



	Week: 1 Week beginning: 25th April	Week: 2 Week beginning: 2nd May	Week: 3 Week beginning: 9th May	Week: 4 Week beginning: 16th May	Week: 5 Week beginning: 23rd May
Focus	Europe: Minibeast Adventures– Caterpillar Arrival	We are going on an adventure... Trip: Chair Hunt	Americas - Adventurer: Amelia Earhart, Oceania: Explorer: Ernest Shackleton, Africa: Discoverer: David Attenborough Trip: Library		Queens Platinum Jubilee
Characteristics of Effective Learning	Lenny Lion's Learning Zoo: Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon, Slinky Linky Snake				
Personal, Social, Emotional Development	Jigsaw: Relationships My Family and Me!	Jigsaw: Relationships Make friends, make friends, never ever break friends!	Jigsaw: Relationships Falling Out and Bullying: Pt 1	Jigsaw: Relationships Falling Out and Bullying: Pt 2	Jigsaw: Relationships Being the best friends we can be
	3-4: Select and use activities and resources, with help when needed; Develop their sense of responsibility and membership of a community; Become more outgoing with unfamiliar people; Show more confidence in new social situations; Play with one or more other children, extending and elaborating play ideas; Find solutions to conflicts and rivalries; Increasingly follow rules, understanding why they are important; Remember rules without needing an adult to remind them; Develop appropriate ways of being assertive; Talk with others to solve conflicts; Talk about their feelings; Understand gradually how others might be feeling; Be increasingly independent in meeting their own care needs; Make healthy choices about food, drink, activity and toothbrushing. Reception: See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. Sharing stories				
Communication and Language	Lifecycle of a Butterfly – discussing arrival of caterpillars New Vocabulary: Egg, caterpillar, pupa, leaf, butterfly, minibeast, life cycle	-Words of the Week: Bear Hunt theme -Retelling the T4W text -Rhyme of the Week -Talk Through Stories: On the Way Home	- Words of the Week: Bear Hunt -Retelling the T4W text -Rhyme of the Week -Observing, listening, and discussing change to caterpillars -- Recounting Chair Hunt trip -Talk Through Stories: On the Way Home	-Word of the Week -Retelling the T4W text -Rhyme of the Week -Talk Through Stories: On the Way Home Fiction/Non-fiction books from the library.	-Word of the Week -Retelling the T4W text -Rhyme of the Week Observing, listening, and discussing change to caterpillars -Queen Elizabeth

	<p>3-4: Enjoy listening to longer stories and can remember much of what happens; Pay attention to more than one thing at a time; Use a wider range of vocabulary; Understand a question or instruction that has two parts; Understand 'why' questions; Sing a large repertoire of songs; Know many rhymes, be able to talk about familiar books, and be able to tell a long story; Develop their communication; Develop their pronunciation; Use longer sentences of four to six words; Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions; Start a conversation with an adult or a friend and continue it for many turns; Use talk to organise themselves and their play.</p> <p>Reception: Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>				
Physical Development	Pencil Grip/letter formation/handwriting Use tools correctly Getting dressed/undressed for PE REAL PE: Physical Cog: Coordination/Sending and Receiving	Pencil Grip/letter formation/handwriting Use tools correctly Getting dressed/undressed for PE REAL PE: Physical Cog: Coordination/Sending and Receiving	Pencil Grip/letter formation/handwriting Use tools correctly Getting dressed/undressed for PE REAL PE: Physical Cog: Coordination/Sending and Receiving	Pencil Grip/letter formation/handwriting Use tools correctly Getting dressed/undressed for PE REAL PE: Physical Cog: Agility: Reaction and Response	Pencil Grip/letter formation/handwriting Use tools correctly Getting dressed/undressed for PE REAL PE: Physical Cog: Agility: Reaction and Response
	<p>3-4: Continue to develop their movement, balancing, riding and ball skills; Go up steps and stairs, or climb up apparatus, using alternate feet; Skip, hop, stand on one leg and hold a pose for a game; Use large-muscle movements to wave flags and streamers, paint and make marks; Start taking part in some group activities which they make up for themselves, or in teams; Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm; Match their developing physical skills to tasks and activities in the setting; Choose the right resources to carry out their own plan; Collaborate with others to manage large items; Use one-handed tools and equipment; Use a comfortable grip with good control when holding pens and pencils; Show a preference for a dominant hand; Be increasingly independent as they get dressed and undressed.</p> <p>Reception: Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes</p>				

Literacy	RWI- Recapping Set 1/ Set 2 sounds learnt High Frequency Word/Letter formation practice Caterpillar Supported Writing Proud Cloud Write	RWI- Learning new sounds – Set 1/ Set 2 High Frequency Word/Letter formation practice Monthly Name Write Bear Hunt Supported Writing Proud Cloud Write	RWI- Learning new sounds – Set 1/ Set 2 High Frequency Word/Letter formation practice Recount of Chair Hunt Trip Supported Writing Proud Cloud Write	RWI- Learning new sounds – Set 1/ Set 2 High Frequency Word/Letter formation practice Innovation of Bear Hunt Supported Writing Proud Cloud Write	RWI- Learning new sounds – Set 1/ Set 2 High Frequency Word/Letter formation practice Non-Fiction Book – Supported Writing Proud Cloud Write
	<p>3-4: Understand the five key concepts about print – print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing; Develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word, and recognise words with the same initial sound; Engage in extended conversations about stories, learning new vocabulary; Use some of their print and letter knowledge in their early writing; Write some or all of their name; Write some letters accurately.</p> <p>Reception: Read individual letters by saying the sounds for them. • 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 a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.</p>				
Mathematics	20 and Beyond! -Building Numbers Beyond 10 -Building Patterns Beyond 10 -Spatial Reasoning 1: Match, Rotate and Manipulate	20 and Beyond! -Building Numbers Beyond 10 -Building Patterns Beyond 10 -Spatial Reasoning 1: Match, Rotate and Manipulate	20 and Beyond! -Building Numbers Beyond 10 -Building Patterns Beyond 10 -Spatial Reasoning 1: Match, Rotate and Manipulate	First, Then, Now -Adding More - Taking Away Spatial Reasoning 2: Compose and Decompose	First, Then, Now -Adding More - Taking Away Spatial Reasoning 2: Compose and Decompose
	<p>3-4: 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; 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; Experiment with their own symbols and marks as well as numerals; Solve real world mathematical problems with numbers up to 5; Compare quantities using language; Talk about and explore 2D and 3D shapes using informal and mathematical language; Understand position with words alone; Describe a familiar route; Discuss routes and locations using words; Make comparisons between objects relating to size, length, weight and capacity; Select shapes appropriately; Combine shapes to make new ones; Talk about and identify the patterns around them; Extend and create ABAB patterns; Notice and correct an error in a repeating pattern; Begin to describe a sequence of events, real or fictional, using words.</p>				

	Reception: Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.		
Expressive arts and design	Pablo Picasso – Cubism – Caterpillars/Butterflies Songs- Tiny Caterpillar on the Leaf/ The Bear Went Over the Mountain Construction - Bugs/Insect Hotels	Collage Story Maps Songs – Exploring Song Music: Add sound effects to 'We are going on a Bear Hunt'	Adventure is out there: Up inspired Artwork Songs – We are Driving In Our Car Platinum Jubilee Crafts
	<p>3-4: 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; Make imaginative and complex 'small worlds' with blocks and construction kits; 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; Create closed shapes with continuous lines and begin to use these shapes to represent objects; Draw with increasing complexity and detail; Use drawing to represent ideas like movement or loud noises; Show different emotions in their drawings and paintings; Explore colour and colour mixing; Listen with increased attention to sounds; Respond to what they have heard, expressing their thoughts and feelings; Remember and sing entire songs; Sing the pitch of a tone sung by another person ('pitch match'); Sing the melodic shape of familiar songs; Create their own songs or improvise a song around one they know; Play instruments with increasing control to express their feelings and ideas.</p> <p>Reception: 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. • Watch and talk about dance and performance art, 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. • Explore and engage in music making and dance, performing solo or in groups</p>		
Understanding the world	Watching Caterpillars Grow/Change Ogden Trust : Phizzy Enquiry : Wonderful Wind Understanding the life of others: Amelia Earhart, Ernest Shackleton & David Attenborough		Watching Caterpillars Grow/Change Ogden Trust : Phizzy Enquiry : Balloon Powered Cars Celebration: The Queens Jubilee
	<p>3-4: 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; Show interest in different occupations; Explore how things work; Plant seeds and care for growing plants; 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 and talk about different forces they can feel; Talk about the differences between materials and changes they notice; Continue developing positive attitudes about the differences between people; Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Reception: Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.</p>		