



	Week 1 Book - Snowmen at night	Week 2 Book - We're going on a bear hunt- focus on different natural settings- fields, forest, river etc	Week 3 Book - We're going on a bear hunt -focus on different natural settings- fields, forest, river etc	Week 4 Book - We're going on a bear hunt - focus on different natural settings- fields, forest, river etc	Week 5 Book -The train ride- settings- where does the train go? surroundings	Week 6 Book - The train ride- settings- where does the train go? surroundings	Week 7 Book - TBC
PSED	Circle Time: My favourite Christmas present (similarities/differences)	Emotions happy/sad/worried (NYMAZ) sorting happy and sad  Feeling scared (Big bad wolf)	Circle Time: Happy and sad- what makes you happy, what makes you sad?	People puppets- happy/sad/worried/excited Alternative ending to bear hunt- Film- how does the bear feel?	Staying safe when exploring our local environment.  Go for a walk and stop dangers and look for safe ways of crossing the road and using correct pathways	Stranger Danger- keeping themselves safe	Train safety. The railway children.
PD	Dough Disco- move 7 Squiggle whilst you wiggle- circles (Big and small movements)  <u>Funky fingers:</u> Threading snowmen  Writing/mark making- snowmen in shaving foam  Malleble: Snow dough-making balls- snowmen	Dough Disco- move 8 Squiggle whilst you wiggle- circles (Big and small movements)  <u>Funky fingers:</u> Threading  Cheerio threading- bird feeders  Moves freely with pleasure and confidence in a range of ways- obstacle course -Under, over, through	Dough Disco- recap all moves Children to think of own moves? Squiggle whilst you wiggle- hump <u>Funky fingers:</u> Balancing ping pong balls on golf tees  Moves freely with pleasure and confidence in a range of ways- obstacle course -Under, over, through	Dough Disco- recap all moves Children to think of own moves? Squiggle whilst you wiggle- hump <u>Funky fingers:</u> Balancing marbles on golf tees  Moves freely with pleasure and confidence in a range of ways- obstacle course -Under, over, through	Dough Disco and squiggle whilst you wiggle- TBC  <u>Funky fingers:</u> Threading beads on sticks  Stands momentarily on one foot when shown- YST Start to move- stability- stillness	Dough Disco and squiggle whilst you wiggle- TBC  <u>Funky fingers:</u> Pool noodles and rubber bands Uses one handed tools and equipment- scissor skills- hand eye coordination  Uses one handed tools and equipment- scissor skills- hand eye coordination	Dough Disco and squiggle whilst you wiggle- TBC  <u>Funky fingers:</u> Buttons- doing up buttons on a button train Uses one handed tools and equipment- scissor skills- hand eye coordination Uses one handed tools and equipment- scissor skills- hand eye coordination
CL	S-Can retell a simple past event in correct order <u>Listening games</u> L - Listening to stories with increasing attention and recall.  SB-Early Talk Boost assessment.	S - Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. U - Understands who, what, when, where in simple questions L - Joins in with repeated refrains and anticipates key events, phrases, rhymes and stories.	S -Uses a variety of questions (What? Where? Who?) U - Understands who, what, when, where in simple questions L - Listening to stories with increasing attention and recall.	S - Uses a variety of questions (What? Where? Who?) U - Understands who, what, when, where in simple questions L - Listening to stories with increasing attention and recall.	S- Learns new words very rapidly and is able to use them in communicating U- Understand use of objects- Train role-play props L- Is able to follow directions	S- Learns new words very rapidly and is able to use them in communicating U- Undrestands prepositions suc as 'under', 'on top', 'behind', (passengers on a train) L- Is able to follow directions	S- (SSM) Use positional language U- Undrestands prepositions suc as 'under', 'on top', 'behind', (passengers on a train)
	BLAST Stories (Whole class)	Early Talk Boost- Mrs Burton (intervention)					
L	Letters and sounds - Phase 1 Rhyming- busythings and rhyming bingo Reading -Shows awareness of rhyme and alliteration. Writing - imitating and drawing lines and circles (Haps- whoops)  A recount of the Christmas holidays. - circle time- drawing favourite present (teacher scribe)  Blast stories- Recap BLAST weeks 1-6	Letters and sounds - Phase 1 Rhyming- busythings and rhyming bingo -Green eggs and ham. Finishing the rhyming couplet Reading - Beginning to be aware of how stories are structured. Beginning, middle and end Writing- Signs for the woods- beware of the bear  Pie Corbett- We're going on a bear hunt  Early Talk boost - week 1	Letters and sounds - Phase 1 Rhyming- Rhyme monster generating own rhyming words, odd one out Reading -Beginning to be aware of how stories are structured. Beginning, middle and end Describe main story setting, events and principal characters. Writing- Drawing characters from the story- people and bears- (haps- copy labels- letter formation)  Early Talk Boost- week 2	Letters and sounds - Phase 1 initial sound intro- Gelerldine giraffe, I-spy Reading - Suggests how the story might end. Writing - We're going on a bear hunt books- meaning to marks and text they see Sequencing - Put the events in order from the story.  Early Talk Boost- week 3	Letters and sounds - Phase 1 Phase 1 initial sound intro- Gelerldine giraffe, I-spy/initial sound sorting Pie Corbett - The train ride Reading - Joins in with repeated refrains and anticipates key events and phrases in stories Writing - Ascribe meaning to marks they see (Begins to see sounds from their name in other words) finding their own ticket-writing tickets- initial letter- (haps name in cursive) Draw a label the different parts of the magic train.  Early Talk Boost- week 4	Pie Corbett - The train ride  Reading - Knows that print carries meaning and in English is read from left to right and top to bottom. Writing - Ascribe meaning to marks they see (Begins to see sounds from their name in other words) finding their own ticket- writing tickets- initial letter- (haps name in cursive)  Making and writing your own magic train tickets.  Early Talk Boost- week 5	Pie Corbett - The train ride.  Reading - Knows that print carries meaning and in English is read from left to right and top to bottom. Writing -  A recount of our trip to the train station/visitor.  Where would you go on a train ride? Talk for writing (circle time)  Phonics assessments.  ETB- recap weeks 1-5
M	Counting  Sequencing - how to build a snowman  Circle song- 'This is a circle'- making circles with our bodies (squiggle)  1:1 counting with Numicon.- making balls and counting (playdough)	Pattern  Pattern.- making patterns using different objects/tools Printing repeating patterns onto strips of paper. Circle, square, triangle- talking about shapes  Making shape pictures Shape songs- circle, square and triangle.  Go on a shape hunt- taking photos using Ipad?	Pattern  Elmer story Elmer the elephant patterns.- same/different- categorizing - square  Looking for patterns in the environment.  Number of the week 1- start at the top and down we run Formation and recognition	1 to 1 counting  5 current buns- splitting groups  <i>Subject to change follows TT.</i>  Number of the week 2- Formation and recognition	1 to 1 counting  5 current buns- splitting groups Drawing current buns- marks they can interpret Sharing current buns- SAME  <i>Subject to change follows TT.</i>  Number of the week 3- Formation and recognition	Number problems  Counting passengers on a train- filling spaces - number problems  <i>Subject to change follows TT.</i>  Number of the week 4- Formation and recognition	Number problems  Counting passengers on a train- filling spaces - number problems  <i>Subject to change follows TT.</i>  Number of the week 5- Formation and recognition
UW	W - Talks about some of the things which they have observed Comments and asks questions about aspects of his/her familiar world such as the place where he/she lives or the natural world- Winter  IPad- design a snowman Busy things - winter snowflakes	W -Talks about some of the things which they have observed Comments and asks questions about aspects of his/her familiar world such as the place where he/she lives or the natural world- Winter  IPad- design a snowman Busy things - winter snowflakes	W - Talks about the features of his/her own immediate environment and how environments might vary from one another.  Record the children retelling the 'Bear hunt' Pie Corbett story.  IPad Busy things - drawing snowflakes/snowmen	T - Selects and uses technology for a particular purpose. - Ipad selfies to use to retell going on a bear hunt.  Record the children retelling the 'Bear hunt' Pie Corbett story.  IPad- selfies- puppet pals	E-safety - using computers to find out about trains (Knows information can be retrieved from computers) Where else can we get information from?  W- Comparing locations- where does the train go?  Ipads Busy things	W - Staying safe. Why do we need to be careful and always let our grown up's know where we are?- visiting different places.  IPad- photos of us in different places- using IPad	P - Looking at different occupations (Train driver).  Where would you go on a magical train journey? Looking at different countries, places, and habitats. (Under the sea, rainforest, and desert...)  IPad Busy things
EAD	Winter/snowman craft Snowflake painting to music (Little snowflake, Vygotsky 4 seasons- winter)  Do you wanna build a snowman?- Frozen	Make a character masks from the story for role play/ retelling the story. (bears)  Bubble painting- circles	Make a character masks from the story for role play/ retelling the story.- linked to feelings puppets	Making 5 current buns- salt dough- painting and using for number rhymes People puppets- emotions	Design your train track can you draw it? Draw a train you would like to make.	Making junk model trains. Axels/lego bases/Mobilo. How can we make it move?	Painting trains. - making chocolate teddy bear trains - following visual/verbal instructions first/next/last

EAD - Music	<u>Music Express</u> Moving patterns Stamp and clap	<u>Music Express</u> Moving patterns Stamp and clap	<u>Music Express</u> Moving patterns Wheels	<u>Music Express</u> Moving patterns Wheels	<u>Music Express</u> Moving patterns Shape up	<u>Music Express</u> Moving patterns All aboard	<u>Music Express</u> Moving patterns All aboard
Events /notes	Winter making bird feeders - following instructions	Winter making bird feeders- following instructions		28 <sup>th</sup> Jan- Chinese new year			Chocolate teddy bear trains- visit from train conductor?