


Who's Afraid of the Dark? - Spring 1

(6 weeks)

PRIME AREAS			
Communication and Language	Personal, Social and Emotional	Physical Development	
<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> Use a wide range of vocabulary Sing a large repertoire of songs Know many rhymes and talk about familiar books and be able to tell a long story 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. <p>Children in Reception</p> <ul style="list-style-type: none"> Learn new vocabulary Use new vocabulary throughout the day Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas in well-formed sentences. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> Develop a sense of responsibility and membership of a community Find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spiderman in a game. Develop appropriate ways of being assertive. Talk to others to solve conflicts. Understand gradually how other might be feeling. <p>Children in Reception</p> <ul style="list-style-type: none"> Express feelings and consider the feelings of others Identify and moderate feelings socially and emotionally. Think about the perspectives of others. 	<p>3-4 Year Olds</p> <ul style="list-style-type: none"> Skip, hop and stand on one leg and hold a pose for a game like musical statues Use large muscle – movements to wave flags and streamers, paint and make marks. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developmental physical skills to activities in the setting. For example, they can decide whether to crawl, walk or run across a plank, depending on its length and width. <p>Children in Reception</p> <ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. 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, coordination and agility. 	
SPECIFIC AREAS			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>3 – 4 year olds</p> <ul style="list-style-type: none"> Count or clap syllables in words <p>Children in Reception</p> <ul style="list-style-type: none"> 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 correspondence. Read some letter groups that each represent one sound and say sounds for them. Read common exception words matched to the school's phonic programme. Read simple phrases and sentences made up with known letter-sound correspondence and, when necessary a few exception words. Reread there books to build up their confidence in word reading, their fluency and their understanding and enjoyment Form lower and upper case letters correctly. Spell words by identifying the sounds with letter/s Write a short sentence using a capital letter and full stop. Reread what they have written to check that it makes sense. 	<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> Talk about 2D and 3D shapes Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size and length. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' <p>Children in Reception</p> <ul style="list-style-type: none"> Count objects, actions and sounds Subitise Link a symbol (numeral) with its cardinal number value Count beyond 10 Compare numbers Understand one more/less relationship to consecutive numbers Explore the composition of numbers to 10 Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just like numbers can. Compare length. 	<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> Show an interest in different occupations Understand the key features of the life cycle of a plant and an animal. Explore and talk about the forces they can feel. <p>Children in Reception</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate different special times in different ways. 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 seasons on the natural world around them. 	<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> Use drawing to represent ideas like movement or loud music Show different emotions in their drawings and painting like happiness, sadness and fear etc Explore colour and colour-mixing Sing the pitch of a tune sung by another person (pitch match) Create their own songs, or improvise a song around one they know. <p>Children in Reception</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build upon their previous learning, refining ideas and developing their ability to represent them. Explore and engage in music making and dance, performing solo or in a group.

Who's Afraid of the Dark? - Spring 1

(6 weeks)

EYFS Week by week overview

		Prime Areas			Specific Areas			
Week	Theme for the week	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
1	The Enormous Turnip – Talk for Writing	<p>PSHE - Heartsmart – Too Much Selfie isn't Healthy</p> <p>Snack and a chat time talking about favourite gift for Christmas</p> <p>All about Me bag</p>	<p>PE –Real PE – Unit 2 – Monday Unit 3 – Thursday</p> <p>PE trolley – CP Snack time chat – Bikes and scooters – obstacle course building – CP</p>	<p>PSHE - Heartsmart – Too Much Selfie isn't Healthy</p> <p>Family Group/ snack chat time – Favourite Christmas memories.</p> <p>All about me bag</p>	<p>Start learning Pie Corbett style story</p> <p>Write a description about different vegetables</p> <p>Little Wandle – Spring 1 Week 1 –ai, ee, igh, oa</p> <p>Reading practice sessions</p>	NCETM Week 11- Subitising	<p>Tasting different vegetables, which is your favourite? Why?</p> <p>Welly Walk Wednesday –</p>	<p>Role Play- Guided role play in the fruit and vegetable shop. Exploring and describing vegetables.</p> <p>Printing with vegetables.</p> <p>Construction area – Duplo</p>
2	The Enormous Turnip – Talk for Writing	<p>PSHE - Heartsmart – Too Much Selfie isn't Healthy</p> <p>Snack and a chat time – 'How can we help?' cards – social scenarios.</p> <p>All about Me bag</p>	<p>PE –Real PE – Unit 2 – Monday Unit 3 – Thursday</p> <p>PE trolley – CP Snack time chat – Bikes and scooters – obstacle course building – CP</p>	<p>PSHE - Heartsmart – Too Much Selfie isn't Healthy</p> <p>Snack and a chat</p> <p>All about me bag</p>	<p>Making up alternative stories with different vegetables.</p> <p>Books about vegetables, seeds, growing etc.</p> <p>Little Wandle – Spring 1 Week 2 –oo,oo, ar, or</p> <p>Reading practice sessions</p>	NCETM – Week 12 - Counting, ordinality and cardinality	<p>Planting seeds and bulbs</p> <p>Books about vegetables, seeds, growing etc.</p> <p>Ordering and sorting vegetables</p>	<p>Role play – veg shop</p> <p>Construction area</p> <p>Planting seeds and bulbs – courtyard area initially until it is warm enough to plant seedlings outside.</p> <p>Printing with vegetables.</p>

Who's Afraid of the Dark? - Spring 1

(6 weeks)

3	Owl Babies	<p>PSHE - Heartsmart – Too Much Selfie isn't Healthy</p> <p>Snack and a chat time –</p> <p>All about Me bag</p> <p>Discussion about Chinese new year</p>	<p>PE –Real PE – Unit 2 – Monday Unit 3 – Thursday</p> <p>PE trolley – CP Snack time chat – Bikes and scooters – obstacle course building – CP</p>	<p>PSHE - Heartsmart – Too Much Selfie isn't Healthy</p> <p>Snack and a chat</p> <p>All about me bag</p>	<p>Find a baby owl abandoned in the courtyard...how did it get there? Where is its mother? Chn to make a poster to find the mummy owl.</p> <p>Sequencing the story using role play, discussing feelings at different stages</p> <p>Little Wandle – Spring 1 Week 3 –ur, ow, oi, ear</p>	<p>Mastering number - Week 13 Composition</p> <p>Length – Measuring sticks for the owl babies nests.</p>	<p>Welly Walk Wednesday – Collect resources to build a nest.</p> <p>Create a dark den with the children.</p> <p>Chinese New Year – Friday – activities link to this festival. Share information with the children.</p>	<p>Drawing owls selecting appropriate colours.</p> <p>Music – Dragon dance</p> <p>Make nests for the owls babies</p>
4	Owl Babies	<p>PSHE - Heartsmart – Too Much Selfie isn't Healthy</p> <p>Snack and a chat time –</p> <p>All about Me bag</p>	<p>PE –Real PE – Unit 2 – Monday Unit 3 – Thursday</p> <p>PE trolley – CP Snack time chat – Bikes and scooters – obstacle course building – CP</p>	<p>PSHE - Heartsmart – Too Much Selfie isn't Healthy</p> <p>Snack and a chat</p> <p>All about me bag</p>	<p>Writing speech bubbles for owl babies – using phonic knowledge at own level What do we know about owls already? What would we like to find out? Finding out information about owls</p> <p>Computing - make a talking book – recording voices.</p> <p>Tricky words hidden in dark area</p> <p>Little Wandle – Spring 1 Week 4 –air, er, double letters</p>	<p>Mastering number - Week 14- Composition</p> <p>Friday – Weight – Can we weigh three objects and place them in order.</p>	<p>Welly Walk Wednesday -</p> <p>Computing - make a talking book. 2 simple software to make a caption and picture Children to draw a picture of an owl on a drawing programme</p>	<p>Natural woodland materials to continue to make nests etc. and explore</p> <p>Making nests for owls.</p> <p>Junk modelling.</p> <p>Music – Dragon dance</p>

Who's Afraid of the Dark? - Spring 1

(6 weeks)

5	<p>Wow said the Owl</p>	<p>PSHE - Heartsmart – Too Much Selfie isn't Healthy</p> <p>Snack and a chat time –</p> <p>All about Me bag</p>	<p>PE –Real PE – Unit 2 – Monday Unit 3 – Thursday</p> <p>PE trolley – CP Snack time chat – Bikes and scooters – obstacle course building – CP</p>	<p>PSHE - Heartsmart – Too Much Selfie isn't Healthy</p> <p>Snack and a chat</p> <p>All about me bag</p>	<p>Blank speech bubbles for writing own sentences</p> <p>Wow Said the Owl by Tim Hopgood - Using pictures from book – writing own "I can see" sentences</p> <p>Little Wandle – Spring 1 Week 5– longer words</p>	<p>Mastering number - Week 15- Comparison</p> <p>Friday – Capacity</p>	<p>Welly Walk Wednesday – Looking for animal habitats – which animals might live in our school grounds – how do we know? Look for signs of animals, birds – nests in trees, holes in ground, track in mud etc</p>	<p>Letter templates to write letters to or from Mummy Owl</p> <p>Making clay owls</p> <p>Computing – use 2 simple program to draw an owl picture and write a caption underneath.</p> <p>Music – Dragon dance</p>
6	<p>Non-fiction focus – Owls...</p>	<p>PSHE - Heartsmart – Too Much Selfie isn't Healthy</p> <p>Snack and a chat time –</p> <p>All about Me bag</p>	<p>PE –Real PE – Unit 2 – Monday Unit 3 – Thursday</p> <p>PE trolley – CP Snack time chat – Bikes and scooters – obstacle course building – CP</p>	<p>PSHE - Heartsmart – Too Much Selfie isn't Healthy</p> <p>Snack and a chat time –</p> <p>All about Me bag</p>	<p>Make an owl poster – picture and caption to describe their owl.</p> <p>Sheets to write information about animals (vocab sheets and letter mats to be available) Books on nocturnal woodland animals</p> <p>Little Wandle – Review and assessment week</p>	<p>Simple addition – practical – adding 2 1 digit numbers of objects together to find a total.</p> <p>Friday – 2D shapes</p>	<p>Welly Walk Wednesday – Tree Study – what does your tree look like in Winter? Make prediction before visiting</p> <p>Sheets to write information about animals (vocab sheets and letter mats to be available) Books on nocturnal woodland animals</p> <p>RE – Jesus as a Storyteller</p>	<p>Mixing colours and painting owls using cotton wool buds.</p> <p>Music – Dragon dance</p>