



	Week 1 Book - Handa's surprise	Week 2 Book - Vegetable glue	Week 3 Book - Salad Non-Fiction text	Week 4 Book - Vegetables Non-Fiction text	Week 5 Book - The dragon who couldn't do sporty things. Exercise book.	Week 6 Book - Oliver's fruit salad.
PSED	<p>Is confident to speak in a familiar group, will talk about his/her ideas, and will choose the resources he/she needs for his/her chosen activities.</p> <p>Hot seat what do you need for</p>	<p>Is confident to speak in a familiar group, will talk about his/her ideas, and will choose the resources he/she needs for his/her chosen activities.</p> <p>Hot seat what do you need for</p>	<p>Understands that his/her own actions affect other people. For example, he/she becomes upset or tries to comfort another child when he/she realises he/she has upset them.</p> <p>Talks about how he/she and others show feelings, talks about his/her own and others' behaviour, and its consequences, and knows that some behaviour is unacceptable.</p> <p>Role play different behaviour and situations. Group discussion.</p>	<p>Understands that his/her own actions affect other people. For example, he/she becomes upset or tries to comfort another child when he/she realises he/she has upset them.</p> <p>Talks about how he/she and others show feelings, talks about his/her own and others' behaviour, and its consequences, and knows that some behaviour is unacceptable</p> <p>Books and stories with conflict resolution. Talking stories. Messy Mandy, Silly sally. Naughty Nigel Tony Ross.</p>	<p>Plays co-operatively, taking turns with others.</p> <p>Chinese whispers. Talk boost listening games. Playground games. Board games.</p>	<p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Explains his/her own knowledge and understanding, and asks appropriate questions of others.</p> <p>Books and stories with conflict resolution. Hot seat what do you need for</p>
PD	<p>PE - Locomotion. See YST trust document and skills cards.</p> <p>Health and self-care</p> <p>Eats a healthy range of foodstuffs and understands the need for variety in food</p> <p>Using our senses to explore different fruits from the story (Handa's surprise)</p> <p><i>Funky fingers. Gross motor</i></p> <p><i>Malleable area - Playdough</i></p> <p><i>Writing area - Hammers and nails (Alt weeks)</i></p>	<p>PE - Locomotion. See YST trust document and skills cards.</p> <p>Health and self-care</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Discuss different types of food, sort them and match healthy and less healthy foods. Talk about the different food groups.</p> <p><i>Funky fingers. Fine motor</i></p> <p><i>Malleable area - Vegetable glue.</i></p> <p><i>Writing area - Screws and screwdrivers. (Alt weeks)</i></p>	<p>PE - Locomotion. See YST trust document and skills cards.</p> <p>Health and self-care</p> <p>Knows the importance for good health of physical exercise, and a healthy diet, and talks about ways to keep healthy and safe.</p> <p>Children to select the food needed to make a healthy picnic.</p> <p>Children reasoning about their choices.</p> <p><i>Funky fingers. Gross motor</i></p> <p><i>Malleable area - Kinetic sand/ foam sand</i></p> <p><i>Writing area - Handles tools, objects, construction and malleable materials safely and with increasing control.</i></p> <p>Paintbrush, rollers, sponges</p>	<p>PE - Locomotion. See YST trust document and skills cards.</p> <p>Health and self-care</p> <p><i>PE apparatus.</i></p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p><i>Funky fingers. Fine motor</i></p> <p><i>Malleable area - Floam</i></p> <p><i>Writing area - Handles tools, objects, construction and malleable materials safely and with increasing control.</i></p> <p>Paintbrush, rollers, sponges</p>	<p>PE - Locomotion. See YST trust document and skills cards.</p> <p>Health and self-care</p> <p><i>PE apparatus.</i></p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p><i>Funky fingers. Gross motor</i></p> <p><i>Malleable area - Cornflour gloop</i></p> <p><i>Writing area - Handles tools, objects, construction and malleable materials safely and with increasing control.</i></p> <p>Paintbrush, rollers, sponges</p>	<p>PE - Locomotion. See YST trust document and skills cards.</p> <p>Health and self-care</p> <p><i>PE apparatus.</i></p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p><i>Funky fingers. Fine motor</i></p> <p><i>Malleable area - Soap flakes and water</i></p> <p><i>Writing area - Using tools to cut the soap flakes (cheese grater/vegetable peeler)</i></p>
CL	<p>L&A - Listens to stories, accurately anticipating key events and responds to what he/she hears with relevant comments, questions or actions</p> <p>S- Expresses himself/herself effectively, showing awareness of listeners' needs (ELG)</p> <p>Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>U- Is able to follow a story without pictures or props.</p> <p>Follows instructions involving several ideas or actions</p>	<p>L&A - Listens to stories, accurately anticipating key events and responds to what he/she hears with relevant comments, questions or actions</p> <p>S- Expresses himself/herself effectively, showing awareness of listeners' needs (ELG)</p> <p>Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>U- Is able to follow a story without pictures or props.</p> <p>Follows instructions involving several ideas or actions</p>	<p>L&A - Listens to stories, accurately anticipating key events and responds to what he/she hears with relevant comments, questions or actions</p> <p>S- Expresses himself/herself effectively, showing awareness of listeners' needs (ELG)</p> <p>Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>U- Is able to follow a story without pictures or props.</p> <p>Follows instructions involving several ideas or actions</p>	<p>L&A - Listens to stories, accurately anticipating key events and responds to what he/she hears with relevant comments, questions or actions</p> <p>S- Expresses himself/herself effectively, showing awareness of listeners' needs (ELG)</p> <p>Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>U- Is able to follow a story without pictures or props.</p> <p>Follows instructions involving several ideas or actions</p>	<p>L&A - Listens to stories, accurately anticipating key events and responds to what he/she hears with relevant comments, questions or actions</p> <p>S- Expresses himself/herself effectively, showing awareness of listeners' needs (ELG)</p> <p>Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>U- Is able to follow a story without pictures or props.</p> <p>Follows instructions involving several ideas or actions</p>	<p>L&A - Listens to stories, accurately anticipating key events and responds to what he/she hears with relevant comments, questions or actions</p> <p>S- Expresses himself/herself effectively, showing awareness of listeners' needs (ELG)</p> <p>Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>U- Is able to follow a story without pictures or props.</p> <p>Follows instructions involving several ideas or actions</p>
L	<p>Pie Corbett - Handa's surprise.</p> <p>Writing - Shopping lists. Healthy food.</p>	<p>Pie Corbett - Handa's surprise.</p> <p>Writing - Labelling different fruit and vegetables.</p>	<p>Pie Corbett Linear instruction book.</p> <p>Writing - Linear Instructions on how to make a ...</p>	<p>Pie Corbett - Linear instruction book.</p> <p>Writing - Linear Instructions on how to make a ...</p>	<p>Pie Corbett - Linear instruction book.</p> <p>Writing - Narrative Instruction on how to exercise using time connectives.</p>	<p>Pie Corbett - Linear instruction book.</p> <p>Writing - Narrative Instruction on how to make a fruit salad/kebab using time connectives.</p>
M	Counting	Data collection	Is beginning to use mathematical names for	Is beginning to use mathematical names for	Uses everyday language to talk about size, weight, capacity,	Uses everyday language to talk about size, weight, capacity,

	Number of the week 20 Numicon file 14 and revisit areas as needed.	Bar charts, Venn diagrams for favourite... Numicon file 15 and revisit areas as needed.	"solid" 3D shapes and "flat" 2D shapes, and mathematical terms to describe shapes. Explore and discuss different packaging from the supermarket. Supermarket visit. Orders two items by weight or capacity Is beginning to use everyday language related to money Numicon file 16 and revisit areas as needed.	"solid" 3D shapes and "flat" 2D shapes, and mathematical terms to describe shapes. Explore and discuss different packaging from the supermarket. Supermarket visit. Orders two items by weight or capacity Is beginning to use everyday language related to money Numicon file 17 and revisit areas as needed.	position, distance, time and money to compare quantities and objects and to solve problems (ELG) Measures short periods of time in simple ways Timed exercise challenge. Numicon file 18 and revisit areas as needed. <i>Subject to change follows TT.</i>	position, distance, time and money to compare quantities and objects and to solve problems (ELG) Measures short periods of time in simple ways Timed exercise challenge. Numicon file 19 and revisit areas as needed. <i>Subject to change follows TT.</i>
UW	What is it like to live in Handa's village? Research using the internet. Knows about similarities and differences between himself/herself and others, and among families, communities and traditions Selects and uses technology for particular purposes Weather and water- Where does Handa get her water from? Use water to grow peas. Ipads Busy things Phonics play Technology	Make a bar chart. Selects and uses technology for particular purposes. Knows about similarities and differences between himself/herself and others, and among families, communities and traditions Weather and water- What do we use water for? Global dimension of water conservation. Ipads Busy things Phonics play Technology	Scanning the QR and taking photos at the supermarket using the iPads. Selects and uses technology for particular purposes. Knows about similarities and differences between himself/herself and others, and among families, communities and traditions Weather and water- What do we use water for? Weather and water- Vegetable preparation. Ipads Busy things Phonics play Technology	Scanning the QR and taking photos at the supermarket using the iPads. Selects and uses technology for particular purposes. Knows about similarities and differences between himself/herself and others, and among families, communities and traditions Weather and water- What do we use water for? Weather and water- Vegetable preparation. Ipads Busy things Phonics play Technology	Makes observations of animals and plants and explains why some things occur, and talk about changes Selects and uses technology for particular purposes. Knows about similarities and differences between himself/herself and others, and among families, communities and traditions Weather and water- What do we use water for? Weather and water- Freezing and melting Look at household technology. Ipads Busy things Phonics play Technology	Makes observations of animals and plants and explains why some things occur, and talk about changes Selects and uses technology for particular purposes. Knows about similarities and differences between himself/herself and others, and among families, communities and traditions Weather and water- What do we use water for? Weather and water- Make a healthy ice lolly pop. What technology do we need to freeze the ice pops? Ipads Busy things Phonics play Technology
EAD	Creative area Malleable area Role play area DT- Design a basket for Handa's fruit to stop the animals from getting the fruit. Art - Experiments to create different textures. Handa's surprise. Big basket of fruit display. Add a different piece of fruit to the basket each week. Created using a different method each week. Sand in paint.	Creative area Malleable area Role play area DT- Make vegetable glue. Art- Experiments to create different textures. Different fruit or veg texture each week. Natural texture/ artificial texture Rice	Creative area Malleable area Role play area DT - Making a healthy snack. Art- Experiments to create different textures. Different fruit or veg texture each week. Tactile and visual. Glue and sand.	Creative area Malleable area Role play area DT - Making a healthy snack. Art- Painting using natural resources.	Creative area Malleable area Role play area DT - Design their own circuit for PE. Art- Mud pictures	Creative area Malleable area Role play area DT - Design their own circuit for PE Art- Stone pictures.
EAD - Music	Music Express Growth and change Thunder and Lightening	Music Express Growth and change Stormy sky dance	Music Express Growth and change Storm	Music Express Growth and change Storm - weather song (ELG)	Music Express Growth and change Whoosh	Music Express Growth and change Mrs Washalot
Woodland	Make a big basket using collected twigs from outside.	Collage texture pictures.	Collage texture pictures.	Large scale art using found textures.	Natural Texture rubbings.	Artificial Texture rubbings.