



Once Upon a Time...

	Week: 1 Week beginning: 19th April	Week: 2 Week beginning: 26th April	Week: 3 Week beginning: 3rd May	Week: 4 Week beginning: 10th May	Week: 5 Week beginning: 17th May	Week 6 Week beginning: 24th May
Focus	Jack and the Beanstalk		Goldilocks and the 3 Bears		Who's Been Eating My Porridge?	
CoEL	Lenny Lion's Learning Zoo: Go For It Gorilla, Exploring Elephant, I Know Rhino		Lenny Lion's Learning Zoo: Proud Peacock, Concentrating Crocodile, Persevering Parrot		Lenny Lion's Learning Zoo: Choosing Chimp, Creative Chameleon, Slinky Linky Snake	
Personal, Social and Emotional Development	Jigsaw: My Family and Me	Jigsaw: Make Friends, Make Friends Never Ever Break Friends! PT 1	Jigsaw: Make Friends, Make Friends Never Ever Break Friends! PT 2	Jigsaw: Falling Out and Bullying PT 1	Jigsaw: Falling Out and Bullying PT 1	Jigsaw: Being the Best Friends We Can Be
	<p>Making Relationships: 30-50m: Can play in a group, extending and elaborating play ideas; Initiates play, offering cues to peers to join them; Keeps play going by responding to what others are saying or doing; Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Making Relationships: 40-60+m: Initiates conversations, attends to and takes account of what others say; Explains own knowledge and understanding, and asks appropriate questions of others; Takes steps to resolve conflicts with other children.</p> <p>Self-confidence and Self-awareness: 30-50m: Can select and use activities and resources with help; Welcomes and values praise for what they have done; Enjoys responsibility of carrying out small tasks; Is more outgoing towards unfamiliar people and more confident in new social situations; Confident to talk to other children when playing, and will communicate freely about own home and community; Shows confidence in asking adults for help.</p> <p>Self-confidence and Self-awareness: 40-60+m: Confident to speak to others about own needs, wants, interests and opinions; Can describe self in positive terms and talk about abilities.</p> <p>Managing feelings and behaviour: 30-50m: Aware of own feelings, and knows that some actions and words can hurt others' feelings; Begins to accept the needs of others and can take turns and share resources, sometimes with support from others; Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met; Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>Managing feelings and behaviour: 40-60+m: Understands that own actions affect other people; Aware of the boundaries set, and of behavioural expectations in the setting; Beginning to be able to negotiate and solve problems without aggression.</p>					
Communication and Language	Word of the week: Alternatives for nice and nasty - marvellous and dreadful Listening carefully and asking questions. Sharing stories		Word of the week: Alternatives for big and small - immense/miniscule. Listening carefully and asking questions. Sharing stories		Word of the week: Alternatives for happy and sad - miserable and jolly Listening carefully and asking questions. Sharing stories	

	Sharing news with peers and adults in the classroom.		Sharing news with peers and adults in the classroom.		Sharing news with peers and adults in the classroom.	
	<p>Listening and attention: 30-50m: Listens to others one to one or in small groups, when conversation interests them; Listens to stories with increasing attention and recall; Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories; Focusing attention - still listen or do, but can shift own attention; Is able to follow directions.</p> <p>Listening and attention: 40-60+m: Maintains attention, concentrates and sits quietly during appropriate activity; Two-channelled attention - can listen and do for short span.</p> <p>Understanding: 30-50m: Understands use of objects; Shows understanding of prepositions by carrying out an action or selecting correct picture; Responds to simple instructions; Beginning to understand 'why' and 'how' questions.</p> <p>Understanding: 40-60+m: Responds to instructions involving a two-part sequence. Understands humour; Able to follow a story without pictures or props; Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Speaking: 30-50m: Beginning to use more complex sentences to link thoughts; Can retell a simple past event in correct order; Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences; Questions why things happens and gives explanations. Asks 'who', 'what', 'when', 'how'; Uses a range of tenses; Uses intonation, rhythm and phrasing to make the meaning clear to others; Uses vocabulary focused on objects and people that are of particular importance to them; Builds up vocabulary that reflects the breadth of their experiences; Uses talk in pretending that objects stand for something else.</p> <p>Speaking: 40-60+m: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words; Uses language to imagine and recreate roles and experiences in play situations; Links statements and sticks to a main theme or intention; Uses talk to organise, sequence and clarify thinking, ideas, feelings and events; Introduces a storyline or narrative into their play.</p>					
Physical Development	Getting dressed/undressed for PE REAL PE: John and Jasmine Learn to Juggle Outdoor Play Pencil Grip Use tools correctly and safely	Getting dressed/undressed for PE REAL PE: John and Jasmine Learn to Juggle Outdoor Play Pencil Grip Use tools correctly and safely	Getting dressed/undressed for PE REAL PE: John and Jasmine Learn to Juggle Outdoor Play Pencil Grip Use tools correctly and safely	Getting dressed/undressed for PE REAL PE: Ringo to the Rescue Outdoor Play Pencil Grip Use tools correctly and safely	Getting dressed/undressed for PE REAL PE: Ringo to the Rescue Outdoor Play Pencil Grip Use tools correctly and safely	Getting dressed/undressed for PE REAL PE: Ringo to the Rescue Outdoor Play Pencil Grip Use tools correctly and safely
	<p>Moving and Handling: 30-50m: Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping; Mounts stairs, steps or climbing equipment using alternate feet; Walks downstairs, two feet to each step while carrying a small object; Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles; Can stand momentarily on one foot when shown; Can catch a large ball; Draws lines and circles using gross motor movements; Uses one-handed tools and equipment; Holds pencil between thumb and two fingers, no longer using whole-hand grasp; Holds pencil near point between first two fingers and thumb and uses it with good control; Can copy some letters.</p>					

	<p>Moving and Handling: 40-60+m: Experiments with different ways of moving; Jumps off an object and lands appropriately; Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles; Travels with confidence and skill around, under, over and through balancing and climbing equipment; Shows increasing control over an object in pushing, patting, throwing, catching or kicking it; Uses simple tools to effect changes to materials; Handles tools, objects, construction and malleable materials safely and with increasing control; Shows a preference for a dominant hand; Begins to use anticlockwise movement and retrace vertical lines; Begins to form recognisable letters; Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Health and self-care: 30-50m: Can tell adults when hungry or tired or when they want to rest or play; Observes the effects of activity on their bodies; Understands that equipment and tools have to be used safely; Gains more bowel and bladder control and can attend to toileting needs most of the time themselves; Can usually manage washing and drying hands; Dresses with help.</p> <p>Health and self-care: 40-60+m: Eats a healthy range of foodstuffs and understands need for variety in food; Usually dry and clean during the day; Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health; Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks; Shows understanding of how to transport and store equipment safely; Practices some appropriate safety measures without direct supervision.</p>					
Literacy	<p>RWI Phonics: CP Group: Recap Set 1 Sound Gaps Secure blending words containing consonant blends (Word time 1.3-1.7) SC Group: Teach set 2 sounds Teach reading of words containing set 2 sounds Build Speed of reading Set 1 sounds</p> <p>T4W Focus Text: Jack and the Beanstalk -Name writing and self portrait assessment- pencil grip photo -Letter Formation -Guided topic activity</p>	<p>Recap Set 1 Sound Gaps Secure blending words containing consonant blends (Word time 1.3-1.7) SC Group: Teach set 2 sounds Teach reading of words containing set 2 sounds Build Speed of reading Set 1 sounds.</p> <p>T4W Focus Text: Jack and the Beanstalk -Proud Cloud -Letter Formation</p>	<p>RWI Phonics: CP Group: Recap Set 1 Sound Gaps Secure blending words containing consonant blends (Word time 1.3-1.7) SC Group: Teach set 2 sounds Teach reading of words containing set 2 sounds Build Speed of reading Set 1 sounds</p> <p>T4W Focus Text: Goldilocks and 3 Bears -Name writing and self portrait assessment- pencil grip photo -Letter Formation</p>	<p>RWI Phonics: CP Group: Recap Set 1 Sound Gaps Secure blending words containing consonant blends (Word time 1.3-1.7) SC Group: Teach set 2 sounds Teach reading of words containing set 2 sounds Build Speed of reading Set 1 sounds</p> <p>T4W Focus Text: Goldilocks and 3 Bears -Proud Cloud -Letter Formation</p>	<p>RWI Phonics: CP Group: Recap Set 1 Sound Gaps Secure blending words containing consonant blends (Word time 1.3-1.7) SC Group: Teach set 2 sounds Teach reading of words containing set 2 sounds Build Speed of reading Set 1 sounds</p> <p>T4W Focus Text: Who's Been Eating My Porridge? -Guided topic activity- letter writing -Letter Formation</p>	<p>RWI Phonics: CP Group: Recap Set 1 Sound Gaps Secure blending words containing consonant blends (Word time 1.3-1.7) SC Group: Teach set 2 sounds Teach reading of words containing set 2 sounds Build Speed of reading Set 1 sounds</p> <p>T4W Focus Text: Who's Been Eating My Porridge? -Proud Cloud -Letter Formation</p>

<p>Reading: 30-50m: Enjoys rhyming and rhythmic activities; Shows awareness of rhyme and alliteration; Recognises rhythm in spoken words; Listens to and joins in with stories and poems, one-to-one and also in small groups; Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories; Beginning to be aware of the way stories are structured; Suggests how the story might end; Listens to stories with increasing attention and recall; Describes main story settings, events and principal characters; Shows interest in illustrations and print in books and print in the environment; Recognises familiar words and signs such as own name and advertising logos; Looks at books independently; Handles books carefully; Knows information can be relayed in the form of print; Holds books the correct way up and turns pages; Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Reading: 40-60+m: Continues a rhyming string; Hears and says the initial sound in words; Can segment the sounds in simple words and blend them together and knows which letters represent some of them; Links sounds to letters, naming and sounding the letters of the alphabet; Begins to read words and simple sentences; Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books; Enjoys an increasing range of books; Knows that information can be retrieved from books and computers.</p> <p>Writing: 30-50m: Sometimes gives meaning to marks as they draw and paint; Ascribes meanings to marks that they see in different places.</p> <p>Writing: 40-60+m: Gives meaning to marks they make as they draw, write and paint; Begins to break the flow of speech into words; Continues a rhyming string; Hears and says the initial sound in words; Can segment the sounds in simple words and blend them together; Links sounds to letters, naming and sounding the letters of the alphabet; Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence; Writes own name and other things such as labels, captions; Attempts to write short sentences in meaningful contexts.</p>						
Mathematics	To 20 and beyond! <ul style="list-style-type: none"> - Building Numbers beyond 10 - Counting Patterns beyond 10. - Spatial Reasoning - Match, Rotate, Manipulate 	To 20 and beyond! <ul style="list-style-type: none"> - Building Numbers beyond 10 - Counting Patterns beyond 10. - Spatial Reasoning - Match, Rotate, Manipulate 	To 20 and beyond! <ul style="list-style-type: none"> - Building Numbers beyond 10 - Counting Patterns beyond 10. - Spatial Reasoning - Match, Rotate, Manipulate 	First, Then and Now <ul style="list-style-type: none"> - Adding More, Taking Away - Spatial Reasoning 2-Compose and Decompose 	First, Then and Now <ul style="list-style-type: none"> - Adding More, Taking Away - Spatial Reasoning 2-Compose and Decompose 	First, Then and Now <ul style="list-style-type: none"> - Adding More, Taking Away - Spatial Reasoning 2-Compose and Decompose
	<p>Numbers: 30-50m: Uses some number names and number language spontaneously; Uses some number names accurately in play; Recites numbers in order to 10; Knows that numbers identify how many objects are in a set; Beginning to represent numbers using fingers, marks on paper or pictures; Sometimes matches numeral and quantity correctly; Shows curiosity about numbers by offering comments or asking questions; Compares two groups of objects, saying when they have the same number; Shows an interest in number problems; Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same; Shows an interest in numerals in the environment; Shows an interest in representing numbers; Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>Numbers: 40-60+m: Recognise some numerals of personal significance; Recognises numerals 1 to 5; Counts up to three or four objects by saying one number name for each item; Counts actions or objects which cannot be moved; Counts objects to 10, and beginning to count beyond 10; Counts out up to six objects from a larger group; Selects the correct numeral to represent 1 to 5, then 1 to 10 objects; Counts an irregular arrangement of up to ten objects; Estimates how many objects they can see and checks by counting them; Uses the language of 'more' and 'fewer' to compare two sets of</p>					

	<p>objects; Finds the total number of items in two groups by counting all of them; Says the number that is one more than a given number; Finds one more or one less from a group of up to five objects, then ten objects; In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting; Records, using marks that they can interpret and explain; Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Shape, space and measure: 30-50m: Shows an interest in shape and space by playing with shapes or making arrangements with objects; Shows awareness of similarities of shapes in the environment; Uses positional language; Shows interest in shape by sustained construction activity or by talking about shapes or arrangements; Shows interest in shapes in the environment; Uses shapes appropriately for tasks; Beginning to talk about the shapes of everyday objects.</p> <p>Shape, space and measure: 40-60+m: Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes; Selects a particular named shape; Can describe their relative position such as 'behind' or 'next to'; Orders two or three items by length or height; Orders two items by weight or capacity; Uses familiar objects and common shapes to create and recreate patterns and build models; Uses everyday language related to time; Beginning to use everyday language related to money; Orders and sequences familiar events; Measures short periods of time in simple ways.</p>		
Expressive arts and design	<p>Jack and the Beanstalk: Creating beanstalks/Castles in the sky</p>	<p>Goldilocks and the Three Bears Learn, rehearse, and perform: Goldilocks and the 3 Bears Play Junk modelling a new bed for Baby Bear</p>	<p>Who's Been Eating My Porridge? Teddy Bears Picnic</p>
	<p>Exploring and using media and materials: 30-50m: Enjoys joining in with dancing and ring games; Sings a few familiar songs; Beginning to move rhythmically; Imitates movement in response to music; Taps out simple repeated rhythms; Explores and learns how sounds can be changed; Explores colour and how colours can be changed; Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects; Beginning to be interested in and describe the texture of things; Uses various construction materials; Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces; Joins construction pieces together to build and balance; Realises tools can be used for a purpose.</p> <p>Exploring and using media and materials: 40-60+m: Begins to build a repertoire of songs and dances; Explores the different sounds of instruments; Explores what happens when they mix colours; Experiments to create different textures; Understands that different media can be combined to create new effects; Manipulates materials to achieve a planned effect; Constructs with a purpose in mind, using a variety of resources; Uses simple tools and techniques competently and appropriately; Selects appropriate resources and adapts work where necessary; Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Being imaginative: 30-50m: Developing preferences for forms of expression; Uses movement to express feelings; Creates movement in response to music; Sings to self and makes up simple songs; Makes up rhythms; Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there; Engages in imaginative role-play based on own first-hand experiences; Builds stories around toys; Uses available resources to create props to support role-play; Captures experiences and responses with a range of media.</p> <p>Being imaginative: 40:60+m: Create simple representations of events, people and objects; Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences; Chooses particular colours to use for a purpose; Introduces a storyline or narrative</p>		

	into their play; Plays alongside other children who are engaged in the same theme; Plays cooperatively as part of a group to develop and act out a narrative.		
Understanding the world	Jack and the Beanstalk Growing Beans from Seed	Goldilocks and the Three Bears Exploring oats - wet and dry Making porridge Making flapjacks	Who's Been Eating My Porridge? Soggy Cereals experiment
	<p>Technology: 30-50m: Knows how to operate simple equipment; Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones; Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images; Knows that information can be retrieved from computers.</p> <p>Technology: 40-60+m: Completes a simple program on a computer; Uses ICT hardware to interact with age-appropriate computer software.</p> <p>People and communities: 30-50m: Shows interest in the lives of people who are familiar to them; Remembers and talks about significant events in their own experience; Recognises and describes special times or events for family or friends; Shows interest in different occupations and ways of life; Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>People and communities: 40-60+m: Enjoys joining in with family customs and routines.</p> <p>The world: 30-50m: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world; Can talk about some of the things they have observed such as plants, animals, natural and found objects; Talks about why things happen and how things work; Developing an understanding of growth, decay and changes over time; Shows care and concern for living things and the environment.</p> <p>The world: 40-60+m: Looks closely at similarities, differences, patterns and change.</p>		
Trips/Visits/ Special Days	Jack and the Beanstalk -Growing seeds afternoon.	Performance of Play: Goldilocks and the 3 bears.	Visit to the Library - Covid Rule Dependant. Teddy Bears Picnic/Porridge party.