

Prime Areas

Specific Areas

Week / Big Book	PSED	Physical Development	Communication & Language	Literacy	Letters & Sounds	Mathematics	Understanding the world	Expressive Arts & Design
<p>5.09.16</p> <p><b>The Very Hungry Caterpillar</b></p>	<p>Class routines &amp; class rules</p> <p>Making friends - working together in small groups.</p> <p>Establishing Class rules</p> <p>How do we feel about starting at school?</p>	<p>Gross motor - P.E.- big body movements - walking, stomping, hopping, skipping.</p> <p>Fine motor activities - scissor skills, pencil control, dough</p> <p>Dressing / undressing for P.E.</p> <p>Sports coach.</p>	<p>"all about me" - talking about family, hobbies, favourite things in small groups.</p> <p>Listening to stories together on the carpet - talking about stories.</p> <p>Describing from story pictures.</p> <p>Role playing - home corner.</p> <p>Small world play - mini-beasts</p>	<p>Finding name labels.</p> <p>Copying name labels.</p> <p>fine motor activities.</p> <p>Drawing own caterpillars/butterflies</p> <p>Mark making - sand, malleable.</p>	<p>Phonics to start w/c 12.09.15</p> <p>Playing simple phase 1 listening games - tuning into sounds. Sound walk</p> <p>Initial sounds in names - identifying initial sound in name.</p>	<p>Counting - fruits for caterpillar to eat</p> <p>Making fruit salad with fruit pieces to match quantity in the book</p> <p>Number recognition activities - matching numbers to quantities (0-5)</p>	<p>Around the school - the school environment</p> <p>Walking around the school and exploring.</p> <p>Mini-beast- small world.</p> <p>Identifying different fruits</p> <p>Role play area - home corner.</p>	<p>Songs, stories and rhymes -</p> <p>Role-play</p> <p>Drawing caterpillar pictures.</p>
<p>12.09.16</p> <p><b>Peace at Last</b></p>	<p>What makes a good friend?</p> <p>How can we make friends?</p> <p>How do we feel about school?</p> <p>What do we like doing at school?</p> <p>My Mum pictures.</p> <p>Reinforcing class rules.</p>	<p>Fine motor activities - threading. Dough dis, pencil control.</p> <p>Sticky kids - music and movement.</p> <p>Dressing / undressing for P.E.</p> <p>P.E.</p> <p>Outdoor learning area.</p> <p>Adventure play area.</p>	<p>Role play area - home corner.</p> <p>Role-play characters from Peace at Last</p> <p>Listening to stories together on the carpet - talking about stories.</p> <p>Playing alongside other children in Independent Learning.</p>	<p>Finding name labels, recognising name, copying name labels.</p> <p>Having own ideas about noises that stop us sleeping, adult scribed and mark making</p> <p>Letter formation through mark making - chalks, whiteboards, malleable.</p> <p>Drawing self portraits / My family pictures.</p>	<p>Phonics to start w/c 14.09.15</p> <p>Playing simple phase 1 listening games - tuning into sounds.</p> <p>Initial sounds in names - identifying initial sound in name.</p>	<p>Counting activities</p> <p>Number recognition games.</p> <p>Comparing groups by quantity - larger / smaller / more / less.</p> <p>Counting bears, and bear features to stick on eg eyes, nose, paws, buttons</p> <p>Introducing numicon and matching numbers to numicon / quantities (counting)</p>	<p>"My family" - talking about who's in our families and who lives at home with us - sharing photographs of families.</p> <p>Small world cars/garage</p>	<p>Music and movement - sticky kids.</p> <p>Painting Barnaby bear/bear reference pictures</p>

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19.09.15 <b>Farmer duck</b> (Immersion)	<p>Class Rues</p> <p>Feelings and emotions.</p> <p>What makes us happy? How would we feel?</p> <p>Working together / helping each other -</p>	<p>Dough / finger gym - gross and fine motor movements. (See finger gym planning).</p> <p>Dressing / undressing for P.E.</p> <p>Outdoor area - bikes / climbing.</p> <p>Sports Coach.</p>	<p>Learning Farmer Duck story with actions.</p> <p>Learn and re-tell story map.</p> <p>Retell story - role play, acting out the story. Being the lazy old farmer, all the jobs the duck does</p>	<p><b>Wow starter:</b> <b>Trip to the duck pond!</b></p> <p>Finding name/writing name, drawing farmer duck/farm setting. Farmer in bed.</p> <p>How did farmer duck feel?</p>	<p>See individual group planning - all groups to commence phase 1 activities with some phase 2 sounds s, a, t, p, i, n.</p> <p>Word I and The</p>	<p>Counting activities - matching numicon to quantities.</p> <p>Counting groups of farm animals using 1:1 correspondence.</p> <p>Counting rhymes and songs.</p> <p>Using number language.</p> <p>Reciting numbers in order 0-5 (0-10 as able).</p> <p>Recognising numerals 0-5 (0-10 as able) and matching to number sets.</p> <p>Ordering numbers 0-10 with numicon.</p>	<p>Colour mixing using powder paint</p> <p>Water with wheels, scoops, pouring</p> <p>Bubbles and sponges</p> <p>Cooking: Using eggs, making scrambled egg by beating together with fork. Heating in a pan.</p>	<p>Painting ducks looking carefully at details..</p> <p>painting with cotton buds</p> <p>mixing colours</p>
26.09.16 <b>Farmer duck</b> (Immersion)	<p>Ourselves - how are we different?</p> <p>How are we the same?</p> <p>Our special people / things.</p> <p>What makes us special?</p>	<p>Music and movement / Dance - scarves / props.</p> <p>Dough / finger gym - gross/fine movements (see finger gym planning).</p> <p>Dressing / undressing for P.E.</p> <p>Bikes / outdoor climbing.</p>	<p>Retelling story, acting it out using farm role-play/small world.</p> <p>acting out story with props / costumes.</p> <p>Discussing character emotions and feelings.</p> <p>Using some language absorbed from books</p>	<p>Creating a class story map Discussing characters -</p> <p>Writing emotion words from the story and character labels.</p> <p>Drawing own story pictures.</p> <p>Practicing writing name / recognising names.</p>	<p>See individual group planning phase 2</p> <p>M,d,g and word to</p>	<p>Recognising and matching numbers.</p> <p>Number hunt in the environment.</p> <p>Matching quantities to numerals.</p> <p>Counting in small world / role play.</p> <p>Ordering numicon tiles / quantities of farm animals using language or</p>	<p>Matching baby farm animals to their parents, sorting animals that live on a farm from other animals. .</p> <p>Technology using Beebots to explore direction</p>	<p>Drawing/ painting farm characters selecting/ looking closely at details.</p> <p>Using dough and cooking it so its hard to make farm animals.</p>

						more/less.		
03.10.16 <b>Innovation Pirate duck</b>	<p>My home - why is my home special?</p> <p>When do you feel sad / happy? What other emotions do we feel?</p>	<p>Music and movement /pirate actions/ pirate Dance</p> <p>Dough / finger gym - gross/fine movements (see finger gym planning).</p> <p>Dressing / undressing for P.E.</p> <p>Movement games / beanbag throwing.</p> <p>Sports coach</p>	<p>Talking about changing setting for story / settings - how could we change?</p> <p>Role play -Pirate resources.</p> <p>Acting out new stories involving pirate and duck.</p> <p>What jobs do pirates have to do on the ship?</p>	<p>Invent new part of story.</p> <p>Invent new class Story map / story picture of new character.</p> <p>Writing innovated story labels./drawing for new character.</p> <p>Practicing writing name / recognising names.</p>	<p>See individual group planning phase 2.</p> <p>O,c, K And no</p>	<p>Introducing shape 2D.</p> <p>Naming shapes.</p> <p>Ordering numbers 0-10 / 0-20 as able.</p> <p>2D shape pictures / patterns.</p>	<p>Autumn changes; go for a walk, collect, photo record what we find.</p>	<p>Making pictures using leaves, leaf rubbing, autumn colors etc.</p> <p>Music Lesson.</p>
10.10.16 <b>Innovation Pirate duck</b>	<p>Ourselves</p> <p>Our senses</p> <p>How to deal with different feelings we have.</p> <p>Our world - different places - hot / cold.</p>	<p>Movement games / beanbag throwing/catching.</p> <p>Dough / finger gym - gross/fine movements (see finger gym planning).</p> <p>Music and movement - pirate movements/ dance.</p> <p>Sports coach.</p>	<p>Non-fiction books - looking at facts about pirates</p> <p>Pirate vocabulary - where do they live? What is it like there? What do they eat?</p> <p>Using books / pictures to find information and learn new vocabulary.</p> <p>Role play area - pirates</p>	<p>Learn &amp; Retell text map - facts about pirates</p> <p>Using books and pictures to find information .</p> <p>Draw own pirate/ fact vocabulary / captions.</p> <p>Practice writing names.</p>	<p>See group planning - phase 2.</p> <p>Ck, e, u, and go</p>	<p>Re-cap 2D shapes.</p> <p>2D shape hunt around the school environment.</p> <p>Shape vocabulary and exploration of real objects.</p> <p>Shape and pattern pictures.</p>	<p>Melting ice experiment - how can we melt it quicker? (salt, water etc).</p> <p>Making a pirate ship; sinking/floating.</p>	<p>Making pirate ships, hats and eye patches</p> <p>Music Lesson.</p>
17.10.15 <b>Assessment Week</b>	<p>Activities planned according to needs of children.</p>	<p>Activities planned according to needs of children</p>	<p>Activities planned according to needs of children</p>	<p>Activities planned according to needs of children</p>	<p>Phonic word checks.</p>	<p>Activities planned according to needs of children</p>	<p>Activities planned according to needs of children</p>	<p>Activities planned according to needs of children</p>

