

	Week 1 Book - How to catch a star.	Week 2 Book - Laura's star.	Week 3 Book - Aliens in Underpants	Week 4 Book - The way back home. Oliver Jeffers	Week 5 Book - Bringing down the moon.	Week 6 Book - Q Pootle 5	Week 7 Book - Whatever next Jill Murphy
PSSED SEAL Getting on	Working with a partner copy your friends sounds and repeat them. Body percussion	Working with a partner copy your friends sounds and repeat them. Musical instruments.	Using Talking Ted discuss your actions and how they affect other people.	Circle time - sharing with others.	Talking about your own interests. Your favourite game, place, activity...	Talking about your own interests. Your favourite game, place, activity...	Talking about your own interests. Your favourite game, place, activity...
PD	PE - Using YST Start to Move document. 1. Locomotion.  Elephant walking ongoing.  Health and self care -Understand that tools and equipment have to be used safely.  Eats a healthy range of foodstuffs and understands the need for variety in food.  Shows some understanding of good practices with regard to exercise, sleeping, and hygiene can contribute to good health.  <i>Funky fingers.</i> <i>Focus - Scissor skills (smiley face thumb) (other groups at other activities)</i>  <i>Malleable area - sorting buttons/beads.</i> <i>Writing area - pencil grip and handwriting.</i>	PE - Using YST Start to Move document. 2. Locomotion Animal movements.  Health and self care -Understand that tools and equipment have to be used safely.  Eats a healthy range of foodstuffs and understands the need for variety in food.  Shows some understanding of good practices with regard to exercise, sleeping, and hygiene can contribute to good health.  <i>Funky fingers.</i> <i>Scissor skills (other groups at other activities)</i>  <i>Malleable area - Links</i> <i>Writing area - pencil grip and handwriting.</i>	PE - Using YST Start to Move document. 3. Locomotion Hopping  Health and self care -Understand that tools and equipment have to be used safely.  Eats a healthy range of foodstuffs and understands the need for variety in food.  Shows some understanding of good practices with regard to exercise, sleeping, and hygiene can contribute to good health.  <i>Funky fingers.</i> <i>Tweezers (other groups at other activities)</i>  <i>Malleable area - Bead threading.</i> <i>Writing area - pencil grip and handwriting.</i>	PE - Using YST Start to Move document. 4. Locomotion Jumping  Health and self care -Understand that tools and equipment have to be used safely.  Eats a healthy range of foodstuffs and understands the need for variety in food.  Shows understanding for the need for safety when transporting and storing tools.  <i>Funky fingers.</i> <i>Tweezers (other groups at other activities)</i>  <i>Malleable area - Golf tee balancing.</i> <i>Writing area - pencil grip and handwriting.</i>	PE - Using YST Start to Move document. 5. Locomotion Running  Health and self care -Understand that tools and equipment have to be used safely.  Eats a healthy range of foodstuffs and understands the need for variety in food.  Shows understanding for the need for safety when transporting and storing tools.  <i>Funky fingers.</i> <i>Malleable (other groups at other activities)</i>  <i>Malleable area - Locks and keys</i> <i>Writing area - pencil grip and handwriting.</i>	PE - Using YST Start to Move document. 6. Locomotion Skipping and galloping.  Health and self care -Understand that tools and equipment have to be used safely.  Eats a healthy range of foodstuffs and understands the need for variety in food.  Shows understanding for the need for safety when transporting and storing tools.  <i>Funky fingers.</i> <i>Malleable (other groups at other activities)</i>  <i>Malleable area - playdough</i> <i>Writing area - pencil grip and handwriting.</i>	PE - Using YST Start to Move document. 7. Locomotion Walking.  Health and self care -Understand that tools and equipment have to be used safely.  Eats a healthy range of foodstuffs and understands the need for variety in food.  Shows understanding for the need for safety when transporting and storing tools.  <i>Funky fingers.</i> <i>Car wash with sponges.</i>  <i>Malleable area - Threading (other groups at other activities)</i>  <i>Writing area - pencil grip and handwriting.</i>
CL	S - Use sentences to link thoughts using and and because.  U - Understands the use of prepositions such as "under" "on top" "behind".  L - Maintains attention, concentrates and sits quietly during appropriate activity.	S - Questions why things happen and gives explanations. (E.g. who, what, when, how.)  U - Responding to simple instructions and begin to understand why and how questions.  L - listens to others one to one or in small groups	S - Use talk to organize, sequence and clarify thinking, ideas, feelings and events.  U - Begin to understand how and why questions.  L - Listening to stories with increasing attention and recall.	S - Use talk to connect ideas and explain.  U - Is able to follow a story without pictures or props.  L - Listening to stories with increasing attention and recall.	S - Uses talk to connect ideas, explain and anticipate.  U - Listens and responds to ideas expressed by others in conversation and discussion.  L - Joins in with repeated refrains and anticipates key events, phrases, rhymes and stories.	S - Uses talk to connect ideas, explain and anticipate.  U - Listens and responds to ideas expressed by others in conversation and discussion.  L - Joins in with repeated refrains and anticipates key events, phrases, rhymes and stories.	S - Uses talk to connect ideas, explain and anticipate.  U - Listens and responds to ideas expressed by others in conversation and discussion.  L - Maintains attention, concentrates and sits quietly during appropriate activity.
L	Pie Corbett - How to catch a star. Oliver Jeffers  Reading - Shows awareness of rhyme and alliteration.  Individual reading weekly  Writing - Phonic sentences. Letter formation. CVC word building.  Halloween recount.	Pie Corbett - How to catch a star. Oliver Jeffers  Reading - Beginning to be aware of how stories are structured.  Individual reading weekly  Writing - Phonic sentences. Letter formation. CVC word building.  Recount of bonfire night.	Pie Corbett - How to catch a star. Oliver Jeffers  Reading - Describe main story setting, events and principal characters.  Individual reading weekly  Writing - Phonic sentences. Letter formation. CVC word building.  Label the planets/stars.	Pie Corbett - How to catch a star. Oliver Jeffers  Reading - Hears and say initial sounds in words.  Individual reading weekly  Writing - Phonic sentences. Letter formation. CVC word building.  Instructions for star biscuits.	Pie Corbett - How to catch a star. Oliver Jeffers  Reading - Blend and segment.  Individual reading weekly  Writing - Phonic sentences. Letter formation. CVC word building.  Write a letter to the boy saying that you would like to be his friend.	Pie Corbett - How to catch a star. Oliver Jeffers  Reading - begins to read words and simple sentences.  Individual reading weekly  Writing - Phonic sentences. Letter formation. CVC word building.  Write a letter to the boy saying that you would like to be his friend.	Pie Corbett - How to catch a star. Oliver Jeffers  Reading - Uses vocabulary and forms of speech that are increasingly influenced by books.  Individual reading weekly  Writing - Phonic sentences. Letter formation. CVC word building.  Write a letter to Santa and Christmas cards to family members.
M	Change in seasons Autumn-Winter. Dressing Talking Ted for the winter.  Number of the week 9 Numicon Continue Numicon 2 Revisit 1:1 counting with Numicon.  Careful counting. Shapes patterns.	Time songs. Sequencing.  Make a zigzag book of their day. Breakfast, school, lunch, home time, tea, bed time.  Number of the week 10. Numicon file 3  Time	Money introduce coins. Properties, small, round, silver, brown, sorting, matching counting...  Number of the week 11. Numicon file 4  Seasons	Money introduce coins. Properties, small, round, silver, brown, sorting, matching counting...  Number of the week 12.. Numicon file 5  Light and colour.  <i>Subject to change follows TT.</i>	2D and 3D shapes. Wrapping, presents ...  Number of the week 13. Numicon file 6  Prepositions.  <i>Subject to change follows TT.</i>	2D and 3D shapes. Wrapping, presents ...  Number of the week 14. Numicon file 7  Shape  <i>Subject to change follows TT.</i>	2D and 3D shapes. Wrapping, presents ...  Number of the week 15. Numicon file 8  Maths assessments. (Week 8)  Shape  <i>Subject to change follows TT.</i>

UW	<p>W - Halloween Bonfire night Guy Faulks.</p> <p>P- Our solar system. Night and Day Vocab.</p> <p>Ipads Busy things Phonics play Technology</p>	<p>Star Dome</p> <p>Talking about how to use the iPads carefully.</p> <p>Showing them 1 program to use.</p> <p>P - Rhyme Time Challenge.</p> <p>W -Armistice Day</p> <p>Busy things Phonics play Technology</p>	<p>W - Talk about Winter and the changes over time.</p> <p>P- How does the weather affect different people?</p> <p>Busy things Phonics play Technology</p>	<p>W - Finding a suitable material to keep that star waterproof.</p> <p>P- Shows and interest in the lives of other people.</p> <p>Busy things Phonics play Technology</p>	<p>P - Talks about significant events in their lives.</p> <p>Busy things Phonics play Technology</p>	<p>Role-play a telephone conversation with the boy from the story asking to be his friend. (Record on the iPads)</p> <p>P - Joins in with family customs and routines.</p> <p>Busy things Phonics play Technology</p>	<p>Record the Christmas production. How could we improve our performance? (Record on the iPads)</p> <p>P - Joins in with family customs and routines.</p> <p>Busy things Phonics play Technology</p>
EAD	<p>Creative area Malleable area Role play area</p> <p>Repeating pattern artwork.</p>	<p>Creative area Malleable area Role play area</p> <p>Firework artwork.</p>	<p>Creative area Malleable area Role play area</p> <p>Weather artwork.</p>	<p>Creative area Malleable area Role play area</p> <p>Space/star artwork.</p>	<p>Creative area Malleable area Role play area</p> <p>Snowflakes.</p>	<p>Creative area Malleable area Role play area</p> <p>Christmas decoration.</p>	<p>Creative area Malleable area Role play area</p> <p>Christmas cards.</p>
EAD - Music	<p><u>Music Express</u> Growth and Change Winter</p> <p>Cinderella</p>	<p><u>Music Express</u> Growth and Change Storm</p> <p>Star dome</p>	<p><u>Music Express</u> Growth and Change Boo</p>	<p><u>Music Express</u> Nativity songs.</p>	<p><u>Music Express</u> Nativity songs.</p>	<p><u>Music Express</u> Nativity songs.</p>	<p><u>Music Express</u> Nativity songs.</p>
Wood land adven ture	<p>Each child to draw a picture of what they think the woodland will look like and colour it in.</p> <p>Write altogether a sentence/few ideas about what they think the forest will be like.</p> <p>Sights, sounds, smells, touches.</p> <p>Sit in the circle and compare our woodland ideas to the real thing.</p> <p>Forestry commission page - Explore with your senses Starting activity p.1</p>	<p>Forestry commission page - Explore with your senses Colour matching p.2</p>	<p>Forestry commission page - Explore with your senses Smell p.2</p>	<p>Forestry commission page - Explore with your senses Touch p.3</p>	<p>Forestry commission page - Explore with your senses Taste p.3</p>	<p>Forestry commission page - Explore with your senses Sound p.4</p>	<p>Woodland writing In the forest I saw... In the forest I heard... In the forest I touched... In the forest I ...</p>