

	WEEK 1 5/1/21	WEEK 2 10/1/21	WEEK 3 17/1/20	WEEK 4 24/1/20	WEEK 5 31/1/21	WEEK 6 7/2/21
FOCUS		SPARKLY START – ATOMIC TOM				FABULOUS FINISH - MOG'S BIRTHDAY
CL	<p>Understand how to listen carefully and why listening is important.</p> <p>Listening games e.g. my friend likes beans for lunch. (Friendship skills. Taking turns, listening, fairness)</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p> <p>Talk about the Atomic Tom visit. What did they do/learn/enjoy etc?</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Give instructions to make own cauldron concoction.</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Play 'What's In the Box?' and use imagination to guess what could be in the box? Make up a story about what could be in the box.</p>	<p>Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to stories on BBC Listen and Play and talk about what the story was about.</p>	<p>Engage in story times.</p> <p>Link to L. Listen to the 'Meg on the Moon' story. Stop at certain points and ask what could happen next? Why did they get to the moon? What happened during Mog's birthday? Did you do the same for your birthday?</p>
PSED	<p>See themselves as a valuable individual.</p> <p>Talk about what the children did over the holidays.</p>	<p>Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge.</p> <p>Play competitive teamwork games e.g. which group can build the tallest tower? (Problem solving. Conflict Resolution)</p>	<p>Express their feelings and consider the feelings of others. Think about the perspectives of others.</p> <p>Talk about when Meg stood on Mog's tail, discuss behaviour that is an accident and what is on purpose. Move discussion on to discuss their own behaviour or that of others.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Revisit feelings using a puppet. Talk about different scenarios and discuss the feelings of the puppet, linking to their own experiences and feelings.</p>	<p>Build constructive and respectful relationships.</p> <p>Role play situations that are not fair – how can we make it right? E.g. I have all the Lego. (Friendship skills. Invite to play. Taking turns. Listening. Fairness)</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'.</p> <p>Internet Safety week.</p>
PD	<p>Start taking part in some group activities which they make up for themselves, or in teams. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education session.</p> <p style="text-align: center;">COACHING – TEAM GAMES.</p>					
L	Poems	MEG AND MOG		MOG'S BOX		MEG ON THE MOON
	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</p>					

	<p>Poems.</p> <p>Look at a variety of poems that are potion related. Act out the poems and explore unfamiliar words within them.</p>	<p>Read the 'Meg and Mog' story.</p> <p>Look at the nouns and verbs within the story and match these to create noun/verb sentences.</p> <p>Read the ingredients at the end of the story and write a list of what went in.</p> <p>Create own list of ingredients for a new potion.</p>	<p>Read the 'Meg and Mog' story.</p> <p>Look at the speech bubbles within the story and, using the list of ingredients created last week, write own speech bubbles for Meg's potion.</p> <p>Look at the names of Meg's friends – they all rhyme. Rhyme our own names to create a rhyming string.</p>	<p>Read the 'Mog's Box' story.</p> <p>Write a speech bubble for what food Mog could want in his lunchbox.</p> <p>Use clues to describe what could be in the lunchbox.</p>	<p>Read the 'Mog's Box' story.</p> <p>Look at different pictures from the story using speaking/ listening activities such as stepping stones. Write captions about the pictures.</p>	<p>Read the 'Meg on the Moon' story.</p> <p>Plan a birthday party for Mog. Write a list of things that are needed for a birthday party and who can be invited.</p> <p>Writing assessments – list of items for the party</p>
	<p>Superstar writing: Reading/writing sentences: Put in the..</p>	<p>Superstar writing: Reading/writing sentences: Meg has a...</p>	<p>Superstar writing: Reading/writing sentences: Meg put on...</p>	<p>Superstar writing: Reading/writing sentences: He had a...</p>	<p>Superstar writing: Reading/writing sentences: They need a...</p>	<p>Superstar writing: Reading/writing sentences: She put in the...</p>
<p>M</p>	<p>Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Subitise. NCETM Maths - Learn about numbers to 10.</p>					
	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Revisit 2D and introduce 3D shapes.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Compare capacity.</p> <p>Linked to TW: Using different shaped containers, make potions of different capacities. Explore mixing colours to make a new colour potion. Link to EAD.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square.</p>	<p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Challenge children to copy complex 2D pictures and patterns with 3D resources, guided by knowledge of learning trajectories: "I wonder how we could make the hat on Meg's head look curved."</p>	<p>Continue, copy and create repeating patterns.</p> <p>Create repeated patterns using 3D shapes.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Compare weight.</p> <p>Have different shaped presents for Mog wrapped up. Play 'present shop', asking the shop keeper for a certain shaped present ready for the party. Weigh the presents to see which ones are too heavy to post.</p>

<p>UW</p>	<p>Talk about the differences between materials and changes they notice.</p> <p>Chocolate melting experiment.</p>	<p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Who is special to me? Focus on Jesus.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Over a period of time, watch some food rot and discuss the changes over time.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Look at images of day and night. Discuss the similarities and differences.</p>	<p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Who is special to me? Focus on Muhammed (pbuh).</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Using the bread from the Mog's Box story, have it in a bag and look at how it changes over the week. Discuss what happens.</p>	<p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Who is special to me? Focus on Guru Nanak.</p> <p>Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore the natural world around them.</p> <p>Find out what a caterpillar needs to survive and how it changes.</p>	<p>Explore how things work. Comment on images of familiar situations in the past.</p> <p>Look at different telephones from the past and modern ones. Which ones can we use to invite Mog's friends to the party?</p> <p>Look at images of birthdays in the past. Are they similar or different to how we celebrate birthdays?</p>
------------------	--	--	---	---	---	--

<p>EAD</p>	<p>Explore and engage in music making and dance, performing solo or in groups. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Learning the names of the instruments and how to play them correctly. Use the instruments to play along to different songs.</p> <p>Develop storylines in their pretend play. Act out the Meg and Mog story.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Link to SSM: Mixing the colours in the potions – what happens when we mix half a cup full of blue mixture to a full cup full of red mixture?</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Provide a variety of different medias, such as shaving foam and sand, and equipment, such a hand whisks and pipettes, for chn to make their own potions.</p>	<p>Explore and engage in music making. Play instruments with increasing control.</p> <p>Introduce playing a beat by tapping out the syllables for the nouns in Meg and Mog story – leaf, cocoon, butterfly, caterpillar. Place pictures in different orders to create a new rhythm.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Use different media to create caterpillars.</p> <p>Paint symmetrical pictures of butterflies.</p>	<p>Explore and engage in music making and dance, performing solo or in groups. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore different musical instruments and use them to create the sounds that Meg and Mog would make flying to the moon, on the moon and splashing back down into the pond. Use the traffic light cards to play the stop/go game.</p>
-------------------	--	--	--	--	---	--