

PSED	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Remember		How our behaviour affects others.	Conflict and compromising	Why brushing your teeth is important	How to brush your teeth	How to be a good friend.
Starter		Thumbs up or down – is someone going to be happy or sad about this behaviour.	Use the conflict and compromising discussion cards – how can the children compromise.	TTYP: Why should I brush my teeth?	Using the big set of teeth and a toothbrush can someone show how we should brush our teeth?	Thumbs up or down – friendly or unfriendly.
I Will Know	How our behaviour affects others.	Conflict and compromising	Why brushing your teeth is important	How to brush your teeth	How to be a good friend.	How to be a good friend.
Main Teach	<p>Today we are thinking about how our behaviour can make others feel. Ask the children about how different behaviours make them feel. E.g. someone who is unkind to you, someone who is kind to you, someone who pushes you or hurts you?</p> <p>If we act in unkind ways then people might not like us anymore.</p> <p>TTYP: If we act kindly to each other what will happen?</p> <p>Exit ticket – ways to be kind.</p>	<p>Last week we talked about how our behaviours can affect others feelings towards us.</p> <p>Today we are talking about conflict – when someone disagrees with you and you end up arguing/fighting. We are also talking about compromise – when you disagree but come to an agreement. Talk through the power point scenarios with the children and note down what they say.</p> <p>Exit ticket – how to compromise.</p>	<p>Today we are going to be talking about our teeth.</p> <p>TTYP: Where are your teeth?</p> <p>How do we keep them clean?</p> <p>Show children power point about healthy teeth.</p> <p>TTYP: What are some of the ways we can make sure we have healthy teeth?</p> <p>Note down the children's responses.</p> <p>Exit ticket – ways to have healthy teeth.</p>	<p>Have the set of teeth on the table.</p> <p>TTYP: What can you see on the table?</p> <p>Brilliant, it is a set of teeth.</p> <p>TTYP: What do we need to do to keep our teeth healthy?</p> <p>Note down any facts the children have remembered about having healthy teeth.</p> <p>Today we are going to be thinking about how to brush our teeth.</p> <p>Show children how to brush their teeth using the big set of teeth and a toothbrush. Have a timer set to 2 minutes on the board. Invite children up to brush sets of teeth.</p> <p>Exit ticket – what do we need to brush our teeth?</p>	<p>This week we are thinking about what it means to be a good friend to someone.</p> <p>Share the story Cyril and Pat by Emily Gravett.</p> <p>Discuss with the children why they made such good friends.</p> <p>TTYP: What does it mean to be a good friend to someone?</p> <p>Note down the children's responses.</p> <p>All these things you have mentioned are called qualities.</p> <p>Explicit vocabulary teaching – quality. This is a characteristic that someone has that you like, e.g. being kind or a good listener.</p> <p>Exit ticket – how can you be a good friend.</p>	<p>TTYP: Can you remember a quality that a good friend has?</p> <p>Today we are going to writing some recipes for how to be the greatest friend you can be. We need to think about all the good qualities a friend has and we need to put them into our potions today.</p> <p>TTYP: What qualities would you like your friend to have?</p> <p>Exit ticket – how can you be a good friend.</p>

Key Vocab	Behaviour, effect, other people	Conflict, compromise, friend, kind	Teeth, brushing, oral hygiene	Teeth, brushing, oral hygiene	Friend, kind, differences, similarities	Friend, kind, listening, sharing, differences, similarities
-----------	---------------------------------	------------------------------------	-------------------------------	-------------------------------	---	---

Literacy		Week 1	Week 2	Week 3	Week 4	Week 5
Remember		What a label is.	What a label is.	Writing a fact.	Retelling a story.	Write a list.
Starter		Picture of lifecycle and labels. Children to put the labels in the correct place.	Picture of a flower and labels. Children to put the labels in the correct place.	Have some fact about worms on the board. Children to tell you which is true and which is false.	Children to use the story map/their stories to retell the story.	Have words on the board all muddle up. Children to put the words into a list.
I Will Know	How to write labels.	How to write labels.	Write facts – about worms.	Retell the story.	Write a list.	Write instructions for growing vegetables.
Main Teach 1 Vocabulary lesson based on book of the week.	Title – The Very Hungry Caterpillar Exit ticket - Labelling the food from the story.	Title – Errol's Garden Exit ticket - Labelling a flower.	Title – Yucky worms Exit ticket - Write down facts about worms.	Title – Jack and the Beanstalk Exit ticket - Create story map	Title – Oliver's Vegetables Exit ticket - List of vegetables.	Title – Oliver's Vegetables Grow some cress with the children. Exit ticket – write/draw a step from growing cress.
Main Teach 2	We are going to be writing labels for our lifecycles that we have made. A label is something that gives us information. The information we want to give is the name of the different stages of the lifecycle. TTYP: What is the first stage of the lifecycle for a caterpillar? Brilliant it was an egg. Model to the children writing the word next to	We are continuing to work on labelling. TTYP: Can you remember what a label is? A label is a small piece of information. This week we are going to be labelling a picture of a plant. TTYP: Can you remember any of the parts of a plant? Show children a picture of a plant on the IWB.	TTYP: What is a fact? Brilliant, it is something that is true! TTYP: Can you remember any facts about worms that we wrote down yesterday? T/TA – note down what the children have remembered. Excellent, we have remembered lots of facts about them. Today we are going to write a little fact file about worms.	Use the story map and props to retell the story. Children to join in with retelling the story. Show the children some key images from the story. TTYP: Which picture is going to come first? Order the pictures with the children. Brilliant, thank you everyone! We need to write a sentence for each of these pictures so that	Have a selection of vegetables from the story. We need to write a list of everything that we have. Invite a child to pick one of the vegetables. TTYP: What vegetable have they picked? Once the children tell you, encourage them to sound out the word. Using chopping board or counting fingers. Sound out the word 3/4 times,	We are going to be writing some instructions today. Mrs Berry came in and saw our cress growing, she was very impressed and wondered how we have done it. TTYP: Can you remember what we did first. (Pictures on the board to support this). Brilliant we filled a pot with soil. Model writing this. First we filled a pot with soil.

	or underneath the egg on the lifecycle. Repeat this for the next stage.	TTYP: (Whilst pointing to the stem) What is this part of the plant called? Model to the children writing the label, drawing a line and then writing the word. Repeat for petal.	Model to the children writing, focusing on capital letters, finger spaces and a full stop. Sounding out the words.	we know what they show. Model to the children writing in full sentences. Using capital letters, finger spaces and full stops.	then model writing the word. Repeat for another vegetable.	TTYP: What did we do next? (Pictures on the board to support this). Excellent we put some cress seeds into the soil. Model how to write this. Starting underneath, Then we....
Activity	Children to write labels for four stages of the lifecycle.	Children to label a picture of a plant. Children to draw lines and then write the word.	Children to create a fact file, 2/3 facts about worms. Drawing a picture for each fact.	Children to write sentences for each picture of the story.	Children to write a list of the vegetables from the story.	Children to write a set of instructions on how to grow cress.
Key Vocab	Label	Label	Fact file, sentence	Sentences, capital letter, finger space, full stops.	List, vertical	List, vertical
CP Possibilities	Writing frames and images from the story for children to write labels/captions for.	Pictures of flowers, trees for labelling.	Children to create little books, using treasury tags.	Images from the book for children to order or write about.	Shopping lists in the writing area/home corner for children to use. Create a vegetable shop outside.	Shopping lists in the writing area/home corner for children to use. Create a vegetable shop outside.

Maths		Week 1	Week 2	Week 3	Week 4	Week 5
Remember	How to identify and compose 6,7 and 8. How to combine two groups. How to make pairs.	How to compare numbers to 10. How to count to 10 and back. Comparing height.	Number bonds to 4. How to describe a square. Compare capacity.	AB repeating patterns. How to make pairs. How to identify rectangles.	Counting backwards from 10. Time. How to compare numbers to 5.	How to describe a cuboid. How to describe a cylinder. How to count to 10 and back.
I Will Know 1	How to identify 9 and 10	How to compose 9.	Number bonds to 10.	How to identify 3D shapes.	How to make patterns.	How to combine two groups.
Main Teach 1	Count forwards to 10 and count backwards from 10 Order numbers to 10 – bring children up to the front each to hold a number card and place them in the correct order. Subitising numbers 9 and 10. Identify numerals and representations of 9 and 10. Use fingers to identify 1 more. Let's see what 9 and 10 look like in a ten frame or a part-whole model. Explore different combinations, what do you notice?	Ask children to use their knowledge of number bonds to 9 – TTYP: How many different ways can we make 9? Show children a part-part whole model. TTYP: Can anyone remember what this is called? Remind children of how the part-part whole model works. If we wanted to make 9, we would put the number 9 at the top as it is our whole. How many green counters do I have? How many blue counters do I have? So these numbers are our parts and together they make 9 – that is the whole! Repeat the process with different ways making 9. Model doing it systematically and explain that this way we can identify all the	Ask children to use their knowledge of number bonds to 10 – TTYP: how many different ways can we make 10? Note down any ways that the children have remembered. Using our hands we are going to make all the number bonds to 10. Start with 1 + 9 and work up. Give the children all part of a number bond and get them to find their partner. Repeat this 3/4 times.	Names of shapes Introduce vocabulary – 3D, faces, corners. Which shapes stack? Looking at the faces – show prints that you have made. TTYP: Which shape could have made this print? How do you know? Could it be more than one? Which 3D shape would you use to print a triangle.	Using two colours or shapes but we are going to use one more than once e.g. red, red, blue or square, square, triangle. Encourage children to say the pattern aloud and to create patterns around the edge of shapes as well as in straight lines. Show the children some patterns and see if they can work out what will come next.	Ask the children to show you 1 fingers on one hand and 3 fingers on the other hand. What does that make? Now do 2 and 4, 3 and 5. In pairs, give the children 10 double sided counters. Get them to throw them onto the ground, how many are yellow and how many are red. Children to orally say their number sentence. Can they come up and write their number sentence on the board?

		number bonds and don't miss any out.				
Activity 1	Using part-whole models and ten frames to make 9 and 10.	Using part-whole models to show different ways of making 9 – can they do it systemically?	Notes to be taken during the partner activity. Leave this out in provision.	Printing with shapes.	Making patterns with the 2D shapes.	Using doubled sided counters to combine 2 groups.
Key Vocabulary 1	Subitise, represent, systematically.	Number bonds, part, part, whole, add, make	Number bonds, 10, add, make	3D, faces, corners, stack, roll, cube, cylinder, sphere, pyramid, cone.	Repeating, pattern, aloud, straight, curved.	Combine, add, groups, make, total, equals.
Remember 2	How to identify 9 and 10. Counting backwards from 10. How to describe a circle.	Comparing size. Sorting – odd one out. How to compose 5.	Comparing height. How to identify and compose 6, 7, 8. How to identify squares.	Number bonds to 10. How to compose 5. How to make pairs.	How to identify one more. How to compare mass. How to describe a cube.	How to combine two groups. Number bonds to 10. Sorting – 2D and 3D shapes.
I Will Know 2	How to compare numbers to 10.	How to compose 10.	Number bonds to 10.	How to identify 3D shapes.	How to make patterns.	Time.
Main Teach 2	Show children 3 pots with different amounts of sweets in. The first pot has 10 sweets, the second pot has 8 sweets and the third pot has 9 sweets. I'm going to give this one to child a, this one to child b and this one to child c. TTYP: Is this fair to all 3 children? Why/why not? Discuss how some children have more and some children have less. How could we make it fair for everyone?	Children to split into two groups. One group staying in the classroom, using ten frames and double sided counters. One group going outside, into the hall or hive. Children to use hoops and bean bags to make 10. Children to have 10 beanbags, throw them at the hoop. Add up the ones that land inside and the ones on the outside. Challenge children to write down the number sentence.	Show the children a part-part whole model with 10 at the top. Have a number in one of the parts, can the children tell you what number should go in the other side? Repeat this 3/4 times. Using hoops, set this up practically for the children to have a go at. Set up 10 in the whole and 5 in the part, can they tell you what goes in the other part?	Hold up a crisp tube. Which of the 3D shapes is like this? Show children a collection of 3D shapes, choose one of the shapes. Ask the children to tell their partner as many things as they can about the shape. Can they find another shape like this? Can they find a different shape? Sorting shapes into groups. Why did you put these shapes	Using loose parts or different objects such as pencils and rubbers. Can children make a simple AB pattern first? Now add in the additional element to make the ABB pattern. Reminders to verbalise the pattern. What other techniques could we use to check what comes next? Looking earlier in the pattern.	Start by singing the days of the week song. Read the story of Jaspers Beanstalk to the children and get the children to order the days of the week. Ask the children to match the key events of the story to the correct day.

				together? How is this set different to this one? Is there another way we could sort them?		
Activity	Make a cube tower. Who can make the tallest? How many are in your tower?	Notes to be taken during small group activities. Both activities to then be available in provision for children to access independently.	Number bonds to 10 carousel of activities. Different matching games and ways to make 10.	Sorting shapes by various properties.	Making patterns with loose parts.	Ordering the days of the week.
Key Vocab	More than, the same, less than, tallest, shortest.	Number bonds, add, make, same, different, part-part whole, tens frame.	Number bonds, add, make	Sorting, faces, corners, groups, same, different.	Repeating, pattern, aloud, earlier, beginning.	Order, names of the days of the week.

UTW		Week 1	Week 2	Week 3	Week 4	Week 5
Remember		The lifecycle of a caterpillar.	How Ipswich has changed over time.	Who David Attenborough is.	How to care for a plant.	Which vegetables grow in the UK.
Starter		Children to order the pictures of the lifecycle.	Show pictures from the past and asked children what they notice.	Show children a picture of David Attenborough. Can they remember who he is, what did he do?	Have one of the plants we planted last week. TTYP: What do we need for the plant to grow?	Sort photos into vegetables that grow in the UK and vegetables that grow elsewhere.
I Will Know	The lifecycle of a caterpillar.	How things have changed over time. Looking at pictures of Ipswich and compare the town from past and present.	Who David Attenborough is.	Know how to care for a plant.	Which vegetables grow in the UK.	Key features of Spring.
Main Teach	Today we are thinking about what a caterpillar becomes. TTYP: Does anyone know what a caterpillar becomes? A butterfly, brilliant. Show the children the powerpoint of the lifecycle of a butterfly. Add an action for every stage of the lifecycle.	TTYP: What does the past mean? What does the present mean? Well remembered. The past means a long time ago or it could be yesterday. The present means right now. TTYP: What town do we live in? Today we are going to look at pictures of Ipswich from the past and the present.	Sir David Attenborough is an explorer and became famous by making impressive documentaries for the BBC. He has taught us lots about our world and the animals in it. He was knighted by the Queen which means that we call him SIR David Attenborough. He also won lots of awards for his work and he even has some animals named after him! Watch video showcasing some of his work. https://www.youtube.com/watch?v=m9DtfsWXhXg David Attenborough is inspiring people all around the world to do more to protect our planet by doing things like recycling and not wasting food.	TTYP: What does a plant need to survive? Note down the children's responses. Today we are going to be planting lots of different plants in our garden and we need to make sure they have all the things they need to survive.	Show the children a range of vegetables from the story Oliver's Vegetables. TTYP: Can anyone tell me what they can see? Note down children's responses. Today we are going to be thinking about vegetables that grow in our country. TTYP: What country do we live in? Talk to the children about different vegetables we grow here in the UK and why we grow them – talking about the climate we have here.	TTYP: What are the seasons of the year? TTYP: What season are we in now? It is starting to get warmer and we are seeing more plants and flowers? We are in spring. Today we are going on a walk around the school and we are going to look at some seasonal changes. Find the tree from the Autumn and Winter photos and see how it is changing in Spring.

			TTYP: What else could we do to help protect our planet?			
Focus Activity	Children to make a lifecycle of a butterfly using different pasta shapes.	Children to look at the different pictures. Talking about what they can see.	Facts about David Attenborough.	Planting seeds and plants in the garden.	Sorting vegetables that grow and don't in the UK.	Comparing our Autumn and Winter photos to the spring photos.
CP Possibilities	Pictures of the lifecycle for children to create their own.	Creating pictures of the town.	Pictures and books about him.	Flower shop. Creating their own seed packets.	Vegetable shop.	Sorting season pictures. Painting daffodils.
Key Vocab	Lifecycle, stages, egg, caterpillar, chrysalis, butterfly.	Ipswich, town, past, present, similar, different.	Significant person, David Attenborough.	Plant, seed, soil, sunlight, water, nutrients	Vegetable, UK, climate, growing.	Seasons, spring, changes.

EAD	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Remember		How to follow a recipe.	Who Vincent Van Gogh is.	How to cut wood.	How to join wood.	How to make fruit skewers.
Starter		TTYP: What did we do to make our pancakes? What did we do first, then, finally?	Picture of Vincent Van Gogh & the Sunflowers. Who is he? What did he do?	Show the children a saw. TTYP: What do we use this for?	Have some of the children's creations. TTYP: How have they joined the wood together?	Pictures of when we made our skewers. TTYP: How did we make our skewers, what did we need?
I Will Know	How to follow a recipe to make pancakes.	Who Vincent Van Gogh is.	How to cut wood.	How to join wood.	How to make fruit skewers.	Daffodil song & Ants go marching.
Main Teach	Talk about how today is Shrove Tuesday and that we are going to be making pancakes to celebrate. Link to our RE learning. Show the children a PP about shrove Tuesday and have a recipe for making pancakes. TTYP: Why do we need a recipe? Show the children all the ingredients they will need and the equipment too.	Vincent Van Gogh is a famous artist. Show the children a powerpoint to introduce the children to the painting and artist. Show the children the picture of the sunflowers and explain that we are going to create a painting in the style of Vincent Van Gogh today. Model to the children how we are doing this.	Bring in the new woodwork bench. Tell the children about how we are going to be doing something very exciting but we have to talk about being safe first. Explain that we are going to be cutting wood today using saws. Model to the children how to make a mark on the wood, wearing the safety goggles, putting the wood into the vice, and then safely cutting the wood with the saw.	Last week we cut our wood into 4 pieces to make our own photo frame. This week we are going to be joining our wood. TTYP: Can you remember a way we can join? Show the children how we are going to use hot glue to join the wood, explaining that we need to be safe around the glue. Then model how to decorate the frame with yarn and decorations.	Today we are making some healthy fruit skewers. TTYP: What fruits can you see on the table? Model to the children how to cut the fruit and then how to place them onto the skewer safely. Encourage children to try fruit they might not have had before.	https://www.youtube.com/watch?v=2S__fbCGwOM Play the video to the children and get them to join in with the repeated phrases. Teach the children the daffodil finger rhyme.
Focus activity	Children to make pancakes.	Create artwork in the style of Vincent Van Gogh – Sunflowers.	Children to practice cutting pieces of wood using saws.	Children to join their pieces of wood.	Children to make their own fruit skewer. Cutting the fruit and then putting onto the skewer.	N/A
CP Possibilities	Books about pancake day.	Pictures of Vincent Van Gogh and his work.		Design sheets. Twigs and string to join together.	Using playdough to create skewers.	CD player.

	Pancake templates in the studio area.					
Key Vocab	Recipe, follow, ingredients, pancakes, make.	Vincent Van Gogh, sunflowers, artist, painter.	Wood, saw, cutting, vice, safety goggles, safe.	Join, wood, safe.	Fruit skewer, healthy, snack, cutting, eating.	Song, singing, lyrics.