

| PSED | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| Remember | | How to explain my feelings. | What makes me happy or sad. | That it is okay to be different to my friends. | Some calming techniques for when I feel angry. | How to share my opinion. |
| Starter | | Pass the bear round answering the question 'How are you feeling today?' | Give children a few scenarios of what would make you happy/sad. Thumbs up for happy, thumbs down for sad. | TTYP: Tell your partner one thing that you are good at. | You have been asked to stop playing your computer game because its dinner time. You are getting angry because you wants to continue playing. How can you calm down? | TTYP: What is the best movie ever? Take 3 or 4 feedbacks, who agrees, who disagrees? |
| I Will Know | What makes me happy/sad. | How to explain my feelings | That it is okay to be different to my friends. | Some calming techniques for when I feel angry. | How to share my opinion. | Why sleeping is important. |
| Main Teach | Discuss with the children that each of us is different and what makes me happy might not make you happy. Go around the circle asking children what makes them happy. Encourage them to put it into a full sentence e.g. cuddling my mum makes me happy. Repeat the process with what makes you sad. <u>Is it okay to feel sad?</u> Of course! Everybody is allowed to feel sad sometimes. | <u>TTYP: How do you feel today?</u> There are lots of different feelings. Sometimes we feel happy, or sad. <u>TTYP: How else could we feel?</u> Something that makes you feel scared might not scare me or your friend. Watch the video: https://www.bbc.co.uk/bitesize/topics/zms6jh/articles/zvpbscw Do the quiz afterwards and see if children can identify the different feelings. | <u>Why Should We Be Happy For Others? (Dealing with Jealousy) The Green-Eyed Monster – YouTube</u> Watch the clip about a boy feeling jealous of his family successes. <u>TTYP: Is what Ari did a nice thing to do?</u> No, he let his jealousy turn him into an unkind person. <u>Do you think it is okay to feel jealous if someone is better at something than you?</u> Explain that it is okay to feel jealous as long as we don't let it make us do unkind things. | Discuss with children different emotions that they have – sometimes happy, sad, nervous, excited. <u>TTYP: What is something that makes you feel angry?</u> When you are angry, sometimes that feeling can make you do things that might not be a good choice, just like Ari in last week's video. It is good to have some ways that can help you to calm down when you feel like this. One way is breathing. Join in with the video. <u>Anger Management for Kids (and Adults) – YouTube</u> <u>TTYP: What else could you do to calm down if you are feeling angry?</u> | Put your hands on your head if you like broccoli. Put your hands on your chin if you like bananas. Etc. Get children to look around and see who has their hands up. Explain that not everyone likes the same things and that is fantastic! When we share things that we like/dislike, that is called an opinion. When we choose a story to read at the end of the day, we raise our hand for our favourite. Some of you choose story 1 and some choose story 2 and that's okay as its your opinion on what you like. | After school, I go home, cook my dinner, do some reading or watch a TV programme and then I go to sleep. <u>TTYP: What do you do to help you get ready for bedtime?</u> I like to get lots of sleep so that I am not tired in the morning. Sleeping is important as it gives you energy for the next day and allows your body to rest after a busy day. <u>TTYP: What would happen to you if you didn't get enough sleep?</u> Go through the effects of little sleep with the children e.g. |

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| | Read to the children the 'How would you feel if..' scenarios. Discuss the different feelings they come up with. | Explain to children that it is really good to talk about your feelings, especially to an adult who you feel safe with as they can help you/support you. | Say something that you are good at. TTYP: What is something that you are good at? Ask a few children for their answer. | Look at a book, have a little wander outside, do some drawing, use a fidget toy. | This is the same with choosing our lunch — you are sharing your opinion on what you think is the best food choice. TTYP: What is the best toy that you have played with? Did you have the same opinion as your partner or a different one? Everyone can have different opinions and that is great because it makes us unique. | no energy the next day, cannot concentrate on learning, very tired and grumpy, headaches, not wanting to play etc. |
| Focus Activity | Making emotions signs posters for happy and sad. — writing happy at the top and then drawing a picture of what happy looks like, or writing words that describe the warning signs of someone feeling happy. | Making a basket of resources to support managing emotions — e.g. socks filled with rice, sensory bottles, sand timers etc. | Drawing an outline of a person and filling it with words describing yourself. | Explore the managing emotions basket and seeing what we already have that could be could for frustration/anger, can chn add anything. | Making posters to ask questions to stick around the classroom — could add a tally chart underneath for children to record their choice. | Looking at pictures and sorting them into things that are good to do at bedtime and those that aren't. |
| CP Possibilities | Emotions stars: drawing a picture representing scenarios that match the emotion. | Sorting activities/visual timetable cards under the emotion stars: what activities make you feel a certain way? | Drawing/painting self portraits | QR codes with breathing/calming videos. | Add a voting station into provision for story time or song time. | QR codes with lullabies |
| Key Vocab | Happy, sad, emotion, feeling. | Feelings, emotions, excited, nervous, scared, happy, sad. | Similar, different, unique, skills, jealousy | Angry, calm, breathing. | Thoughts, feelings, opinions, unique. | Sleep, healthy, energy, routine. |

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| Literacy | Week 1 Owl babies | Week 2 Someone swallowed Stanley | Week 3 Mad about minibeasts | Week 4 Rumble in the Jungle | Week 5 Bringing the Rain to Kapiti Plain | Week 6 What the Ladybird Heard |
| Remember | | How to describe a character. | How to write advice. | How to write a poem. | How to write a poem. | How to write a setting description. |
| Starter | | Show a picture of the mother owl, chn in talk partners to come up with words/phrases to describe her. | Each day ask chn a question relating to something that has happened in the story. What is their opinion? | Have a picture of a cat on the IWB. TTYP: What words rhyme with cat? | Have a picture of an underwater scene. What would we be able to hear, see, feel, smell and taste? | Show the children a picture of the beach. TTYP: Describe the setting to your partner. |
| I Will Know | How to describe a character. | How to write advice. | How to write a poem. | How to write a poem. | How to write a setting description. | How to create my own story. |
| Main Teach 1 | 17 th | 24 th Look at the front cover – children to predict what they think the story is about. Adult to scribe their responses. Talk the children about what Stanley is. Ask the children where we | 1 st | 8 th | 15 th Read through the story. Explicit vocabulary, plain, pasture, belated, drought. Adjective, noun. Explain that the story is set in Africa. | 22 nd Read through the story. Using props and children involvement to retell the story. Create a class story map. |

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| | | should be putting plastic bags. | | | Have blown up pictures of the story on the IWB. Explicit teaching of what it means to describe the setting. | |
| Main Teach 2 | <p>We are describing – explicit teaching of what this means.</p> <p>Looking at the picture of the three owls on the branch. Start to describe the owls 'they have white feathers' 'they have brown eyes' Ask the children to describe the owls. Scribe down the children's responses.</p> | <p>Read the story to the children. Talk the children about how we can look after the environment. Adult to write down their responses.</p> | <p>Read the children the story. Talk to the children about how we are reading/listening to poems about the different animals. Talk about how these poems rhyme, we are looking out for the rhyming words. Have the poems on A3 and highlight the rhyming words as you go.</p> | <p>Read the children the story. Talk to the children about how we are reading/listening to poems about the different animals. Talk about how these poems rhyme, but not all poems have to rhyme. Talk about how you can have a senses poem and read an example of a senses poem about the jungle.</p> | <p>Have a picture from the story on the IWB. Have some sentences on the board which describe the picture and some which don't. Children need to select the correct sentences to describe the setting. TTYP: Can you think of your own sentence to describe the setting? Adult to note down any response.</p> | <p>Children to retell the story using the story map. Create a class story using the What the Ladybird Heard as a model but with alternative characters.</p> |
| Main Teach 3 | <p>Have a picture of one of the owl babies. Ask the children to describe the owl baby. Model writing the children's responses as a sentence. 'The owl has a beak.' Adult to scribe ideas on speech bubbles to put on display.</p> | <p>Show the children the poster you have made. Talk to the children about how we need to encourage others to put their rubbish in the bins to protect the animals.</p> | <p>Show the children a picture of a cat. TTYP: What words rhyme with cat? Adult to scribe responses. Have a picture of the king. TTYP: What words rhyme with king? Adult to scribe responses.</p> | <p>Can the children name our 5 senses? Talk about things we would see, smell, hear, taste and touch in the jungle. Model to the children how to write a senses poem.</p> | <p>Continuing on from yesterday's challenge of sorting the sentences. Today we are going to be writing our own. Focus on sentence structure.</p> | <p>Read the beginning of some children's story's so far. Celebrate amazing language, ideas, drawings etc.</p> |

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| Focus activity | Children to write words/phrases/short sentence about the owl's appearance. | Children to create a poster about putting rubbish in the bin/saving the animals. | Children to write their own rhyming list. Children have a picture of a cat/dog/king and write down rhyming words. | Children to write their own senses poems. | Children to write their own setting descriptions. | Children to create their own version of What the ladybird heard. |
| CP Possibilities | Picture of owls to describe. Painting owls. Story sack with book and puppets. | Rubbish sorting activity. Save the sea animals activity. Blank posters. | Matching rhyming words. Animal sheets for children to write their own poems. Rhyming houses game. | Pictures of the jungle for the children to describe. Template for a senses poem for children to access. | Pictures of different settings for children to write about. | Mini books/resources for children to make their own books. Familiar books that we have read already. |
| Key Vocab | Character, appearance, describe, features. | Rubbish, pollution, recycle, harmful, danger, environment. | Poem, rhyming words, short. | Poem, senses, see, touch, smell, taste and hear. | Describing, setting, features, nouns, adjectives. | Ladybird, heard, problem, solve, plan. |

| Maths | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| Remember 1 | | How to describe 3D shapes. How to compare mass. Building numbers to 20. | How to compare numbers to 10. How to compare two groups. Counting patterns beyond 10. | How to make an ABB repeating pattern. Using positional language. Matching shapes and patterns. | Number bonds to 10 (part-whole). How to compare numbers to 8. How to add more. | How to compare length. How to compare capacity. How to take away. |
| I Will Know 1 | | How to count patterns beyond 10. | How to match shapes and patterns. | How to add more. | How to take away. | How to make shapes. |
| Main Teach 1 | | Counting up to 20, forwards and backwards. Look at the splat square | Read the book 'The Perfect Fit' Show children pictures of a selection of | Practise counting on. Start at 4, 5, 6; children to | Using the first, then, now structure again to take away. Encourage children | Show children 2 identical right-angled triangles, which have been made by cutting a |

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| | | https://www.topmarks.co.uk/learning-to-count/paint-the-squares Looking at the teen numbers, what is the same? What is different? How can we use this to help us make sure the numbers are in the right place? | 2D shapes. Identify the names and describe them. Show pictures of a triangle in different orientations. Are these all triangles? How do you know? They all have 3 sides. | continue. Do this with a few other numbers. Show me 5 fingers. Now show me 2 more. How many fingers now? How do you know there are 7? Did you count them all 1, 2, 3, 4, 5, 6, 7? Now count on from 5. We know we have 5 so we can count on 2 more. | to count out all of the items at the start, take away the required amount practically and then subitise or recount to see how many are left. First there were 5 people on the bus. Then 2 people got off the bus. Now there are 3 people on the bus. | rectangle in half diagonally. How many new shapes can they make by fitting the triangles together? Can we make a shape with 3 sides? With 4 sides? Can we make a rectangle again? A tall thin triangle? A short fat triangle? |
| Remember 2 | How to make an AAB repeating pattern. How to compare numbers to 8. Subitising to 10. | Number bonds to 10 (ten frames). How to compare capacity. Building numbers to 20. | How to compare length. How to identify one more (within 10) Counting patterns beyond 10. | The names of 3D shapes. The names of 2D shapes. Matching shapes and patterns. | Number bonds to 10 (systematic). How to compose numbers to 8. How to add more. | How to compare height. How to make a pair. How to take away. |
| Main Teach 2 | Use ten frames to model building teen numbers – explain the make up of the number being 10 and 4 for example. Reminders of how we know there is 10 in the ten frame, because it is full. | Counting up to 20, forwards and backwards. Look at the splat square https://www.topmarks.co.uk/learning-to-count/paint-the-squares Remind of what is the same and what is different. Give children cards – put them into the right order. | Show children a tower of cubes consisting of 3 colours. Which picture on the board matches? How do you know? | Use first, then, now board. First there were 2 people on the bus, then 2 more people got on the bus. Now there are 4 people on the bus. Repeat with a few different examples. | Ask the children to show you 5 fingers and then to show you 4. Prompt them to notice that one less is the same as taking away one. Extend to taking away 2 fingers or 3 and noticing how many are left each time. | Using square tiles or pieces of card, how many different squares and rectangles can we build? How many tiles do we need for the smallest possible rectangle? Can we build a long thin rectangle? A short wide rectangle? How many tiles do they need to build a larger square? How do we know it is a square? |
| Remember 3 | The names of 3D shapes. | Number bonds to 10 (numicon). How to make a pair. | How to compare height. How to identify one less (within 10). | How to describe 3D shapes. | How to compare numbers to 10. How to compare mass. | The names of 3D shapes. How to combine 2 groups. How to take away. |

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| | How to compose numbers to 8. Combining 2 groups. | Building numbers to 20. | Counting patterns beyond 10. | Matching shapes and patterns. | How to add more. | |
| Main Teach 3 | Use numicon to build numbers to 20. Remind that it is 10 and another number. Subitising using numicon. | Counting up to 20, forwards and backwards. Look at the splat square https://www.topmarks.co.uk/learning-to-count/paint-the-squares How do we know they are in the right order? Show chn number lines that are incorrect, can they spot the difference? | Model using the shape pictures. Identify the shapes you need, model moving them and rotating them until they look the same as the picture. | Using cubes, children to build a tower of 2, add one more. How many now? Now start with a tower of 5, add 2 more. How many now? Encourage counting on rather than starting back at the beginning. | Taking away using number tracks – jumping backwards. Show children number track to 20. Count forwards and backwards. Choose a number to start on, circle it. We are going to take away 3, model doing 3 jumps backwards. We are taking away so the numbers are going to get smaller. Do a few different examples.. | Show children a set of Cuisenaire rods. How many different ways can we arrange the rods to build a square? Can we make another square the same size using different rods? How do we know they are square? What do we notice about the rods as they build? |
| Focus activity | Children to make numbers beyond 20 | Ordering numbers 10-20 | Children to make pictures using shapes, matching pictorial instructions. | Children to solve some addition calculations using the method of their choice. | Children to solve some take away calculations using the method of their choice. | Children to make a new shape out of smaller shapes. |
| CP Possibilities | Matching numerals to pictorial representations. Numicon city Loose parts and ten frames. | Snakes and ladders Towers to 20 Ordering birthday cards | Jigsaws Shape puzzles Tangram Elastic bands and numicon boards | Adding more using loose parts Small world first, then, now | Loose parts and ten frames Skittles QR code songs – 5 currant buns, 10 green bottles Race to zero game | Folded paper to make shapes Numicon and boards Make a star using 2D shapes Tangrams |
| Key Vocab | 1-20, 10 and 1, tens and ones, more. | Patterns, ten and, more, same, different, order, sequence. | Circle, square, triangle, rectangle, sides, corners, same, different, match. | Add, more, counting on, first, then, now. | Take away, left, first, then, now, backwards, smaller. | Circle, square, triangle, rectangle, diagonal, size, wide. |

| UTW | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 Bees | Week 6 |
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| Remember | | About animal habitats. | About the 5 oceans of the world. | About different sea creatures. | That somethings will float and some will sink. | Native animals to the UK and native animals to Africa. |
| Starter | | Sort the animals into the correct habitats. | Name the 5 oceans. Label the oceans on the map. | Pictures of sea creatures on the IWB. Can children name the animal? | Sort the images into floating and sinking. | TTYP: Where would the animal come from? |
| I Will Know | About animals habitats. | About the 5 oceans of the world. | About different sea creatures. | Somethings sink and somethings float. | Native animals to the UK and native animals to Africa. | The 4 seasons and weather associated with them |
| Main Teach | <p>Show children habitat PPT, talk about the different animals that live in the different habitats and why they live there.</p> <p>Explicit vocabulary teaching habitat.</p> <p>Show images of different habitats to the children.</p> <p>TTYP: What animal would live in this habitat.</p> | <p>Look at the oceans of the world PPT. Use a giant map to show the children where the oceans are and get the children to help label them.</p> <p>Listen to the ocean song https://www.youtube.com/watch?v=xXUY8KP54u4</p> <p>Linking to our story of the week – talk about plastic pollution and the effects on the animals and the ocean.</p> <p>TTYP: What ways can we help reduce the plastic in the ocean?</p> | <p>Have images of different sea creatures on the IWB.</p> <p>TTYP: Where do all these animals live?</p> <p>In the sea, correct. Today we are going to be learning more about some of these creatures.</p> <p>Show the children the PPT with facts about the different sea creatures on.</p> | <p>Using the water tray outside have a range of objects.</p> <p>Start putting the objects into the water tray – have some that will float and some that will sink.</p> <p>Something is happening to these items, some are staying on top of the water – they are floating. Some of them are falling to the bottom – these are sinking.</p> <p>Have some objects left over and get the children to predict if it will float or if it will sink.</p> | <p>Explicit vocabulary teaching Native.</p> <p>TTYP: Where do we live?</p> <p>The UK, brilliant.</p> <p>Today we are going to be looking at animals that are native to the UK and comparing them to animals that are native to Africa.</p> <p>Show the children pictures of a range of animals that native to the UK and Africa.</p> <p>Children to place the animals on the map in the correct place.</p> | <p>Watch the clip from the BBC on changing seasons. https://www.bbc.co.uk/teach/school-radio/eyfs-playtime-seasons/zvgjt7h</p> <p>Do we know the names of the 4 seasons? Flashcard the names for all children to say.</p> <p>Which season are we in now? What do we notice about Spring? Longer days, drier/warmer weather, baby animals, new flowers etc.</p> <p>Play an action song where children respond to the season name with the matching actions:</p> <p>Spring-grow slowly into a flower from a ball</p> |

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| | | | | | | Summer- pretend put on hat and sunglasses Autumn-sweep leaves off the ground Winter-rub your arms and shiver, making a tight ball (music on BBC also if required). |
| Focus Activity | Sorting animals into their habitats. | Label the oceans. | Children to create artwork of their chosen sea creature. | Objects for children to test if they sink or float. | Draw an animal native to the UK/Africa. | Creating artwork of a tree to represent Spring, Summer, Autumn, Winter |
| CP Possibilities | Books on habitats. Small world animals for sorting into habitats. | Globes and maps for children to locate the oceans on. | Books about sea creatures. | Range of objects for children to test. | Pictures of animals to sort. Making artwork of animals. | Sorting pictures of things that happen in each season of the year, creating artwork to represent Spring |
| Key Vocab | Habitat, animal, different, similar. | Oceans, Pacific, Indian, Atlantic, Southern, Arctic | Underwater, animals, creatures. | Float, sink | England, Africa, differences, similarity, habitat. | Seasons, Spring, Summer, Autumn, Winter, |

| EAD | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| Remember | | How to print | How to mono-print | How to use oil pastels | How to create art in the style of Henri Matisse. | The animals came in 2 by 2. Farmers in his den. |
| Starter | | TTYP: What are the different ways of printing that we looked at last week? | Show children the resources you used for last week's mono printing. Can they remind you step by step, how to do it? | TTYP: How do I make a tab join? | TTYP: What are some key features of Henri Matisse's art? | Sing the songs. |
| I Will Know | How to print | How to mono-print | How to use a tab join. | How to create art in the style of Henri Matisse. | The Animals came in 2 by 2. Farmers in his den. | How to create a dance routine. |
| Main Teach | <p>TTYP: What colour will we get when we mix blue and yellow? Red and yellow? Blue and red? Explain that today we are going to be exploring different ways of printing. Remind children that we have done printing before.</p> <p>TTYP: What else could we use paint to print with?</p> <p>Model some of the children's suggestions. Explain that we don't always have to use paint, we could use crayons – model. We could also use natural resources, some material and a hammer. Model.</p> | <p>Today we are going to be looking at something called mono-printing. This is where we draw a pattern into some paint and print it onto paper.</p> <p>Talk the children through the tools that are needed and model how to do this on a flat surface. Model doing a mono-print with your finger and the end of a paintbrush?</p> <p>TTYP: Which one is more effective? Why?</p> <p>You can better see the drawing in the print where I used the end of a paintbrush because it is thinner and more precise.</p> | <p>TTYP: What have we used to join things together before?</p> <p>Today I am going to show you another way to join. We are going to make tab joins today. They will make it look like a small wall.</p> <p>Model to the children making a tab join.</p> | <p>Today we are going to be learning about a French Artist called Henri Matisse. Show children a picture of him and some of his artwork. As Matisse became older, he began to work with brightly coloured paper and would 'paint with scissors' to cut out shapes, animals, leaves, dancers and flowers and then arrange them.</p> <p>One of Matisse's most famous works is called <i>The Snail</i>. Does the spiral pattern of shapes remind you of anything? It was made in 1953 and shows Matisse's interest in bright colours. He arranged complementary colours alongside each other to create a vibrant effect. For example, you'll see that by putting green next to red, and blue next to</p> | <p>https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-the-animals-went-in-two-by-two/zr88bdm listen to the song.</p> <p>Get the children to join in with the repeated parts.</p> <p>Use props to show the animals.</p> <p>Go outside or in the hall and sing the song Farmers in his den.</p> | <p>Imoves dance https://platform.imoves.com/subjects/3/subcategories/492#scheme-1763</p> <p>Show the children different moves and poses that they can put into their routines. Children to listen to the music and create a short routine of 4/5 moves and poses.</p> |

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| | | | | orange the colours seem to buzz and really attract your attention. | | |
| Focus activity | Children to explore printing in a medium of their choice. | Children to create their own mono-print. | Children to create their own tab joins. | Children to create their own art in the style of Henri Matisse. | N/A | N/A |
| CP Possibilities | Leaf/flower printing Lego printing Natural printing | Various printing opportunities. | Different paper/card to create their own tab joins. | Materials to create collages with. | Free exploration using musical instruments. | Free exploration using musical instruments. |
| Key Vocab | Printing, primary, secondary, painting, crayons. | Monoprint, printing, precise. | Oil pastels, blending, layer, effects, primary, secondary. | Artist, style, French, collage. | Song, lyrics. | Dance, routine. |