

	WEEK 1 6/6/22	WEEK 2 13/6/22	WEEK 3 20/6/22	WEEK 4 27/6/22	WEEK 5 4/7/22	WEEK 6+7 11-21/7/22
FOCUS	SPARKLY START WOODLAND STORY	FOREST SCHOOL	FOREST SCHOOL	FOREST SCHOOL	MOVE UP DAY	11-15/7: BOOK WEEK FABULOUS FINISH TEDDY BEARS PICNIC
CL	Listen attentively and respond to what they hear with relevant questions, comments and actions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges. Offer explanations for why things might happen, making use of recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions (ELG).					
	Talk about the school holidays and write about them in Busy Bee books.	Linked to UW - RE	Linked to PSED – hot seating.	Pretend to be Little Red Riding Hood and follow the instructions (created in Literacy) to get to Grandma's house without being seen by the wolf.	Linked to PSED – hot seating.	Talk about going into Year 1. Link to PSED.
PSED	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately. Show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong. Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs (ELG).					
	Discuss how each owl showed different feelings – brave, optimistic, sad, scared, worried, afraid.	Discuss 'stranger danger'. Explore right and wrong – going out alone, going into an empty house.	Hot seating of Goldilocks – how did she feel going into a stranger's house when she broke the chair and when she woke up and saw the bears?	Team work problem solving challenges.	Hot seating of the wolf – why did he follow Goldilocks, pretend to be Grandma? Etc.	Discuss friendships that have been made since starting school and how we feel about going to Year 1. What do we think might change or be different in Year 1?
PD	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG).					
	Handwriting sessions will take place three times a week.					
	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG).					
	Outdoor athletics with the coach (last 2 weeks with teacher)					
	Yoga: Tallulah the Owlet https://www.youtube.com/watch?v=2qje33UPixE ,	Yoga: Arnold the Ant https://www.youtube.com/watch?v=iWowDC3x0hE ,	Yoga: Stella the Stick Insect https://www.youtube.com/watch?v=wBdMZMEKq-s ,	Yoga: Little Red Riding Hood https://www.youtube.com/watch?v=6u5QoqgtI9w ,	Yoga: Fernando the Silver Fox https://www.youtube.com/watch?v=XU1y7pX7dNo ,	Yoga: Three Little Pigs https://www.youtube.com/watch?v=ZHm_cU5TvlM ,
L	OWL BABIES	GOLDILOCKS AND THE THREE BEARS		LITTLE RED RIDING HOOD		BOOK WEEK: RHYMES THREE LITTLE PIGS

	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others (ELG).					
	Act out the story in the woodland area, using story sack props. Create a story map for the shortened story. Pretend to be Mummy Owl. She needs to go out again so this time she will write a note to the babies to tell them where she had gone.	Act out the story in the woodland area, using the children as the actors. Sequence pictures from the story. Roll on the wall – how Goldilocks looks and behaved. Sort different adjectives that describe her and some that don't and write own adjectives to describe Goldilocks.	Read/ write speech bubbles for the bears bear. Write an apology letter to baby bear from Goldilocks. Read instructions to make new porridge for the bears.	Act out the story in the woodland area, using the children as the actors. Plan a safe route for Red Riding Hood to follow. Write directions. Sort adjectives to describe the wolf/Red Riding Hood/Grandma. Write a wanted poster for wolf.	Write a thank you letter to the Wood cutter. Write an invitation to Grandma and the Wood cutter, asking her to come to Red Riding Hoods' house for a tea party. Read instructions for making biscuits for the tea party. Write a shopping list for the tea party.	Book week rhyme activities. Act out the story in the woodland area, using the children as the actors. Read speech bubbles for the pigs and wolf. Write instructions to the pigs for how to build a good house.
M	Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG).					
	Use NCETM to explore number, subitising, cardinality, ordinality, counting, composition, comparison and number facts. Explore positional language by using characters in different places at the start of each day.					
	Size language. Look at the different sizes of the owls. Why do we think Sarah is taller than Bill? Using the owls in different places, discuss their position.	Order the Bears items by size. Problem solve – why can't Daddy Bear sleep in Baby Bears bed?	Use shapes to build a chair/bed. Where is goldilocks? Positional language	Play 'What's the time Mr Wolf?'.	Use Red Riding Hood's basket to explore capacity and weight.	Book week rhyme activities. Play 'What's the time Mr Wolf?'. Use different materials to make patterns.
UW	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now. Understand the past through settings, characters and events encountered in books. Know some similarities and differences between different religious and cultural communities in this country (ELG).					
		RE: What can we learn from stories from the Bible? Jonah			RE: What can we learn from stories from the Bible? David and Goliath	

	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
	Talk about day and night in the wood – nocturnal animals.	Draw a map for where Goldilocks goes in the house.	Look at the woodland setting, how is it similar or different to where we live??	Draw a map for where Red Riding Hood goes.	Chocolate button experiment.	Look at the homes the Three Little Pigs make. How are they similar/different? Draw a map for where the wolf goes.
EAD	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.					
	Make owl babies and nests using natural resources in the woodland area.	Father's Day cards. Sing the Goldilocks song.	Sorting hard/soft materials – which ones will make the best bed for Goldilocks?	Develop awareness of playing with others to create musical effects. Sing 'This Bad Wolf' song.	Draw a self-portrait.	Work together to build a house that will not be blown down by the wolf. Sing the 'Pigs, Where Are You?' song.
	Forest Schools: Make a park for Goldilocks to play in. Linked to EAD – Flower printing - Hapazome (ancient Japanese art form).					