

	WEEK 1 2/9/24 (2 days)	WEEK 2 9/9/24	WEEK 3 16/9/24	WEEK 4 23/9/24	WEEK 5 30/9/24	WEEK 6 7/10/24	Week 7 14/10/24	Week 8 21/10/24	
<b>Events</b>	Home visits 5/9/24 6/9/25	Home visits 9/9/24 Part-time timetable 10/9/24  Baseline Assessment	Baseline Assessment						
<b>CL</b>	<b>3-4 Year Olds (DM)</b> Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend			<b>Children in Reception (DM)</b> Engage in story times Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in non-fiction books					
	<b>Rhymes:</b> Tiny Caterpillar, Incy, Wincy spider, Wiggly Woo, Miss Polly had a dolly, Humpty Dumpty, Jack and Jill, Sing a Song a Sixpence, The Queen of Hearts, One Finger, One Thumb								
	<b>Vocabulary:</b> piping hot, scurrying, tumbled, scampered, bleated, whirled, toppled, swirled, smirked, scrambled, cinnamon, milk, churns, barn, haystack, thistles, orchard meadow, lane, riverbank, bakery								
	Listen to stories	Listen to stories	Listen to stories	Listen to stories	Listen to stories	Listen to stories	Listen to stories	Listen to stories	
Introduce active listening and model what good listening looks like.	Share experiences of baking at home.	Discuss how the characters feel at different points in the story and identify emotions.	Discuss where the Gingerbread Man's journey	Follow instructions	Enjoy singing a collection of rhymes				
Introduce rhymes	Twinkl PPT for images of baking								
<b>PSED</b>	<b>3-4 Year Olds (DM)</b> Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.			<b>Children in Reception (DM)</b> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Manage their own needs - Personal hygiene					
	Explain 'Our Recipe for a Fantastic School' using different scenarios and role-play.	CLASS SHINE TIME: SHINE Value: Success	CLASS SHINE TIME: SHINE Value: Happiness The Boy With Flowers In His Hair	CLASS SHINE TIME: SHINE Value: Independence Incredible You!	CLASS SHINE TIME: SHINE Values: Nurture The Smartest Giant in town.	CLASS SHINE TIME: SHINE Values: Enthusiastic Look up!			
Embed Classroom Routines and Expectations.									

		<p>Using the 'Colour Monster' story, discuss sharing.</p> <p>Introduce the CLEAN GANG to learn how to wash and dry hands properly. Carry out the washing hands activity. Discuss the washing hands page in the 'Colour Monster' story.</p> <p>Provide different enhancements around the classroom – encouraging pupils to try new activities and develop confidence.</p>	<p>Pete the Cat: love My White Shoes</p> <p>Role play turn taking and sharing with board games.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing and help us to be happy:</p> <p>regular physical activity healthy eating toothbrushing (link to making gingerbread men) sensible amounts of 'screen time' having a good sleep routine</p>		<p>Discuss how we have helped others like Georges' friends helped him.</p>	
<p><b>PD</b></p>		<p><b>3-4 Year Olds (DM)</b> Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>			<p><b>Children in Reception (DM)</b> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>		
		<p>Draw a large gingerbread man in chalk on the wall/floor. Use paintbrushes and water to trace the lines and make him disappear. Thread laminated gingerbread men with string/ thread buttons onto a laminated gingerbread man. Act out chasing the gingerbread man – large and small movements. Follow the gingerbread leader- run, dance, prance, whirl, twirl, wiggle, giggle etc. Use dough – gingerbread dough, cutters, buttons. Provide opportunities for gingerbread stamping – gingerbread cutters and paint. Use large tweezers to decorate gingerbread men with various materials e.g. buttons, small pebbles Bakery role play - using various sized spoons for mixing/collecting flour.</p>					
		<p>SPORTS COACH: Fundamental Movement</p>					
<p><b>L</b></p>		<p><b>3-4 Year Olds (DM)</b> Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Enjoy drawing freely Make marks on their picture to stand for their name</p>			<p><b>Children in Reception (DM)</b> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy Write some or all of their name Write some letters accurately</p>		
	<p><b>OUR CLASS IS A FAMILY BY SHANNON OLSEN</b></p>	<p><b>COLOUR MONSTER GOES TO SCHOOL BY ANNA LLNAS</b></p>	<p><b>Fiction: Retell and Labels:</b></p>		<p><b>THE GINGERBREAD MAN BY MARA ALPERIN</b> Additional texts: Rosie's Walk by Pat Hutchins</p>		

				A Great Big Cuddle by Michael Rosen Biscuit Bear by Mini Grey The Gingerbread Man by Lesley Sims			
<p><b>3- and 4-year-olds outcome:</b>                  To use story images for pupils to join in with key events and phrases in a retelling of the story. Some pupils may choose to draw/mark make some of the story.</p> <p><b>Children in reception outcome:</b> To depict the main events of the story using between 3 and 5 images. Pupils to mark make next to each image explaining what is happening.</p>							
Read: Our Class is a Family  Discuss family: Who is in my family?  Discuss rules and expectations. Rules for listening and speaking. Model tidying up and where things belong.  Make role play together (kitchen) and model how to use it  Create a Class Charter and add to display  Introduce the daily weather calendar.  Discuss Class Names Read books by authors	Read: The Colour Monster  Introduce Word Aware for feelings words.  Draw own colour monsters and describe feelings  Create a colour monster feelings display.  Introduce the book corner and model looking at books independently. Place books in a they use them.	Use the image on the front cover to prompt discussion. Who is this on the front cover? Do you know anything about him?  Listen to the instructions given by the recipe and explain why it is important to follow the steps in sequence.  Describe the Gingerbread Man Create LOOK OUT posters  Match initial sounds	Act in role as the Gingerbread Man  Create CV, CVC words with phonemes learnt so far Use images to present the story  Orally segment sounds of the animals in the story	Make a plan for a bridge  Explore rhyme  Draw and label a cake	<p><b>Assessment:</b>                  Draw pictures and orally retell the story                   Use images from the story to label and retell the story.</p> <p><b>3-and 4-year-olds:</b> Can they use some of their print and letter knowledge in their early writing?   <b>Children in reception:</b> Can they spell words by identifying the sounds and then writing the sound with letter/s? Can they form lower-case letters correctly?</p>	5 week unit	
Introduce Monsters	Phase 2 Monster Phonics with Phase 1 alongside.						
<b>3-4 Year Olds (DM)</b>				<b>Children in Reception (DM)</b> Count objects, actions and sounds.			

<p><b>M</b></p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').                  Recite numbers past 5.                  Say one number for each item in order: 1,2,3,4,5.                  Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').                  Show 'finger numbers' up to 5.                  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.                  Make comparisons between objects relating to size, length, weight and capacity.                  Understand position through words alone.                  Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p>							<p>Subitise                  Link the number symbol (numeral) with its cardinal number value.                  Count beyond ten.                  Compare numbers.</p>
<p><b>M</b></p>	<p>Carry out a variety of open-ended number and shape activities.</p>	<p>Sort different coloured items into colour monster groups.                   Hide the Colour Monster in different places to develop understanding of positional language.</p>	<p>Introduce the rhyme:  <b>1,2,3,4,5 Once I Caught A Fish Alive.</b>   <b>NCTEM:</b>                  Subitise 1 and 2                  Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system.                  Subitise within 3                  make and describe spatial patterns with 3 dots.                  Represent quantities on their fingers in different ways.                  Identify sub-groups of 1, 2 and 3 within larger arrangements.</p>	<p>Introduce the rhyme:  <b>Hickory Dickory Dock.</b>   <b>NCTEM:</b>                  Hear and join in with the counting sequence to 5, including using songs and rhymes                  See that counting is useful because it tells us 'how many'                  See that the last number in the count tells us 'how many altogether' (cardinality).                  Practise counting each object, action or sound once and only once.                  Record the results of their count                   Sequencing events – first, then, after.</p>	<p>Introduce the rhyme:  <b>5 Little Speckled Frogs.</b>   <b>NCTEM:</b>                  Know that 2 is made of 1 and 'another 1'                  Make their own collections of 2 objects and identify the '1 and another 1' within them.                  Identify when a collection is composed of 3 objects                  produce their own collection of 3.                  Identify when a collection is composed of 3 or NOT 3                  see that 4 can be made with four 1s.</p>	<p>Introduce the rhyme:  <b>5 Little Monkeys.</b>   <b>NCTEM:</b>                  Subitise arrangements of 2 and 3                  Practise making 2s and 3s with their fingers                  subitise auditory patterns up to 3.                  Identify when a small collection is rearranged or the quantity changed.                  Show small quantities on their fingers                  use positional language to describe patterns of 4.                  Make patterns showing 4.</p>	<p>Introduce the rhyme:  <b>5 current buns.</b>   <b>NCTEM:</b>                  Represent a given number on their fingers without looking                  Compare 2 sets of objects and say which is 'more than'.                  Compare 2 sets of objects and say which is 'more than' or 'fewer than'.                   Count out buttons to put on a gingerbread man – use a dice to give the amount.   <b>WHITE ROSE:</b></p>	

				<p><b>SSM- 5<sup>th</sup> lesson</b> Measure the length of different sized gingerbread men- then order.</p> <p><b>WHITE ROSE:</b> Block 1: Match sort &amp; compare</p>	<p><b>WHITE ROSE:</b> Block 2: Talk about Measure &amp; Patterns</p>	<p>Repeating patterns with gingerbread men buttons</p> <p><b>WHITE ROSE:</b> Block 2: Talk about Measure &amp; Patterns</p>	<p>Positional language e.g. in the oven, on his nose, under pans.</p> <p><b>WHITE ROSE:</b> Block 3: It's Me, 1,2,3</p>	<p>Block 3: It's Me, 1,2,3</p>
<b>UW</b>		<p><b>3-4 Year Olds (DM)</b> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary Begin to make sense of their own life-story and family's history.</p>			<p><b>Children in Reception (DM)</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>			
<b>UW</b>		<p>While playing, engage children in conversations about themselves and their families.</p> <p>Introduce the weather chart and discuss the weather each day.</p>	<p>Explore using our senses and describe what we can see, hear, feel, inside and out.</p>	<p>Introduce the gardening areas, discussing how we can care for the environment and the things we grow.</p> <p>Bake own gingerbread men and decorate - link to brushing teeth/ healthy eating. Share experiences of baking at home.</p>	<p>Investigate what happens to gingerbread if left in water.</p>	<p>Draw a map of the route taken by the gingerbread man and animals in the story.</p>	<p><b>KAPOW Computing:</b> Programming: All about Instructions</p>	<p><b>RE:</b> What happens when a baby is born? Christian Baptism.</p>
<b>EAD</b>		<p><b>3-4 Year Olds (DM)</b> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p>			<p><b>Children in Reception (DM)</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>			

		<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.                  Explore different materials freely, to develop their ideas about how to use them and what to make.                  Develop their own ideas and then decide which materials to use to express them.                  Join different materials and explore different textures.                  Remember and sing entire songs.</p>			<p>Create collaboratively, sharing ideas, resources and skills.                  Listen attentively, move to and talk about music, expressing their feelings and responses.                  Sing in a group or on their own, increasingly matching the pitch and following the melody.                  Develop storylines in their pretend play.</p>		
		<p>Introduce and model role-play area.                   Introduce and model loose parts play.</p>	<p>Paint own colour monsters.   <b>Art Assessment:</b>                  Create a self-portrait</p>	<p><b>Music:</b>                  Introduce Kapow. Use 'Body sounds' to explore music.   <b>Art:</b>                  Make gingerbread men using the ingredients and the recipe instructions. (Link to Literacy)</p>	<p><b>Music:</b>                  Use Kapow 'Vocal sounds' to explore music.   <b>Art:</b>                  Transient art gingerbread men (Have a gingerbread man template and various art materials to place on top)</p>	<p><b>Music:</b>                  Use Kapow 'Nature sounds' to explore music.   <b>DT:</b>                  Introduce different techniques for joining materials, such as how to use adhesive tape and different sorts of glue – junk modelling/woodwork</p>	<p><b>Music:</b>                  Use Kapow 'Instrumental sounds' to explore music.                   Listen to the musical story of the Gingerbread man:  <a href="https://www.bbc.co.uk/iplayer/episode/p0bncrrp/bbc-philharmonic-the-musical-story-of-the-gingerbread-man">https://www.bbc.co.uk/iplayer/episode/p0bncrrp/bbc-philharmonic-the-musical-story-of-the-gingerbread-man</a>   <b>DT:</b>                  Create a boat/bridge for the gingerbread man to use to get across the river (link to PD by using large blocks).</p>