

Week	1 wc 4.9.23 MON-INSET Baseline assessments.	2 wc 11.9.23 All children are now full time. Baseline assessments.	3 wc 18.9.23 Baseline assessments.	4 wc 25.9.23	5 wc 2.10.23 Harvest festival this week.	6 wc 9.10.23	7 wc 16.10.23	8 wc 23.10.23
Wow	Transition activities- children to begin to start in small groups from Tuesday.	Adults in the class to share photographs of their family and model talking about it.	A trail of coloured string and tissue paper has been left in the classroom	Preparing for the Harvest Festival next week	Harvest Celebration	Explore children's family photographs from home.	Small world tuff spot scene containing characters and materials.	
Books	Children's choice- Starting school. Core books	The Family Book- Todd Parr The great big book of families- Mary Hoffman and Ros Asquith Core books	The Colour Monster- Anna Llenas Core books	Oliver's Vegetables Core books	The Little Red Hen Core books	It's OK to be different-Todd Parr What makes me a me?- Ben Faulks	The Three Little Pigs- Traditional tales.	
Maths	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- Unit 3 3d and 2d Mastering Number Week 6	Power Maths- Unit 3 3d and 2d Mastering Number Week 7
English	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> <i>I will write some or all of my name.</i>	Draw a picture of your family and write your own name. Oral blending. <i>I will form some lower-case and capital letters correctly.</i> <i>I will write some or all of my name.</i>	Draw something that makes you feel green for the happiness jar and write your own name. <i>I will form some lower-case and capital letters correctly.</i>	Draw the vegetables that Grandad grows in his garden and begin to write the initial sounds. <i>I will form some lower-case and capital letters correctly.</i>	Explore the characters in the story and begin to label them eg, hen, cat, pig, dog, duck. <i>I will form some lower-case and capital letters correctly.</i>	Teach how to use a cvc word phoneme frame. Children to begin to write a cvc word. <i>I will form some lower-case and capital letters correctly.</i>	Draw your own house adding in the details and write your own name. <i>I will form some lower-case and capital letters correctly.</i> <i>I will write some or all of my name.</i>	Draw a detailed picture of the Big Bad Wolk and write 'big' 'bad'. <i>I will form some lower-case and capital letters correctly.</i> <i>I will write some or all of my name.</i>

		I will use some of my print and letter knowledge in my early writing.	I will write some or all of my name. I will use some of my print and letter knowledge in my early writing.	I will write some or all of my name. I will use some of my print and letter knowledge in my early writing.	I will write some or all of my name. I will use some of my print and letter knowledge in my early writing.	I will write some or all of my name. I will use some of my print and letter knowledge in my early writing.	I will use some of my print and letter knowledge in my early writing.	I will use some of my print and letter knowledge in my early writing.
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 Review Week	Little Wandle 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.	S,a,t,p. Learn the LW letter formation rhymes.	I,n,m,d Learn the LW letter formation rhymes.	G,o,c,k Learn the LW letter formation rhymes.	Ck,e,u,r Learn the LW letter formation rhymes.	H,b,f,l Learn the LW letter formation rhymes.	Handwriting the tricky words; is, I, the	Review letter formation- assess which letters children need to revisit.
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.	Learning about who is there to help us at school. How can we ask for help? 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.	Supertato and Superworm stories at home time- discuss how we can help others. Link to Red Hen 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.	How can you be a kind friend? What makes a good friend? Activity I will build constructive and respectful relationships. I will see myself as a valuable individual.	Reflection on this half term. What have you enjoyed. What have you been learning. Consider making goals for the future. I will build constructive and respectful relationships. I will see myself as a valuable individual.	

<p>Science</p> <p>Weekly reach out reporter and explorify</p> <p>Weather board daily</p>	<p>A range of investigation resources to explore in the investigation station.</p> <p><i>I will describe what I see, hear and feel whilst outside.</i></p> <p><i>I will explore the natural world around me.</i></p>	<p>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'.</p> <p><i>I know some similarities and differences between the natural world around me and contrasting environments.</i></p>	<p>Making faces using natural materials.</p> <p><i>I know some similarities and differences between the natural world around me and contrasting environments.</i></p> <p>TAPS- Pumpkin 'see, notice, wonder'.</p>	<p>Making fruit and vegetable faces for harvest.</p> <p><i>I will describe what I see, hear and feel</i></p>	<p>Go on a season walk 'Autumn'. Set up an investigation station for Autumn including collected materials, magnifying glasses, small world animals etc.</p> <p><i>I understand the effect of changing seasons on the natural world around me.</i></p> <p><i>I understand some important process and changes in the natural world around me, including the seasons.</i></p> <p>RSPB challenge- Trees, leaves and seeds.</p>	<p>Using the outdoor areas explore trees- Maple, ash, cherry trees.</p> <p><i>I understand the effect of changing seasons on the natural world around me.</i></p>	
<p>Computing</p>	<p>Following the school routine and following adult requests.</p> <p>J2E paint self-portrait.</p>	<p>Discuss the reasons for rules. Link back to learning and behaviour values, classroom expectations.</p>	<p>Use an ipad and headphones to listen to the core book 'The Little Red Hen'.</p>	<p>Read Webster's Email. How can we stay online?</p>	<p>Share Acceptable Use Policy – identify who keeps us safe at home and at school.</p>	<p>Project Evolve: Self-image and identity.</p>	
<p>Art</p>	<p>Children to draw a self portrait. These will be used to make a class display. Pencil control to be assessed.</p> <p><i>I will explore, use and refine a variety of artistic effects to express my ideas and feelings.</i></p>	<p>Cutting skills assessment – Level 1 seating position and the grip.</p> <p><i>I will use a range of small tools, including scissors, paint brushes and cutlery.</i></p>	<p>Explore colour mixing- linking to the 'Colour monster'.</p> <p>Make mood monster puppets.</p> <p><i>I will explore, use and refine a variety of artistic effects to express my ideas and feelings.</i></p>	<p>Observational drawings of fruit and vegetables.</p> <p><i>I will explore, use and refine a variety of artistic effects to express my ideas and feelings.</i></p>	<p>Joining materials- using tape and glue.</p> <p><i>I will use a range of small tools, including scissors, paint brushes and cutlery.</i></p>	<p>Create a house for the 3 little pigs, draw your design.</p> <p><i>I will explore, use and refine a variety of artistic effects to express my ideas and feelings.</i></p>	<p>Kandinsky artwork- exploring 2d shape and colour</p> <p><i>I will explore, use and refine a variety of artistic effects to express my ideas and feelings.</i></p>
<p>D&T</p>	<p>Adults to model using the resources in the creative workshop.</p> <p><i>I will explore, use and refine a variety of artistic effects to</i></p>	<p>Fine motor skills activities- daily opportunities.</p> <p><i>I will use a range of small tools, including scissors, paint brushes and cutlery.</i></p>	<p>Cutting skills assessment – Level 1 seating position and the grip.</p> <p><i>I will use a range of small tools, including scissors, paint brushes and cutlery.</i></p>	<p>Design and make a real group scarecrow for the fields for harvest.</p> <p><i>I will create collaboratively, sharing ideas, resources and skills.</i></p>	<p>Fine motor skills activities- daily opportunities.</p> <p><i>I will use a range of small tools, including scissors, paint brushes and cutlery</i></p>	<p>Design and make a new house for the three little pigs. Use a fan to test your build.</p> <p><i>I will create collaboratively, sharing ideas, resources and skills.</i></p>	

	express my ideas and feelings.						
Understanding the world- Geography/History/RE	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.	Staff to share photographs of their families. Compare similarities and differences to children's own families. Core books- All are welcome, Our class is a family. Talking about the children's own place in society and belonging to a family The family book- Todd Parr I will talk about the lives of people around me and their roles in society.		Learning about harvest and how harvesting vegetables has changed over the years (using horses and carts to combine harvesters) Discuss weather in the UK I will understand the past through settings, characters and events encountered in books read in class and storytelling.	Explore photographs and maps of Chaddesden. Look at aerial views of school. What do the children notice? Introduce house related vocabulary as in curriculum, what is the same and what is different. Core books-A squash and a squeeze, You choose, In every house on every street. I know where I live and that school is in Chaddesden in the city of Derby. I know about different types of houses and I can talk about the type of house I live in. I know where the school is using Google maps.		
Music	Learning a range of familiar nursery rhymes and songs. 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.	Introduce beat baby I can begin to keep a steady beat.	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. 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 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.	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.	Listen to 'No Place like home' Kerry Andrew I can listen attentively, move to and talk about music, expressing my feelings and responses.	