

	WEEK 1 5/1/26 (4 days)	WEEK 2 12/1/26	WEEK 3 19/1/26	WEEK 4 26/1/26	WEEK 5 2/2/26	WEEK 6 9/2/26
Events						
CL	<b>3-4 Year Olds (DM)</b> Know many rhymes, be able to talk about familiar books Can start a conversation with an adult or a friend and continue it for many turns			<b>Children in Reception (DM)</b> Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences Describe events in some detail Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		
	<b>Rhymes:</b> The wheels on the bus London Bridge is falling down					
	<b>Vocabulary:</b> full, important, mess, handsome, silliest, lonely, powerful, cosy tucked, up, tall, London, buildings, traffic, bus stop, passengers, garden, pond, reflection, hook, winch					
	<b>Stories:</b> On the road with Mavis and Marge by Niamh Sharkey You can't take an elephant on the Bus by Patricia Cleveland Peck The train ride by June Crebbin The Very Hungry Caterpillar Mr Panda's Feelings					
	Links with Literacy: Ask, does anyone use a bus locally? Has anyone been to London (or anywhere else) before? Share knowledge of experineces of buses.  Role play: Bus role play with chairs set out, tickets, payment etc  Link to literacy-bus journeys in Dogsthorpe, discuss special places in the	Links with Literacy & PSED: What has Naughty Bus done now? How would you feel if he drove past you?How would you feel if he drove through your tea? What is going to happen next?  Rules: why it is important to follow the rules?  Link to school Recipe and Class Communities- be safe/ re ready/ be respectful  What can you see in London? Discuss transport/landmarks in more detail. Develop social phrases within play. Encourage children to visit	Links with Literacy & PSED: Ask the children to talk about how they feel when someone has made a mess in their classroom. What do they want to say to the naughty bus now? Link to school behaviour curriculum.  Discuss why the bus is naughty and the importance of apologising/ forgiveness after an apology	Links with Literacy & PSED:  Talk about feeling lonely and scared- how can we help others who feel like this? Link back to their first day at school- how did you feel, where you scared? Who helped you? How do you feel about school now?  Children answer i wonder if/ what/ why/ type questions relating to the naughty bus story. Emotions (PSED Link)- how is the bus feeling at	Links with Literacy & PSED: Discuss how Naughty Bus has changed. Why? How is he feeling on each page?  Match pictures of the naughty bus at different points in the story to laminated faces which display different emotions. Ask children to talk about how they are feeling.	Ask the pupils what their bedtime routine is e.g., wash face, clean teeth, put pyjamas on, read a book. Discuss the importance of a good bedtime routine for good sleep and being healthy (link back to previous teaching)  Discuss teeth cleaning and its importance


	<p>community- Recap previous learning. Focus on the library.</p> <p>What happens in a library. Visit Book Nook/Learning Lab- use the book nook regularly as a library and read books from here that children have selected. Make an additional library of the books chosen in the classroom for children to visit.</p> <p>Word Aware words: local community, church, shop, shop-keeper, library, librarian, school, teacher (add to role play, library)</p>	<p>the places on the role play bus and use the names of the landmarks when telling the driver where they want to go.</p>	<p>'Rita and Ralph's Rotten Day'</p> <p><a href="https://www.youtube.com/watch?v=wVtYhwHsuAQ">https://www.youtube.com/watch?v=wVtYhwHsuAQ</a></p>	<p>certain points of the story? How do you know? What made him feel like this?</p> <p>Tuff tray set up with grass/ twigs/ etc for children to retell the story of naughty bus in the garden</p> <p>Discuss bedtime routines- watch links to getting ready for bed/ stories etc.</p> <p><b>Children retell the story using images- put on Seesaw</b></p>		
<b>PSED</b>	<p><b>3-4 Year Olds (DM)</b></p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>			<p><b>Children in Reception (DM)</b></p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Manage their own needs - Personal hygiene</p>		
	<p><b>KAPOW</b></p> <p><b>Managing self: Taking on challenges</b></p> <p>Why do we have rules?</p>	<p><b>KAPOW</b></p> <p><b>Managing self: Taking on challenges</b></p> <p>Building towers</p>	<p><b>KAPOW</b></p> <p><b>Managing self: Taking on challenges</b></p> <p>Den building</p>	<p><b>KAPOW</b></p> <p><b>Managing self: Taking on challenges</b></p> <p>Grounding</p> <p>CL link to emotions – naughty bus</p> <p>Looking after our teeth as part of a bedtime routine</p>	<p><b>KAPOW</b></p> <p><b>Managing self: Taking on challenges</b></p> <p>Team racing</p>	<p><b>KAPOW</b></p> <p><b>Managing self: Taking on challenges</b></p> <p>Circus skills</p>

Behaviour Curriculum Class Shine Times	<b>Why it is important to be ready for learning? (REVISIT).</b> What can I do to help myself and others be ready for learning?  Class Shine Time Value	<b>How we show that we are ready for learning?</b> How can we show that we are listening?  Class Shine Time Value	<b>I can help myself and others to be safe in school</b> What does 'being safe' look like?  Class Shine Time Value	<b>I can help myself and others to be safe in school</b> What are the rules to keeps ourselves and others safe outside?  Class Shine Time Value	<b>Why it is important to be respectful?</b> What does respect look like?  Class Shine Time Value	<b>How we show respect</b> What is the impact of being ready, safe and respectful on us and others?  Class Shine Time Value
	<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.			<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		
PD	pasta in builder's tray to make pathways through and to pick up using pincers- week 3 (words hidden in tray to find and read) Draw the route the bus takes on a map with a pencil - week 2 Bedtime routines and personal hygiene (including oral health) - week 4 Wash toy cars and buses using a toothbrush, water and fairy liquid - week 1 In PE pupils could travel in different ways around a route (London)- week 4 Create a route outside for the bikes and trikes to travel and make stops along the way You could even include a drive through car/bus wash!					
		<b>SPORTS COACH:</b> Gymnastics - Jumping				
L	<b>3-4 Year Olds (DM)</b> Understand the five key concepts about print: <ul style="list-style-type: none"><li>- Print has meaning</li><li>- Print can have different purposes</li><li>- We read English text from left to right and from top to bottom</li><li>- The names of the different parts of a book</li><li>- Page sequencing</li></ul>			<b>Children in Reception (DM)</b> Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school's phonic programme		
	<b>Recount:</b> <div>NAUGHTY BUS</div> <div>BY JAN AND JERRY OKE</div> <div><a href="https://www.youtube.com/watch?v=sqQ1BAEj1oE">https://www.youtube.com/watch?v=sqQ1BAEj1oE</a></div>					
	<b>3- and 4-year-olds outcome:</b> To draw/make a bus and be able to talk about where the Naughty Bus went					
	<b>Children in reception outcome:</b> To create a new journey for the Naughty Bus by creating a story map and writing captions/sentences describing the journey of the bus					
	Link to CL/PSED Pathways- sessions 1, 2,3 Selection of word aware words.	Pathways- sessions 4,5,6  Session 4/4b- Lynx- images of people at the bus stop and sentences to read- (A man is at the bus stop. A pig is at the bus stop.	Pathways sessions 7,8,9  Session 7 - Lynx- what does ding ding mean?	Pathways sessions 10,11,12  Session 10- letter from jacks mum. Where has the bus gone? Lynx- what will happen?	Pathways 13,14,15  Session 13 – Lynx-Sequence images from the story. Retell where he went. Practice sentences to read and one to write. Write captions: (Teacher led)	

	Describe and unwrap a class present (Bus) and discuss going on a bus	A monster is at the bus stop. We are at the bus stop.) Children practice writing- A man is at the bus stop. (TA led)	ding ding rhyming words- sing, ping, king, ( ch. practice writing the words) (TA led images)	Read/ write- I can see a fish/frog/boot/car/coin/fork/pondweed. (TA led)	He went past the man. The bus went in the chips. He went in the pond. He went to bed.
	Lynx- 1 – image of bus and places to visit (inc: local community links and some further afield)- Include simple sentences to read.  Session 2- Lynx- Introduce book title, look at the expressions of the bus, how does he feel? mad, sad, bad, fear. Label how the bus feels. Ch. Practice writing words/letter formation. (TA led) Children cut out toy images and label them in provision.  Session 3- watch a tour bus visit London (youtube) Images of London. Model writing this is...big ben . This is ... (Teacher led)	Session 5- lynx- compare the 2 images of the bus stop queue. How have they changed expressions? Discuss how they feel. Read speech bubbles from characters in the queue-I am mad. I am upset. I am cross. 'We are mad. We are upset.. Ch. Practice writing a speech bubble. Teacher led speech bubbles in books.  Session 6- lynx- food that the bus drove through- have some words to read and some to practice writing, from pathways session.(ham, nut, bun, hotdog fish, pork, chop, chip, corn, leek, beef, jam toast, crisps, sweets, shrimp, plum, mushroom  Continuous provision- pictures from session for children to label independently.	Session 8- Lynx-what will the bus get up to in the garden?Mixed up sentence with parts covered- Read words stuck in the wheels. (pathway plan)  Session 9- how has the bus been naughty so far? Mum is cross? Now we are cross (after finding mud covered items) Write a letter to Jack's Mum Dear mum, We are mad now. The bus made a mess. He went in the mud. He is bad. From ... ( practice writing key words) (Teacher led writing)	Session 11- link to emotions (CL/ PSED)- Lynx- bedtime routine with sentences to read.  Session 12-lynx- Sequence images from the story. Retell where he went. Practice sentences to read and one to write. Write captions: (Teacher led) He went past the man. The bus went in the chips. He went in the pond. He went to bed.	Session 14- ynx-Sequence images from the story. Retell where he went. Practice sentences to read and one to write. Write captions: (Teacher led) He went past the man. The bus went in the chips. He went in the pond. He went to bed.  <b>Assessment:</b> <b>Children in reception:</b> Retell the story of naughty bus by writing sentences next to pictures. LA- 2 pictures Core- 4 pictures HA- 6 pictures
Phase 2 Monster Phonics with Phase 1 alongside					
	<b>3-4 Year Olds (DM)</b> 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.			<b>Children in Reception (DM)</b> Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers.	

	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'.					
	<b>NCETM: Week 12</b> Represent staircase patterns in different ways, knowing that each new 'step' is 1 more than the last.  <b>WHITE ROSE:</b> Block 7: Alive in Five	<b>NCETM: Week 13</b> Understand that 5 can be partitioned (split) into different parts  <b>WHITE ROSE:</b> Block 7: Alive in Five	<b>NCETM Week 14</b> See that 5 and '2 more' make 7. Count out 6 blocks from a collection Replace 1 block and know that there are still 6 Add another block to make 7  <b>WHITE ROSE:</b> Block 8: Mass and capacity	<b>NCETM Week 15</b>  Know that it is quantity – not colour or size – that determines if 1 set has more or fewer of the same type of object than another.  Use the words 'an equal number' to say when there is the same number of items in 2 sets  <b>WHITE ROSE:</b> Block 9: Growing 6,7,8	<b>NCETM Week 16</b> Reason about which numbers are 'more than' others. Consolidate their understanding of 8 as '5 and 3 more' Notice when numbers are increased or decreased and explain their thinking.  <b>WHITE ROSE:</b> Block 9: Growing 6,7,8	<b>NCETM Week 17</b> Investigate ways of making 7 with two parts  Use fingers to make and describe 7 as '5 and 2 more'.  Work out the missing part of 7 using the '5 and a bit' structure.  See that 7 can be composed in different ways  Explain their understanding of the composition of 7.  <b>WHITE ROSE:</b> Block 10: Length, height and time
UW	<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.			<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.		
	<b>Computing</b> KAPOW:	<b>Computing</b> KAPOW: PROGRAMING BEEBOTS	<b>Computing</b> KAPOW:	<b>Computing</b> KAPOW: PROGRAMING BEEBOTS	<b>Computing</b> KAPOW: PROGRAMING BEEBOTS	<b>Science:</b> Look at images of day and night. Discuss the

	<p>PROGRAMING BEEBOTS Understanding Arrows-</p> <p>Computing- tinker tray in classroom</p> <p><b>Geography, link to CL:</b> Compare London to Dogsthorpe Word Aware: <b>MAP- what is a map?</b> Familiarise children with the name of the road the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Compare by using google maps to look at London.</p> <p>Library link to C&amp;L in classroom- use role play bus to visit the library</p>	<p>Introducing the BeeBot Early map work program the beebot to get from 1 place in London to another.</p> <p>Computing- tinker tray in classroom</p> <p><b>RE:</b> How did the world begin? Look at the creation story from the Bible.</p> <p>Plant cress seeds- to use as grass in the story retelling</p> <p>Talk about common features of winter- focus on changes from Autumn- what do the trees look like now? What is the weather like?</p>	<p>PROGRAMING BEEBOTS Simple BeeBot Programming</p> <p><b>Learning Bus:</b> Go on a bus journey Explore places on VR that 'Naughty Bus' might go to.</p> <p>Visit London and different places using eduverse360 and London playlist.</p> <p><b>Go on a winter walk and experience seeing/ hearing and feeling winter. Child takes own photo of winter and puts on seesaw (TA supported)</b></p>	<p>Understanding an algorithm</p> <p><b>Science:</b> Take Naughty Bus outside into school grounds. What does he see on his adventure?</p> <p>Focus on Winter. Frost, ice, bare trees, cold, plants and insects Freeze trays of water and take vehicles outside for chn to experience ice in Winter.</p> <p><b>Geography:</b> Draw maps of the outside environment</p> <p>Investigate a world map- where have children been? Can they name some of the places in the world?</p>	<p>Understanding an algorithm</p> <p><b>Science:</b> Review Winter. Have chn share what they know about Winter on SeeSaw</p> <p><b>History:</b> Buses from the past- can children recall facts they have been taught? What else is in the past? Ta supports children to take image of photo of the past and then record what they know about it onto seesaw.</p>	<p>similarities and differences. Discuss bedtime routines – link to PSED</p> <p>Computing/ EAD- draw the naughty bus using doodle app and put on seesaw.</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. 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.</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. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	

	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.				Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.	
	<b>Music:</b> <b>Kapow: MUSIC &amp; MOVEMENT</b> Action Songs  Paint a picture of a bus.  Make a bus for the role play area.  Learn the song- London bridge is falling down.  Have images of London landmarks and construction for children to build various places (seesaw)	<b>Music:</b> <b>Kapow: MUSIC &amp; MOVEMENT</b> Finding the Beat Explore beat through body movement  To express feelings and emotions through movement to music  <b>Make own junk modelling naughty bus -join different materials- add wheels/ windows etc</b>  Paint a picture of a person or animal at the bus stop and display them in a queue at the bus stop.  Have images of London landmarks and construction for children to build various places (seesaw)	<b>Art:</b> Make clay fish/patterned scales  EAD_ llnk to literacy session 9- children find mud covered items in the classroom  Learn to sing – the wheels on the bus	<b>Music:</b> <b>Kapow: MUSIC &amp; MOVEMENT</b> Exploring Tempo Explore beat through body movement  To express feelings and emotions through movement to music  <b>Art:</b> Use Aquascopes to look into the water. What can you see?  Insects  Blue gloop/jelly  Water tray – bus, insects, fish, stones, plants,  Draw/paint what can be found in the water  Mix colours - for a pond  Make a box pond – add pond weed/pond creatures and clay fish into the pond.	<b>Music: Kapow: MUSIC &amp; MOVEMENT</b> Exploring Tempo and pitch through Dance  Explore pitch and tempo through scarf dancing and body movement To express feelings and emotions through movement to music  Perform action songs to a small audience.  Valentine's Day A day of showing someone who love them. Valentine's Day Crafts 	<b>Music:</b> <b>Kapow: MUSIC &amp; MOVEMENT</b> Music and Movement Performance
<b>Provision</b>  <b>Play and Learn</b>	<b>The Characteristics of Effective Teaching and Learning:</b> <b>Playing and exploring</b> - children investigate and experience things, and 'have a go' <b>Active learning</b> - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements <b>Creating and thinking critically</b> -children have and develop their own ideas, make links between ideas, and develop strategies for doing things					
	Leave images of London in construction, art and outside area, along with images from the book so far.	Chn to draw own journey maps and have the bus complete the journey	Links with Literacy: Leave the game (drive the bus through food images/play food &	Direct a London bus Beebot around the sights of London.	Make a peep pond  Leave sentence strips and the words 'this' and	Take photos using Pic collage with a caption box and leave in environment

**Year Group:** RECEPTION

**Term:** Spring 1 2025

**Topic:** Let's Explore!

	The pupils could create London using large block play and resources from the indoor and outdoor environment. Add non-fiction books about London and transport vehicles in environment.	Leave the 3D shapes out along with the image of the trip to London for the pupils to recreate.  Leave out characters and a bus stop for the pupils to create role play with.	magnetic letters)in the environment for the pupils to play independently.  Place play food in the home corner and outside in the mud kitchen.  Pupils could record voice messages on an iPad to send to Jack's mum about how they feel about the mess the bus made, sharing their ideas.  Have envelopes out for chn to write letters	Create maps of Naughty Bus' journey  Small world map pond Insects Blue gloop/jelly  Water tray – bus, insects, fish, stones, plants,  Freeze trays of water and take vehicles outside for chn to experience ice in Winter.	'is' for the pupils to sentence build with.	for the pupils to label or write a caption.