

	Week 1 Book - The Gingerbread Man.	Week 2 Book - Tortoise and the Hare	Week 3 Book - The Little Red Hen	Week 4 Book - Rosie's walk.	Week 5 Book - The Elves and the shoemaker.
PSSED	SEAL - Going for Goals.	SEAL - Going for Goals.	SEAL - Going for Goals.	SEAL - Going for Goals.	SEAL - Going for Goals.
PD	<p>PE - Using YST Start to Move document. 1. Locomotion Animal movements.</p> <p>Elephant walking ongoing.</p> <p>Health and self care Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks</p> <p>Practices some appropriate safety measures without direct supervision.</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><i>Funky fingers. Focus - Scissor skills (smiley face thumb) (other groups at other activities)</i></p> <p><i>Malleable area - Threading</i></p> <p><i>Writing area - pencil grip and handwriting.</i></p>	<p>PE - Using YST Start to Move document. 1. Locomotion Animal movements.</p> <p>Health and self care Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Practices some appropriate safety measures without direct supervision.</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><i>Funky fingers. Scissor skills (other groups at other activities)</i></p> <p><i>Malleable area - Bubble wrap popping</i></p> <p><i>Writing area - pencil grip and handwriting.</i></p>	<p>PE - Using YST Start to Move document. 2. Locomotion Jumping</p> <p>Health and self care Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Practices some appropriate safety measures without direct supervision.</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><i>Funky fingers. Tweezers (other groups at other activities)</i></p> <p><i>Malleable area - Molding playdough.</i></p> <p><i>Writing area - pencil grip and handwriting.</i></p>	<p>PE - Using YST Start to Move document. 3. Locomotion Jumping</p> <p>Health and self care -Understand that tools and equipment have to be used safely.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Practices some appropriate safety measures without direct supervision.</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><i>Funky fingers. Tweezers (other groups at other activities)</i></p> <p><i>Malleable area - Golf tee balancing.</i></p> <p><i>Writing area - pencil grip and handwriting.</i></p>	<p>PE - Using YST Start to Move document. 4. Locomotion Running</p> <p>Health and self care -Understand that tools and equipment have to be used safely.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Practices some appropriate safety measures without direct supervision.</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><i>Funky fingers. Malleable (other groups at other activities)</i></p> <p><i>Malleable area - Water beads.</i></p> <p><i>Writing area - pencil grip and handwriting.</i></p>
CL	<p>S - Questions why things happen and gives explanations. (E.g. who, what, when, how.)</p> <p>U - Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>L - Joins in with repeated refrains and anticipates key events, phrases, rhymes and stories.</p>	<p>S - Questions why things happen and gives explanations. (E.g. who, what, when, how.)</p> <p>U - Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>L - Joins in with repeated refrains and anticipates key events, phrases, rhymes and stories.</p>	<p>S - Uses talk to connect ideas, explain and anticipate.</p> <p>U - Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>U - Answers 'how' and 'why' questions about his/her experiences and in response to stories or events.</p> <p>L - Listening to stories with increasing attention and recall.</p>	<p>S - Use talk to connect ideas and explain.</p> <p>U - Responds to instructions using a two-part sequence.</p> <p>U - Answers 'how' and 'why' questions about his/her experiences and in response to stories or events.</p> <p>L - Listening to stories with increasing attention and recall.</p>	<p>S - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>U - Answers 'how' and 'why' questions about his/her experiences and in response to stories or events.</p> <p>L - Listens attentively in a range of situations.</p>
L	<p>Pie Corbett - The Gingerbread Man.</p> <p>Reading - Shows awareness of rhyme and alliteration. Rhyming strings.</p> <p>Individual reading weekly</p> <p>Writing - Phonic sentences. Letter formation. CVC word building.</p> <p>A recount of the Christmas holidays.</p>	<p>Pie Corbett - The Gingerbread Man.</p> <p>Reading - Beginning to be aware of how stories are structured.</p> <p>Individual reading weekly</p> <p>Writing - Phonic sentences. Letter formation. CVC word building.</p> <p>Drawing a map of the Gingerbread Mans journey.</p>	<p>Pie Corbett The Gingerbread Man.</p> <p>Reading - Describe main story setting, events and principal characters.</p> <p>Individual reading weekly</p> <p>Writing - Phonic sentences. Letter formation. CVC word building.</p> <p>Character description. The little old lady is...</p>	<p>Pie Corbett - The Gingerbread Man.</p> <p>Reading - Hears and say initial sounds in words.</p> <p>Can segment the sounds in simple words and knows which sounds represent some of them.</p> <p>Individual reading weekly</p> <p>Writing - Phonic sentences. Letter formation. CVC word building.</p> <p>Sequencing - Put the characters from the Gingerbread Man story in order.</p>	<p>Pie Corbett - The Gingerbread Man.</p> <p>Reading - Blend and segment.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by his/her experiences of books.</p> <p>Individual reading weekly</p> <p>Writing - Phonic sentences. Letter formation. CVC word building.</p> <p>Writing instructions for making a Gingerbread Man.</p>
M	<p>Counting</p> <p>Counting irregular arrangements of objects.</p> <p>Counting out 6 objects from a larger group.</p> <p>Number of the week 15 LA - 1-10</p> <p>Numicon Continue Numicon 8.</p> <p>Revisit 1:1 counting with Numicon.</p> <p><i>Subject to change follows TT.</i></p>	<p>Pattern</p> <p>Repeating pattern and number patterns. The story of 2,3,4,5</p> <p>Printing repeating patterns onto strips of paper. Threading coloured pasta shapes.</p> <p>Repeating patterns on the GBM.</p> <p>Cheerios (Coloured) and strawberry laces.</p> <p>Number of the week 16.</p> <p>Numicon file 9</p> <p><i>Subject to change follows TT.</i></p>	<p>Pattern</p> <p>Repeating pattern and number patterns. The story of 6,7,8,9</p> <p>Looking for patterns in the environment.</p> <p>Number of the week 17.</p> <p>Numicon file 10</p> <p><i>Subject to change follows TT.</i></p>	<p>Pattern</p> <p>Number bonds to 10.</p> <p>Estimate.</p> <p>Estimate how many buttons will fit on the Gingerbread Man.</p> <p>Number of the week 18.</p> <p>Numicon file 11</p> <p><i>Subject to change follows TT.</i></p>	<p>1 more 1 less</p> <p>Introduce 1 more/2 more to the children. Look at counting on and using a number line. Look at counting back and using a number line.</p> <p>Addition and subtraction stories using the story characters. The GBM ran past 3 animals then 1 more...</p> <p>Number of the week 19. Numicon file 12</p> <p><i>Subject to change follows TT.</i></p>
UW	<p>E-safety T - logging in using their own log in details.</p> <p>W - Comments and asks questions about aspects of his/her familiar world such as the place where he/she lives or the natural world.</p> <p>Look at different materials and explore floating and sinking.</p> <p>Ipads Busy things</p>	<p>T - Selects and uses technology for a particular purpose.</p> <p>E-safety T - logging in using their own log in details.</p> <p>W - Discuss our own environment compared to the GBM story. Talks about the features of his/her own immediate environment and how environments might vary from one another.</p>	<p>T - Selects and uses technology for a particular purpose.</p> <p>E-safety T - logging in using their own log in details.</p> <p>W - Library visit. Talks about the features of his/her own immediate environment and how environments might vary from one another.</p> <p>Use ICT to draw a map of your</p>	<p>T - Selects and uses technology for a particular purpose.</p> <p>E-safety T - logging in using their own log in details.</p> <p>Discuss that the internet can give us a vast amount of information. Where else can we get information from?</p> <p>Ipads Busy things</p>	<p>E-safety T - logging in using their own log in details.</p> <p>W - Talks about why things happen and how things work.</p> <p>Record the children re-telling the GBM Pie Corbett story.</p> <p>Ipads Busy things Phonics play Technology</p>

	Phonics play Technology	Draw a map of the <i>Gingerbread Man</i> story. Ipads Busy things Phonics play Technology	journey to the library. Ipads Busy things Phonics play Technology	Phonics play Technology	
EAD	Creative area Malleable area Role play area Puppet making the <i>Gingerbread Man</i> story.	Creative area Malleable area Role play area Puppet making the <i>Gingerbread Man</i> story.	Creative area Malleable area Role play area Puppet making the <i>Gingerbread Man</i> story.	Creative area Malleable area Role play area Puppet making the <i>Gingerbread Man</i> story.	Creative area Malleable area Role play area Puppet making the <i>Gingerbread Man</i> story.
EAD - Music	<u>Music Express</u> Stories and sounds.	<u>Music Express</u> Stories and sounds.	<u>Music Express</u> Stories and sounds.	<u>Music Express</u> Stories and sounds.	<u>Music Express</u> Stories and sounds.
Woodland	Geography - Forestry Commission Looking for man made and natural objects in our outdoor area.	Geography - Forestry Commission Journeys Draw a map of our outdoor area.	Geography - Forestry Commission Journeys Make a map of our outdoor area using natural materials. Discuss staying safe in our outdoor area.	Materials and Structures - Forestry Commission Mouse nest game. (Habitat)	Materials and Structures - Forestry Commission Tree identification.