

<b>Week</b>	<b>1</b> wc 5.9.22	<b>2</b> wc 12.9.22 All children are now full time. <b>Baseline assessments.</b>	<b>3</b> wc 19.9.22  <b>Baseline assessments.</b>	<b>4</b> wc 26.9.22  <b>Baseline assessments.</b>	<b>5</b> wc 3.10.22 Harvest festival this week.	<b>6</b> wc 10.10.22	<b>7</b> wc 17.10.22 INSET 21.10.22
<b>Wow</b>	Transition activities- children to begin to start in small groups from Monday.	Adults in the class to share photographs of their family and model talking about it.	A trail of rainbow coloured string and tissue paper has been left in the classroom	An envelope arrives with photographs of each child in the class ‘Who are you?’	Harvest Celebration	A range of props for different jobs eg, police helmet, bandage, letters to sort and discuss.	Visit from People who help us.
<b>Books</b>	Children’s choice- Starting school. Core books	The Family Book- Todd Parr Core books	The Colour Monster- Anna Llenas	What makes me a me?- Ben Faulks Core books	Oliver’s Vegetables Core books	Real Superheroes- Julia Seal Core books	People who help us. Core books
<b>Maths</b>	Number caterpillar 0-5	Power Maths- Unit 1 Numbers to 5. Mastering Number Week 1.	Power Maths- Unit 1 Numbers to 5. Mastering Number Week 2	Power Maths- Unit 1 Numbers to 5. Mastering Number Week 3	Power Maths- Unit 2 Comparing numbers within 5. Mastering Number Week 4	Power Maths- Unit 2 Comparing numbers within 5. Mastering Number Week 5	Power Maths- Exploring colour and shape. Mastering Number Week 6
<b>English</b>	Writing names to match to the children’s portraits. Make a class display. <i>I will form some lower-case and capital letters correctly. I will write some or all of my name.</i>	Draw and label your family. Write your own name. <i>I will form some lower-case and capital letters correctly. I will write some or all of my name. I will use some of my print and letter knowledge in my early writing.</i>	Draw and label something that makes you feel green for the happiness jar. <i>I will form some lower-case and capital letters correctly. I will write some or all of my name. I will use some of my print and letter knowledge in my early writing.</i>	Children to draw things that make them special eg, things they are good at or like to do. <i>I will form some lower-case and capital letters correctly. I will write some or all of my name. I will use some of my print and letter knowledge in my early writing.</i>	Draw the vegetables that Grandad grows in his garden and label them. <i>I will form some lower-case and capital letters correctly. I will write some or all of my name. I will use some of my print and letter knowledge in my early writing.</i>	Write a list of ‘Real superheroes’ and draw your favourite one. <i>I will form some lower-case and capital letters correctly. I will write some or all of my name. I will spell words by identifying the sounds and then writing the sound with letter/s.</i>	Draw and label what you would like to be when you are older. <i>I will form some lower-case and capital letters correctly. I will write some or all of my name. I will spell words by identifying the sounds and then writing the sound with letter/s.</i>

Wordwise	Phase 1- Environmental sounds	Little Wandle Week 1.	Little Wandle Week 2	Little Wandle Week 3	Little Wandle Week 4	Little Wandle Week 5	Little Wandle Week Assessments
Handwriting	Name writing practise I will use a comfortable grip with good control when holding pens and pencils. I will form some lower-case and capital letters correctly.	Name writing practise I will use a comfortable grip with good control when holding pens and pencils. I will form some lower-case and capital letters correctly.	s,a I will use a comfortable grip with good control when holding pens and pencils. I will form some lower-case and capital letters correctly.	t,p I will use a comfortable grip with good control when holding pens and pencils. I will form some lower-case and capital letters correctly.	i,n I will use a comfortable grip with good control when holding pens and pencils. I will form some lower-case and capital letters correctly.	m,d I will use a comfortable grip with good control when holding pens and pencils. I will form some lower-case and capital letters correctly.	g,o I will use a comfortable grip with good control when holding pens and pencils. I will form some lower-case and capital letters correctly.
RHE	New routines, establish expectations and learn our new friends names. I will build constructive and respectful relationships. I will see myself as a valuable individual.	Introduce the mood monsters using character toys. Children are encouraged to talk about their family and who lives in their house. I will build constructive and respectful relationships. I will see myself as a valuable individual. I will express my feelings and consider the feelings of others.		Telling someone something good about themselves- What makes you special? Mirror activity- 'Things I like about me'. I will build constructive and respectful relationships. I will see myself as a valuable individual.	Introduce the weekly challenge board. I will show resilience and perseverance in the face of challenge. I will manage my own needs.	Supertato and Superworm stories at home time- discuss how we can help others. I will build constructive and respectful relationships. I will see myself as a valuable individual. I will express my feelings and consider the feelings of others.	
Science Weekly reach out reporter and explorify	A range of investigation resources to explore in the investigation station. I will describe what I see, hear and feel whilst outside. I will explore the natural world around me.	Learning facial features and body parts, Identifying similarities and differences between each other and children in other parts of the world. Identify senses and link to body parts. 'I've got a body song'. I know some similarities and differences between the natural world around me and contrasting environments.		Go on a season walk 'Autumn'. Set up an investigation station for Autumn including collected materials, magnifying glasses, small world animals etc. I understand the effect of changing seasons on the natural world around me. I understand some important process and changes in the natural world around me, including the seasons.		Find out about people who help us and their roles in our society. Create job cards for these occupations. I will talk about members of my immediate family and community. I will talk about the lives of people around me and their roles in society.	
Computing				Project evolve- self image and identity. Adult modelling how to scan a QR code. I know common uses of information technology beyond school.		Use J2e to draw a picture of a real superhero. I know how to explore, use and refine a variety of artistic effects to express my ideas and feelings.	

				I know how to scan a QR code.		
<b>Art</b>	Children to draw a self portrait. These will be used to make a class display. Pencil control to be assessed. I will explore, use and refine a variety of artistic effects to express my ideas and feelings.	Cutting skills assessment – Level 1 seating position and the grip. I will use a range of small tools, including scissors, paint brushes and cutlery.	Explore colour mixing- linking to the 'Colour monster'. Make mood monster puppets. I will explore, use and refine a variety of artistic effects to express my ideas and feelings.	Observational drawings of fruit and vegetables. I will explore, use and refine a variety of artistic effects to express my ideas and feelings.	Make an emergency vehicle. I will create collaboratively, sharing ideas, resources and skills.	Use J2e to draw a picture of a real superhero. I will use ICT to create a representation.
<b>D&amp;T</b>	Adults to model using the resources in the creative workshop. I will explore, use and refine a variety of artistic effects to express my ideas and feelings.	Cutting skills assessment – Level 1 seating position and the grip. I will use a range of small tools, including scissors, paint brushes and cutlery.	Fine motor skills activities- daily opportunities. I will use a range of small tools, including scissors, paint brushes and cutlery.	Design and make a real group scarecrow for the fields for harvest. I will create collaboratively, sharing ideas, resources and skills.	Fine motor skills activities- daily opportunities. I will use a range of small tools, including scissors, paint brushes and cutlery.	Fine motor skills activities- daily opportunities. I will use a range of small tools, including scissors, paint brushes and cutlery.
<b>Understanding the world- Geography/ History/RE</b>	Children will be invited to talk about themselves and their immediate family during group times. I will talk about the lives of people around me and their roles in society.	Talking about the children's own place in society and belonging to a family, learning that families are all different. The family book- Todd Parr I will talk about the lives of people around me and their roles in society.		Harvest festival celebrations, How has harvesting changed over the years? I will understand the past through settings, characters and events encountered in books read in class and storytelling.	Learning about 'Real superheroes' and their roles using discussion, photographs, non fiction and texts. I will talk about the lives of people around me and their roles in society.	
<b>Music</b>	Singing a range of Nursery rhymes using the class Nursery rhyme spoons/sack. I can sing in a group or on my own. Increasingly matching the pitch and following the melody. I can sing a range of well-known nursery rhymes and songs.		Learning the song 'Hello how are you?' matching the pitch. Resources on teachers. I can sing in	Learning new harvest songs and performing them in the Harvest festival celebration assembly. I can sing in a group or on my own. Increasingly matching the pitch and following the melody.	Core music text- 'The listening walk' by Paul Showers. Introduce active listening and local environment sounds. I can listen attentively, move to and talk about music, expressing my feelings and responses.	

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