. CM  Steps to achieving this include:  Explore the natural world around them the process they have used. CM  Steps to achieving this include:  Explore the natural world around them the process they have used. CM  Investigate and research earthworms; their habitat, behaviour, physical features, food and predators.  With are correctly formed. Spell world and them the process they world and that we need to show and sounds.  Steps to achieving this include:  Explore the natural world around them the sounds with a letter or letters. Write simple phrases and backwards.  Looking at the pattern of teen numbers.  With are correctly formed. Spell world and the texter or letters. Write simple phrases and backwards.  Steps to achieving th	Martine District And Berg	J	J 1					
for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  S Steps to achieving this include:  S Steps to achieving this include:  Express their feelings and consider the feelings of others and writing, paintbrushes, sfiction books.  Steps to and talk  Count beyond ten.  Sougested tools: consider the feelings of others world around them swinch are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and servine the process they words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and servine the feelings and consider the feelings and consider the feelings and consider the feelings of others  Suggested tools: paintbrushes, scissors, knives, forks and spoons. Engage in non-fiction books.  Steps to achieving this include: Explore the natural world around them the process they words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and seckwards.  Steps to achieving this include:  Steps to achieving this include:  Explore the natural world around them the process they there counts the sounds in them and representing the sounds with a letter or letters. Write simple phrases and seckwards.  Steps to achieving this include:  Steps to achieving this include:  Explore the natural world around them the process they there counts the sounds in them and representing the sounds with a letter or letters. Write simple phrases and seckwards.  Steps to achieving this include:  Steps to achieving this include:  Explore the natural world around them the process they counts the sounds in them and representing the sounds in them and letter or letters. Write simple phrases and seckwards.  Steps to achieving the sounds in them and letter or letters. Write simple phrases and seckwards.  Looking at the pattern of teen numbers.  Steps to achieving the sounds in them and		LA&U	this include:	perspectives of	C	this include:	plants. <b>NW</b>	texture, form and
might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. S Steps to achieving this include:  Steps to achieving this include:  Explore the natural world around them stories, non-fiction books.  Steps to and talk  Listen to and talk  They can use a range of tools consider the feelings and consider the feelings of others and consider the feelings and consider the feelings of others and consider the feelings of others sounds in them and representing the sounds with a letter or letters. Write simple phrases and show a respect.  Steps to achieving this include:  Steps to achieving the sounds with a letter or letters. Write simple phrases and show respect.  Steps to achieving the sounds with a letter or letters. Write simple phrases and show and that we need to show respect.  Steps to achieving the sounds with a letter or letters. Write simple phrases and showers their ider pattern of teen numbers.  Steps to achieving the sounds with a letter or letters. Write simple phrases and showers their ider pattern of teen numbers.  Steps to achieving the sounds with a letter or letters. Write simple phrases and showers the pattern of teen numbers.  Steps to achieving the sounds with a letter or letters. Write simple phrases and showers the pattern of teen numbers.  Steps to achieving the sounds with a letter or letters. Write simple phrases and showers the pattern of teen numbers.  W  Steps to achieving the sounds with a letter or letters. Write simple phrases and showers the pattern of teen numbers.  W  Steps to achieving the sounds with a letter or letters. Write simple phrases and shower the feelings world around them the pocused. CM  Count ibeyond ten.  Scoused Activities Include:  Looking at the pattern of teen natural world around them representing the sounds with a letter or letters. Write simple phrases and shower the feelings of others.  W  Steps to achieving the sounds with a letter or letters. Write simple phrases and shout all living the pattern of te	Yucky worms	Offer explanations	Develop their small	others.	Write recognisable	Count objects,	]	function.
making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. S Steps to achieving this include:  Steps to achieving this include:  Engage in non-fiction books.  Listen to and talk  Trange of tools compitently, safely of others of tools compitently, safely of others of o		for why things	motor skills so that	Express their	letters, most of	actions and sounds.	this include:	Share their
recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  S gaintbrushes, Scissors, knives, fiction books.  Engage in non-fiction books.  Listen to and talk  Tennethy, safely of others and confidently.  Suggested tools:  Include:  Counting songs to sounds with a letter sounds with a letter or letters. Write simple phrases and september of God's world and that we need to show respect.  This include:  Suggested tools:  Include:  Counting songs to sounding in them and sounds with a letter or letters. Write simple phrases and sentences that can be read by others.  W  Steps to achieving this include:  Listen to and talk  Counting songs to 20. Forwards and backwards.  Looking at the pattern of teen numbers.  Looking at the pattern of teen numbers.  W  Steps to achievities  Include:  Counting songs to 20. Forwards.  Looking at the pattern of teen numbers.  Food and predators.  Return to and be on their previous this include:  Now everything is apart of God's world and that we need to show respect.  Form lower-case  Tocused Activities  Include:  Steps to achievity this include:  Counting songs to 20. Forwards.  Looking at the pattern of teen numbers.  Steps to achievities  Include:  Looking at the pattern of teen numbers.  Yocabulary:  Investigate and respect on this include:  Explore, use and to show the a letter or letters. Write simple phrases and sent presenct.  Steps to achievity this include:  Explore, use and to 20. Forwards.  Looking at the pattern of teen numbers.  Yocabulary:  Investigate and respect on this include:  Now aritistic effects the sound backwards.  Looking at the pattern of teen numbers.  Yocabulary:  Investigate and respect on this include:  Explore, use and voriety this include:  Your later or letters. Write simple phrases and sound backwards.  Looking at the pattern of teen numbers.  Form lower-case		might happen,	they can use a	feelings and	which are correctly		Explore the natural	creations, explaining
vocabulary from stories, non-fiction, rhymes and poems when appropriate. S paintbrushes, scissors, knives, forks and spoons. Engage in non-fiction books.  Listen to and talk  Vocabulary from stories, non-fiction, rhymes and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Engage in non-fiction books.  Vocabulary from stories, non-fiction, rhymes and poems when appropriate. S Steps to achieving the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. W  Steps to achieving representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. W  Steps to achieving this include:  Now everything is apart of God's world and that we need to show respect.  Listen to and talk  Use playdough to  Vocabulary:  Include:  Steps to achieving the sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. W  Steps to achieving this include:  Looking at the pattern of teen numbers.  Vocabulary:  Include:  Steps to achieving this include:  Explore, use and research earthworms; their habitat, behaviour, physical features, food and predators.  Return to and be on their previous.  Vocabulary:  Investigate and research earthworms; their habitat, behaviour, physical features, food and predators.  Return to and be on their previous.  Vocabulary:  Investigate and research earthworms; their habitat, behaviour, physical features, food and predators.  Return to and be on their previous.  Form lower-case		making use of	range of tools	consider the feelings	formed. Spell	Count beyond ten.	world around them	the process they
stories, non-fiction, rhymes and poems when appropriate.  S  Steps to achieving this include: Explore, use and poems or letters. Write simple phrases and this include: Explore, use and refine a variety simple phrases and this include: Explore, use and refine a variety simple phrases and this include: Explore, use and research to looking at the pattern of teen numbers.  Steps to achieving this include: Explore, use and refine a variety simple phrases and sentences that can be read by others.  Engage in non-fiction, rhymes and poems when appropriate. S  Steps to achieving this include:  Explore, use and reference that can be read by others.  W  Steps to achieving fiction books.  Engage in non-fiction, rhymes and poems and writing, paintbrushes, scissors, knives, food and predators.  Explore, use and refine a variety simple phrases and sentences that can be read by others.  W  Steps to achieving this include:  Explore, use and research to and talk behaviour, physical features, food and predators.  W  Steps to achieving this include:  Explore, use and refine a variety simple phrases and sentences that can be read by others.  W  Steps to achieving this include:  Explore, use and research to a variety simple phrases and sentences that can be read by others.  W  Steps to achieving this include:  Explore, use and refine a variety simple phrases and sentences that can be read by others.  W  Steps to achieving this include:  Explore, use and research to and the pattern of teen numbers.  W  Investigate and research that can be research sentences that can be read by others.  W  Steps to achieving this include:  Explore, use and research that can be read by others.  W  Investigate and research pearthworms; their data pattern of teen numbers.  Food and predators.  Return to and be investigate and research research pearthworms; their data pattern of teen numbers.  Food and predators.  Investigate and research research pearthworms; their data pattern of teen numbers.  Food and predators.  Investigate and research pearthworms;		recently introduced	competently, safely	of others	words by identifying	Focused Activities	Focused Activities	have used. <b>CM</b>
rhymes and poems when appropriate.  S paintbrushes, scissors, knives, forks and spoons. Engage in non-fiction books.  Listen to and talk  Pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Engage in and talk  Listen to and talk  Pencils for drawing and writing, about all living things. Link to our about all living things. Link to our simple phrases and sentences that can be read by others. Write simple phrases and sentences that can be		vocabulary from	and confidently.	Focused Activities	sounds in them and	Include	Include:	Steps to achieving
when appropriate.  S  Steps to achieving this include: Engage in non-fiction books.  Engage in to non-fiction books.  Listen to and talk  This include:  S  About all living about all living things. Link to our RE work around how everything is apart of God's world and that we need to show the statement of letters. Write simple phrases and sentences that can be read by others.  W  Steps to achieving things. Link to our RE work around how everything is apart of God's world and that we need to show respect.  S  Steps to achieving things. Link to our RE work around how everything is apart of God's world and that we need to show respect.  S  Steps to achieving things. Link to our RE work around sentences that can be read by others.  W  Steps to achieving things.  S  Steps to achieving things. Link to our RE work around sentences that can be read by others.  W  Steps to achieving things.  S  Steps to achieving things.  Looking at the pattern of teen numbers.  Food and predators.  Return to and be on their previous this include:  Vocabulary:  Vocabulary:  Investigate and control to think about all living things. Link to our septences that can be read by others.  W  Steps to achieving things.  Form lower-case  S  Coling at the pattern of teen numbers.  Food and predators.  Investigate and refine a variety artistic effects that can be read by others.  Vocabulary:  Vocabulary:  Vocabulary:  Investigate and refine a variety sample phrases and beackwards.  In this include:  Partit to think about all living things.  To letters. Write simple phrases and sentences that can be read by others.  Vocabulary:  Vocabulary:  Vocabulary:  Investigate and refine a variety artistic effects that are the control partition artistic effects that are the cont		stories, non-fiction,	Suggested tools:	Include:	representing the			this include:
S paintbrushes, scissors, knives, forks and spoons. Engage in non-fiction books.  Engage in to and talk  Steps to and talk  Steps to achieving this include:  Engage in non-fiction books.  Steps to and talk  Steps to achieving things. Link to our semilor of tent and to show this include:  Steps to achieving things. Link to our semilor of tent and to show this include:  Steps to achieving things. Link to our semilor of tent and to simple phrases and semilor of the semilor of tent and to show this include:  Steps to achieving things. Link to our semilor of tent and to show this include:  Steps to achieving things. Link to our semilor of tent and to show this include:  Steps to achieving things. Link to our semilor of tent and to show this include:  Steps to achieving things. Link to our semilor of tent and to show this include:  Steps to achieving things. Link to our semilor of tent and be read by others.  W  Steps to achieving things. Link to our semilor of tent and be read by others.  W  Steps to achieving things. Link to our semilor of tent and be read by others.  W  Steps to achieving this include:  Steps to achievance that told this include:  Steps to achievance that the cooking at the pattern of teen numbers.  Steps to achievance this include:  Steps to achievance that the cooking at the pattern of teen numbers.  Steps to achievance that the		rhymes and poems	pencils for drawing	Children to think	sounds with a letter	5 5	Investigate and	Explore, use and
Steps to achieving this include: Engage in non-fiction books.  Listen to and talk  Steps to achieving this include:  Steps to achieving the read by others.  W  Steps to achieving this include:  Steps to achieving the physical features, physical features, food and predators.  Investigate and learning, refining this include:  Steps to achieving t		when appropriate.	and writing,	about all living	or letters. Write		research	refine a variety of
this include: Engage in non- fiction books.  Listen to and talk  forks and spoons.  Focused Activities apart of God's world and that we learning, refining the read by others.  Focused Activities apart of God's world and that we need to show this include:  Form lower-case  be read by others.  W  Steps to achieving the pattern of teen numbers.  Form lower-case  physical features, food and predators.  Return to and belings.  Return to and belings.  Return to and belings.  Form lower-case  Compare  physical features, food and predators.  Investigate and learning, refining is pattern of teen numbers.  Investigate and learning, refining is pattern of teen numbers.		S	paintbrushes,	things. Link to our	simple phrases and	backwards.	earthworms; their	artistic effects to
this include: Engage in non- fiction books.  Listen to and talk  Torks and spoons.  how everything is apart of God's  world and that we need to show  respect.  how everything is apart of God's  world and that we need to show  respect.  how everything is apart of God's  world and that we need to show  respect.  how everything is apart of God's  W  Steps to achieving this include:  Vocabulary:  Vocabulary:  Investigate and learning, refining to and tealings.  Return to and be nower-case  on their previous this include:  Form lower-case  Compare  ideas and		Steps to achieving	scissors, knives,	RE work around	sentences that can	Looking at the	habitat, behaviour,	express their ideas
Engage in non- Focused Activities apart of God's fiction books.  Include: world and that we need to show this include: Form lower-case Form lower-case food and predators. Return to and bound the food and predators. Return to and bound in the food and predators. Return to and bound predators. Include: on their previous food and predators. Return to and bound predators. Include: on their previous food and predators. Return to and bound predators. Include: on their previous food and predators. Return to and bound predators. Include: on their previous food and predators food and predato		this include:	forks and spoons.	how everything is	be read by others.	3	physical features,	and feelings.
tiction books.  Include:  world and that we Steps to achieving need to show  Listen to and talk  Use playdough to  respect.  Form lower-case  on their previous this include:  Form lower-case  compare  ideas and		Engage in non-	Focused Activities	apart of God's	W	!	food and predators.	Return to and build
Listen to and talk Use playdough to respect. Form lower-case compare ideas and		fiction books.	Include:	world and that we	Steps to achieving	riambers.		on their previous
Listen to and talk Use playdough to respect. Form lower-case compare ideas and				need to show	this include:	Vocabulary:	Investigate and	learning, refining
about selected many I marks a discovery		Listen to and talk	Use playdough to	respect.	Form lower-case	3	compare	ideas and
and capital letters   Counting, patterns   earthworms and   developing their		about selected non-	make a diverse		and capital letters	Counting, patterns	earthworms and	developing their
fiction to develop a range of Children to think correctly. garden minibeasts. ability to represe		fiction to develop a	range of	Children to think	correctly.		garden minibeasts.	ability to represent
deep familiarity earthworms. of rules to respect Spell words by them. Create		deep familiarity	earthworms.	of rules to respect				
with new knowledge animals. identifying the Explore why some collaboratively,		with new knowledge		animals.	identifying the		Explore why some	collaboratively,
and vocabulary Make provision for sounds and then animals are good sharing ideas,		and vocabulary	Make provision for				animals are good	
		•	malleable play with	Vocabulary:	writing the sound		for our garden and	resources and skills.
		Focused Activities		_	<u> </u>		•	Focused Activities
Includes: spaghetti or jelly kindness short sentences with Include:		Includes:	spaghetti or jelly		short sentences with			Include:

Looking at a	worms	words with known	Vocabulary:	
selection of non-		letter-sound	Compare (difference	Make worms from
fiction books.	<u>Vocabulary:</u>	correspondences	s)research, habitat,	salt dough or clay
'Wonderful	Fine motor skills,	using a capital	features, predators,	and paint in
Worms' by Linda	finger muscles,	letter and full stop.	garden minibeasts	various shades.
Glaser - 'The	worms,	Focused Activities		
Worm (Disgusting		Include:		Make worm sock
Critters)' by Elise				puppets with brown
Gravel - 'Wiggling		Create a worm		socks with googly
Worms at Work		fact display.		eyes.
(Let's–Read–and–		Provide some		
Find-Out Science		worm-shaped paper		Vocabulary:
2)		or post-its so that		Create, make,
		children can write		various, puppets
<u>Vocabulary:</u>		any worm facts		
Non-fiction, facts,		that they find out.		
true,				
		HA — write 3		
		facts.		
		MA — write 2		
		facts.		
		LA — write I fact.		
		Vocabulary:		
		Worm, earthworm,		
		fact, true, strong,		
		long, thin, hatch,		
		cocoons, body,		
		burrow		