


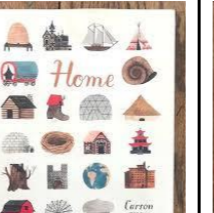
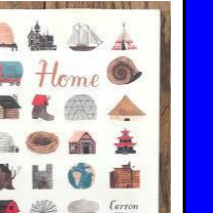


**Topic: Castles**  
**Topic question: Who Lives there?**

			Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Weekly Book focus (High Quality Texts)</b>			 The three little pigs	 The three little pigs	 There was an old woman who lived in a shoe	 Home by Carson Ellis	 Home by Carson Ellis			
<b>Life skills</b>			Community Learning my own name, by sound and sight Learning address Turn taking Keeping safe Being kind Cooking (Easy snacks/ cold cooking from around the world)							
<b>Phonics</b>			Phase 1 and 2 phonics							
<b>Area of Development</b>	<b>Long term planning</b>	<b>Continuous provision</b>								
<b>PSED</b>	Participate in turn taking games e.g. There was a Princess Play in a group, extending and elaborating play ideas e.g. role play scenes from the castle stories. Values (Helpful and honesty)	Daily Check in Making choices Routines Developing play skills Developing Social skills	<b>Self-Regulation-</b> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <b>Building Relationships-</b> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. <b>Managing-Self-</b> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; -Talk with others to solve conflicts. -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -Begin to understand how others might be feeling. -See themselves as a valuable individual. -Build constructive and respectful relationships. -Express their feelings and consider the feelings of others							

**Topic: Castles**  
**Topic question: Who Lives there?**

<p><b>PD</b></p>	<p>Bilateral coordination  Moving like animals from the environment (e.g. bear walk, crab walk, snake crawling)  Play games which imitate symmetric and asymmetric body poses  Balloon games</p>	<p>Outdoor learning  Bikes and scooters  PE  Yoga</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  <b>Gross Motor Skills</b>  - Negotiate space and obstacles safely, with consideration for themselves and others;  - Demonstrate strength, balance and coordination when playing;  - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  <b>Fine Motor Skills</b>  - Hold a pencil effectively in preparation for fluent writing  - using the tripod grip in almost all cases;  - Use a range of small tools, including scissors, paint brushes and cutlery;  - Begin to show accuracy and care when drawing.</p>
<p><b>C &amp; L</b></p>	<p>Makaton (Sign of the week)  Join in songs and nursery rhymes around the environment and Easter (10 green bottles)    New Language/Makat on (king, queen, prince, princess, knight, castle, moat, tower, drawbridge)</p>	<p>Sound Buttons  Pecs  SaLT activities</p>	<p><b>Listening and attention</b>  Listens to others one to one or in small groups, when a conversation interest them  Listens to stories with increasing attention and recall  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories  Focusing attention - still listen or do , but can shift own attention  Is able to follow directions(if not intently focused on own choice of activity)  <b>Understanding</b>  Understands use of objects (e.g. "What do we use to cut things?")  Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.  Responds to simple instructions, e.g. to get or put away an object.  Beginning to understand 'why' and 'how' questions.  <b>Speaking</b>  Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).  Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).  Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.  Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.  Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).  Uses intonation, rhythm and phrasing to make the meaning clear to others.  Uses vocabulary focused on objects and people that are of particular importance to them.  Builds up vocabulary that reflects the breadth of their experiences.  Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle</i>.</p>
<p><b>EAD</b></p>	<p>Use media and materials  e.g. Model castles/towers etc. with different sized bricks, junk materials lego</p>		<p><b>Exploring and using media and materials</b>  Enjoys joining in with dancing and ring games.  Sings a few familiar songs.  Beginning to move rhythmically.  Imitates movement in response to music.  Taps out simple repeated rhythms.  Explores and learns how sounds can be changed.  Explores colour and how colours can be changed.</p>

**Topic: Castles**  
**Topic question: Who Lives there?**

	<p>etc.          Create simple representations of giants, beanstalks, crowns etc.          Respond to music e.g.dancing to medieval music          Be imaginative e.g. castle and knights role play and dressing up</p>		<p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.          Beginning to be interested in and describe the texture of things.          Uses various construction materials.          Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.          Joins construction pieces together to build and balance.          Realises tools can be used for a purpose.  <b>Being Imaginative</b>          Developing preferences for forms of expression.          Uses movement to express feelings.          Creates movement in response to music.          Sings to self and makes up simple songs.          Makes up rhythms.          Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.          Engages in imaginative role-play based on own first-hand experiences.          Builds stories around toys, e.g. princesses and knights in the castle'.          Uses available resources to create props to support role-play.          Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>
<p><b>UW</b></p>	<p>Look for and communicate about things they observe in summer. Talk about the change of season</p> <p>Role play and small world themed around castles (sorting materials, ...)</p>	<p>Role play          Small world play world themed around our stories</p>	<p><b>People and communities</b>          Shows interest in the lives of people who are familiar to them.          Remembers and talks about significant events in their own experience.          Recognises and describes special times or events for family or friends.          Shows interest in different occupations and ways of life.          Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.          Enjoys joining in with family customs and routines.</p> <p><b>The World</b>          Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.          Can talk about some of the things they have observed such as plants, animals, natural and found objects.          Talks about why things happen and how things work.          Developing an understanding of growth, decay and changes over time.          Shows care and concern for living things and the environment.          Looks closely at similarities, differences, patterns and change.</p> <p><b>Technology</b>          Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.          Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.          Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.          Knows that information can be retrieved from computers          Completes a simple program on a computer.          Uses ICT hardware to interact with age-appropriate computer software.</p>
<p><b>Mathematics</b></p>	<p>Addition and subtraction - combining two</p>	<p>Daily Counting          Number rhymes</p>	<p><b>Number</b>          Uses some number names and number language spontaneously.          Uses some number names accurately in play.          Recites numbers in order to 10.</p>

**Topic: Castles**  
**Topic question: Who Lives there?**

	<p>groups to find the whole, number bonds to 10.</p> <p>Measurement - length of beanstalks and height of towers, etc. Use the vocabulary of tall, taller, tallest, long, longer, longest.</p> <p>Weight.</p>	<p>Count and Recognise numerals</p> <p>One more and one less</p> <p>Combining 2 groups</p> <p>Maths tuff Trays</p>	<p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Shows curiosity about numbers by offering comments or asking questions.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Shows an interest in number problems.</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Shows an interest in numerals in the environment.</p> <p>Shows an interest in representing numbers.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and begins to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p><b>Shape space and measure</b></p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Uses positional language.</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Shows interest in shapes in the environment.</p> <p>Uses shapes appropriately for tasks.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p>
--	--	--	--

**Topic: Castles**  
**Topic question: Who Lives there?**

<b>Literacy</b>	<p>Listen to and enjoy a range of traditional stories (Cinderella, Rapunzel, Snow White)</p> <p>Write for a purpose e.g. labelling clothes for the giant, writing lost posters</p> <p>Re-tell stories and put in order sequences from a story, Talk about characters in story books</p>	<p><b>Mark making</b>  Name recognition  Phase 1 and 2 sounds, CVC words  Phase 2 tricky words  Story tuff trays  Fiction and non-fiction books</p> <p>Retelling stories, language development through role-play and small world play, recognising rhyming words,  Sequencing Stories using props, pictures, puppets</p> <p>Writing speech bubbles for characters - writing in different genres: letters, menus, diaries, captions</p> <p>To listen to stories with sustained concentration and be able to recite repetitive phrases.  To be able to identify the main characters and setting for stories.</p>	<p><b>Writing</b>  Sometimes gives meaning to marks as they draw and paint.  Ascribes meanings to marks that they see in different places.  Gives meaning to marks they make as they draw, write and paint.  Begins to break the flow of speech into words.  Continues a rhyming string.  Hears and says the initial sound in words.  Can segment the sounds in simple words and blend them together.  Links sounds to letters, naming and sounding the letters of the alphabet.  Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  Writes own name and other things such as labels, captions.  Attempts to write short sentences in meaningful contexts.</p> <p><b>Reading</b>  Enjoys rhyming and rhythmic activities.  Shows awareness of rhyme and alliteration.  Recognises rhythm in spoken words.  Listens to and joins in with stories and poems, one-to-one and also in small groups.  Joins in with repeated refrains and anticipates key events and Phrases in rhymes and stories.  Beginning to be aware of the way stories are structured.  Suggests how the story might end.  Listens to stories with increasing attention and recall.  Describes main story settings, events and principal characters.  Shows interest in illustrations and print in books and print in the environment.  Recognises familiar words and signs such as own name and advertising logos.  Look at books independently.  Handles books carefully.  Understands that information can be relayed in the form of print.  Holds books the correct way up and turns pages.  Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>
-----------------	---	--	---

<b>KEY EVENTS</b>	Easter, Mothering Sunday, birthdays (pupils and staff), St David's Day, World Book Day, Holi, Purim, Passover, Shivarati, World Poetry Day, World Maths Day
-------------------	---