

Theme: Animals**Term:** Spring 1, 2023

| Week 1 04.01.23 <i>Rumble In The Jungle</i> | Personal, Social and Emotional Development | Communication And Language | Physical Development | Literacy | Mathematics | Understanding The World | Expressive Arts And Design |
|----------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Curriculum Links | Manage their own needs. | Articulate their ideas and thoughts in well-formed sentences. | Further develop and refine a range of balls skills including: throwing, catching, kicking, passing, batting and aiming. | Read individual letters by saying the sounds for them. | Explore the composition of numbers to 10. Subtising. | Understand the effect of changing seasons on the natural world around them. | Return to and build on their previous learning, refining ideas and developing their ability to represent them. |
| Enhanced Provision | - Babies, clothes, bath etc. | - Talking tins, microphones, characters. | - Balls, quoit, beanbags, bats, target hoops. | - Topic books ordered from the library. - Speech bubble templates & previously learnt phonemes. | - Part, part, whole model. | - Baskets of different environments including non-fiction books on habitats, small world animals etc. | |
| Adult Led Learning | - Model dressing/undressing/washing of hands etc. | - Speech bubble talking – taking on a character role (focus task). | - Discreet PE sessions - Model target games in provision/batting skills. | - Speech bubble writing (intervention HAPs). | - Numberblocks - Series 2 - Episodes 'Six' and 'Seven' (adult focus). | - Google Earth – comparing environments. | - Model how to adapt and improve work. - Adult to use prompting questions. |
| Intended Outcomes | I can dress, undress myself and go to the toilet independently. | I can orally rehearse a sentence which makes sense. | I can manipulate a ball in a variety of ways. | I can identify phoneme/grapheme correspondences. | I can explore the composition of numbers to 10. I can recognise how many objects there are without counting them. | I can identify how a season changes. | I can use previously acquired skills to represent my learning. |

FS2 - Computing Curriculum (SCC) – 2a – Digital Art & 2b – Sound & Music (used throughout half term within CP and enhanced activities)

| Week 2 09.01.23 <i>Rumble In The Jungle</i> | Personal, Social and Emotional Development | Communication And Language | Physical Development | Literacy | Mathematics | Understanding The World | Expressive Arts And Design |
|----------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Curriculum Links | Manage their own needs. | Articulate their ideas and thoughts in well-formed sentences. | Further develop and refine a range of balls skills including: throwing, catching, kicking, passing, batting and aiming. | Read individual letters by saying the sounds for them. | Explore the composition of numbers to 10. Subtising. | Understand the effect of changing seasons on the natural world around them. | Return to and build on their previous learning, refining ideas and developing their ability to represent them. |
| Enhanced Provision | - Babies, clothes, bath etc. | - Talking tins, microphones, characters. | - Balls, quoit, beanbags, bats, target hoops. | - Topic books ordered from the library. - Speech bubble templates & previously learnt phonemes. | - Part, part, whole model. | - Baskets of different environments including non-fiction books on habitats, small world animals etc. | |
| Adult Led Learning | - Model dressing/undressing/washing of hands etc. | - Speech bubble talking – taking on a character role (focus task). | - Discreet PE sessions - Model target games in provision/batting skills. | - Speech bubble writing (intervention HAPs). | - Number blocks - Series 2 - Episodes 'Eight' and 'Nine'. | - Google Earth – comparing environments. | - Model how to adapt and improve work. - Adult to use prompting questions. |
| Intended Outcomes | I can dress, undress myself and go to the toilet independently. | I can orally rehearse a sentence which makes sense. | I can manipulate a ball in a variety of ways. | I can identify phoneme/grapheme correspondences. | I can explore the composition of numbers to 10. I can recognise how many objects there are without counting them. | I can identify how a season changes. | I can use previously acquired skills to represent my learning. |

| Week 3 16.01.23 <i>Commotion In The Ocean</i> | Personal, Social and Emotional Development | Communication And Language | Physical Development | Literacy | Mathematics | Understanding The World | Expressive Arts And Design |
|------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Curriculum Links | Show resilience and perseverance in the face of a challenge. | Connect one idea or action to another using a range of connectives. | Further develop and refine a range of balls skills including: throwing, catching, kicking, passing, batting and aiming. | Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. | Explore the composition of numbers to 10. | Understand the effect of changing seasons on the natural world around them. | Return to and build on their previous learning, refining ideas and developing their ability to represent them. |
| Enhanced Provision | | - Character masks/headbands. | - Balls, quoit, beanbags, bats, target hoops. | - Topic books ordered from the library. - Speech bubble templates & previously learnt phonemes. | - Practical games. | - Baskets of different environments including non-fiction books on habitats, small world animals etc. | |
| Adult Led Learning | - Encourage children to go back and improve work/self-reflection. | - Hot seating - asking questions. - Headbands with pictures to encourage children to guess what they are (focus task). | - Discreet PE sessions - Model target games in provision/batting skills. | - Speech bubble writing (intervention HAPs). | - Number blocks - Series 2 - Episodes '10' and 'Counting Sheep'. | - Google Earth – comparing environments. | - Model how to adapt and improve work. - Adult to use prompting questions. |
| Intended Outcomes | I can show concentration and engagement for a prolonged period of time. | I can use 'and/becaus' extend my sentences. | I can manipulate a ball in a variety of ways. | I can blend sounds in CVC words to read them. | I can identify a number which is one more/one less than a given number. | I can identify how a season changes. | I can use previously acquired skills to represent my learning. |

| Week 4 23.01.23 <i>Commotion In The Ocean</i> | Personal, Social and Emotional Development | Communication And Language | Physical Development | Literacy | Mathematics | Understanding The World | Expressive Arts And Design |
|------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------|
| Curriculum Links | Show resilience and perseverance in the face of a challenge. | Connect one idea or action to another using a range of connectives. | Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. | Explore the composition of numbers to 10. | Recognise that some environments are different to the one in which they live. | Create collaboratively, sharing ideas, resources and skills. |
| Enhanced Provision | | - Character masks/headbands. | - Balls, quoit, beanbags, bats, target hoops. | - Topic books ordered from the library. | - Doubling machine/part-part-whole model. | | |
| Adult Led Learning | - Encourage children to go back and improve work/self-reflection. | - Hot seating - asking questions. - Headbands with pictures to encourage children to guess what they are (focus task). | - Discreet PE sessions - Model target games in provision. | | - Number blocks - Series 2 - Episodes 'Just Add One' and 'Ten Green Bottles'. | - Non-fiction books. | - Adult to model shared thinking. |
| Intended Outcomes | I can show concentration and engagement for a prolonged period of time. | I can use 'and' extend my sentences. | I can show good control when using a ball. | I can blend sounds in CVC words to read them. | I can explore the composition of numbers to 10. | I can identify ways in which my environment differs from others. | I can work positively with others. |

| Week 5 30.01.23 <i>Non-Fiction – Farm Animals</i> | Personal, Social and Emotional Development | Communication And Language | Physical Development | Literacy | Mathematics | Understanding The World | Expressive Arts And Design |
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| Curriculum Links | Identify and moderate their own feelings socially and emotionally. | Ask questions to find out more and to check they understand what has been said to them. | Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | Spell words by identifying the sounds and then writing the sound with letter/s. | Explore the composition of numbers to 10. | Draw information from a simple map. | Create collaboratively, sharing ideas, resources and skills. |
| Enhanced Provision | - MR Men books - Colour Monster | - Non-fiction texts. - Pictures of objects (of children's interests) with connective 'and' & treasury tags to connect together. | - Balls, quoit, beanbags, bats, target hoops. | - Topic books ordered from the library. | | | |
| Adult Led Learning | - Encourage children to visit classroom 'calm' areas to identify & understand emotions/feelings. | - 'I spy' game using non-fiction books – encouraging children to name 2 objects (focus task). | - Discreet PE sessions - Model target games in provision. | - Non-Fiction text - Farm animals. | - Numberblocks - Series 2 - Episodes 'Double Trouble' and 'The Three Three's' - | - Non-fiction books. - Trip to Heeley City Farm – map. | - Adult to model shared thinking. |
| Intended Outcomes | I can regulate my emotions. | I can ask a question to check my understanding. | I can show good control when using a ball. | I can spell CVC words. | I can explore the composition of numbers to 10. | I can use a map to find a location. | I can work positively with others. |

| Week 6 06.02.23 <i>Non-Fiction – Farm Animals</i> | Personal, Social and Emotional Development | Communication And Language | Physical Development | Literacy | Mathematics | Understanding The World | Expressive Arts And Design |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------|
| Curriculum Links | Identify and moderate their own feelings socially and emotionally. | Ask questions to find out more and to check they understand what has been said to them. | Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | Spell words by identifying the sounds and then writing the sound with letter/s. | Explore the composition of numbers to 10. | Recognise some environments that are different to the one in which they live. | Create collaboratively, sharing ideas, resources and skills. |
| Enhanced Provision | - MR Men books | - Non-fiction texts. - Pictures of objects (of children's interests) with connective 'and' & treasury tags to connect together. | - Balls, quoit, beanbags, bats, target hoops. | - Topic books ordered from the library. | - Numicon | | |
| Adult Led Learning | - Encourage children to visit classroom 'calm' areas to identify & understand emotions/feelings. | - 'I spy' game using non-fiction books – encouraging children to name 2 objects (focus task). | - Discreet PE sessions - Model target games in provision. | - Non-Fiction text - Farm animals. | Numberblocks - Series 2 - Episodes 'Fluffies' and 'Blast Off!'.- | - Valentine's Day (14 th Feb) - Trip to Heeley Farm. | - Adult to model shared thinking. |
| Intended Outcomes | I can regulate my emotions. | I can ask a question to check my understanding. | I can show good control when using a ball. | I can spell CVC words. | I can explore the composition of numbers to 10. | I can identify ways in which my environment differs from others. | I can work positively with others. |