

Class 2 EP

| Week / Big Book   | Prime Areas   |  |  | Specific Areas   |   |   |  |  |
|---|---|--|--|--|---|---|--|--|
|   | PSED  | Physical Development   | Communication & Language   | Literacy   | Letters & Sounds  | Mathematics   | Understanding the world  | Expressive Arts & Design   |
| 05.01.17<br>2 days<br>Farmer Duck Imitation                     | Engaging in role-play with other children.<br>Building relationships with adults and children | Apparatus, climbing and balancing.<br>Managing risks.<br>Exploring how our bodies move to music.<br>Handwriting<br>Finger Gym- fine motor, threading cutting, playdough, anti- clockwise movements | Learning to tell the story of Farmer Duck. Engaging in role-play with other children.<br>Listening to a range of stories                   | <u>Setting</u><br>Children to story map and tell story. To build up an idea of farm setting using small world.<br>Role-play the story.                                 | Phase 2/ 3. Continue to learn to segment and blend.                         | Counting farm animals into their pens.<br>Working out 1 more and 1 less Says the number that is one more than a given number.<br>Finds one more or one less from a group of up to five objects, then ten objects. Counting accurately to 10 | <u>Wow Starter</u><br>Making Chocolates/ Doing the washing/ Splashing in mud/ Forest School- see additional planning   | Role-playing the story/ farm kitchen, household tasks<br>Drawing pictures                    |
| 09.01.17<br>Farmer Duck Imitation/ Innovation                   | Engaging in role-play with other children.<br>Building relationships with adults and children | Apparatus, climbing and balancing.<br>Managing risks.<br>Exploring how our bodies move to music.<br>Handwriting Finger Gym- fine motor, threading cutting, playdough, anti-clockwise movements     | Children encouraged changing the story and adding new parts. Engaging in role-play with other children.<br>Listening to a range of stories | <u>Setting</u><br>Adult to change the story to Pirate Duck. Children to write sentences about the pirate. Begin to understand what needs to be included in a sentence. | Phase 2/ 3. Continue to learn to segment and blend.                         | Adding groups of animals by combining two sets<br>Hook a duck Adding Counting accurately to 10<br>Counting an irregular arrangement   | Forest School- see additional planning<br>Shows interest in different occupations and ways of life.- Role-play different occupations using dressing up clothes | Using bricks to construct houses, role-play builders   |
| 16.01.17<br>Farmer Duck Innovation                              | Engaging in role-play with other children.<br>Building relationships with adults and children | Apparatus, climbing and balancing.<br>Managing risks.<br>Exploring how our bodies move to music.<br>Handwriting Finger Gym- fine motor, threading cutting, playdough, anti-clockwise movements     | Children encouraged changing the story and adding new parts. Engaging in role-play with other children.<br>Listening to a range of stories | <u>Setting</u><br>Children to change where the duck works and the jobs he has to do. Continue to work on sentence construction   | Phase 2/ 3. Continue to learn to segment and blend.                         | Uses everyday language related to time.<br>Orders and sequences familiar events<br>Order events during the day.<br>See how many things they can do in a minute.<br>Timing how long it takes to run across the playground.                   | Forest School- see additional planning   | Constructing a Vehicle for Farmer Duck   |
| 23.01.17<br>Non-Fiction Recount<br>Visit to Duck Pond Imitation | Engaging in role-play with other children.<br>Building relationships with adults and children | Managing risks.<br>Exploring how our bodies move to music.<br>Handwriting Finger Gym- fine motor, threading cutting, playdough, anti-clockwise movements   | Children to retell their trip to the library.<br>Engaging in role-play with other children. Listening to a range of stories                | <u>Recount</u><br>Visit the Duck Pond. Children to record where we went as a map and what we did.  | Phase 2/ 3. Continue to learn to segment and blend.<br>Learn Phase 3 sounds | Beginning to use everyday language related to money.<br>Role-play shops<br>Sorting money  | Forest School- see additional planning<br>Observing things they can see at the duck pond and changes to the environment  | <u>Chinese New Year</u><br>Children to make lanterns, try Chinese food and learn about China |

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|--|---|--|---|--|---|---|--|---|
| Week / Big Book                                  | PSED  | Physical Development   | Communication & Language  | Literacy   | Letters & Sounds  | Mathematics   | Understanding the world                | Expressive Arts & Design                                |
| 30.01.17<br>Non-Fiction<br>Recount<br>Innovation | Engaging in role-play with other children.<br>Building relationships with adults and children | Managing risks.<br>Exploring how our bodies move to music.<br>Handwriting Finger Gym- fine motor, threading cutting, playdough, anti-clockwise movements | Children to retell their trip to the children's centre.<br>Engaging in role-play with other children. Listening to a range of stories | <u>Recount</u><br>Going on a treasure hunt. Children to build up a recount of their hunt for treasure. | Phase 2/ 3. Continue to learn to segment and blend.<br>Learn Phase 3 sounds | In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. | Forest School- see additional planning | Painting animals and pets- choosing appropriate colours |
| 06.02.17<br>Assessment<br>Week                   | Assessment Week   | Assessment Week  | Assessment Week   | Assessment Week  | Word and Phonic Checks  | Assessment Week   | Assessment Week                        | Assessment Week   |

Whole School Theme: Around the World