

# Whole School Topic - British Values

# SEAL Theme - Good to be me

Week / Big Book	Prime Areas			Specific Areas				
	PSED	Physical Development	Communication & Language	Literacy	Letters & Sounds	Mathematics	Understanding the world	Expressive Arts & Design
<p>04.09.17</p> <p><b>The Very Hungry Caterpillar</b></p> <p>Visit day 4<sup>th</sup></p> <p>5<sup>th</sup> Group A AM &amp; Lunch Group B PM</p>	<p>Good to be me - all about me! Family, friends, likes, dislikes.</p> <p>Learning the golden rules.</p> <p>How do we feel about our new class? <a href="#">Pete the Cat stories.</a></p> <p>Recognising and naming emotions.</p>	<p>Daily finger Gym activities.</p> <p>Fine motor skills activities in continuous provision - playdough, cutting and sticking, pencil control.</p> <p>Playtime - using the larger equipment.</p> <p>Dressing / undressing for P.E.</p> <p>P,E, with Mr Wright</p> <p>Daily routines - hand washing for lunch, independence in the toilet.</p>	<p>Sharing and listening stories - how do we feel about the story? What can we relate to?</p> <p>Sequencing the story.</p> <p>Acting out the story - roleplaying and small worlds.</p> <p>Understanding the school routines &amp; rules - Daily planning board.</p> <p>Using STC symbols.</p> <p>Exploring roleplay area - home corner</p>	<p>Recognising and finding our names.</p> <p>Writing the letters in our names.</p> <p>Name caterpillars.</p> <p>Tracing &amp; copying our names.</p> <p>Fine motor activities - writing in sand/shaving foam/painting</p> <p>Make class alphabet - paint/collage etc.</p>	<p>Phonics - Phase 1 - environmental sounds.</p> <p>Finding sounds in our names - initial sounds in words.</p>	<p>Number recognition 1 - 10 - can we form the numbers?</p> <p>Counting fruit in the story.</p> <p>Making our own caterpillars with pompoms and counting - writing numbers.</p> <p>Matching numbers to quantities.</p> <p>Making class number line.</p>	<p>Using the laptops - drawing the hungry caterpillar in Fresco - using coloured dots.</p> <p>Exploring and getting to know the school environment.</p> <p>Talking about our similarities and differences.</p> <p>Identifying the fruits from story.</p> <p>Talking about the Lifecycle of a butterfly.</p>	<p>Malleable materials in CP - playdough, collage, shaving foam.</p> <p>Music with Mrs Jolliffe.</p> <p>Singing nursery rhymes.</p> <p>Retelling stories.</p> <p>Small world play - minibeasts</p> <p>Exploring roleplay area - home corner</p>
<p>11.09.17</p> <p><b>This is the bear (Imitate) Character Description</b></p> <p>Group A all day Group B AM Group C PM</p>	<p>Good to be me - all about me! Family, friends, likes, dislikes.</p> <p>Learning the golden rules.</p> <p>How do we feel about our new class? <a href="#">Harry and the dinosaurs go to school.</a></p> <p>Recognising and naming emotions.</p>	<p>Daily finger Gym activities.</p> <p>Fine motor skills activities in continuous provision - playdough, cutting and sticking, pencil control, tweezers</p> <p>Playtime - using the larger equipment.</p> <p>Dressing / undressing for P.E.</p>	<p>Listening to the story - discussing the story &amp; the characters.</p> <p>Describing the characters - what do they look like?</p> <p>Retelling the story - role playing, using props/puppets.</p> <p>Prepositions - direction and position.</p>	<p>Making a story map of This is the Bear.</p> <p>Creating their own stick puppets of characters - making their own bear and describing it.</p> <p>Bringing in their special teddy for picnic - drawing it and labelling.</p>	<p>Phase 1 / 2 - See individual phonics planning</p> <p>Listening walks in the school environment.</p> <p>Playing letter/sound games.</p>	<p>Position - map from home to the dump - follow the bear.</p> <p>Number recognition - recognising numbers to 10 in order.</p> <p>Introducing Numicon.</p> <p>Counting bears to</p>	<p>Use the Beebots - follow the bear from home to the dump.</p> <p>Looking after our world - recycling - what can we recycle?</p> <p>Simple city - sorting recycling and rubbish</p>	<p>Bear collage - adding detail and describing it.</p> <p>Junk modelling</p> <p>Malleable materials e.g. playdough, hair gel, cornflour goop etc.</p> <p>Music with Mrs Jolliffe.</p>

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		<p>P,E, with Mr Wright</p> <p>Daily routines - hand washing for lunch, independence in the toilet.</p>	<p>Following instructions to make sandwiches.</p> <p>Understanding the school routines &amp; rules - Daily planning board.</p> <p>Using STC symbols.</p> <p>Exploring roleplay area - rubbish dump</p>	<p>Writing names.</p> <p>Fine motor activities - writing in sand/shaving foam/painting.</p>		<p>match numbers.</p> <p>Number hunt in the environment - what numbers do we see around the school?</p>		<p>Singing nursery rhymes.</p> <p>Small world resources.</p>
<p><b>18.09.17</b></p> <p>This is the penguin (Innovate) Character Description</p> <p>Group B AM &amp; Lunch Group C AM Group D PM</p>	<p>Good to be me - all about me! Family, friends, likes, dislikes.</p> <p>Learning the golden rules.</p> <p>How do we feel about our new class? Recognising and naming emotions.</p> <p>People who help us - in school and in the wider world.</p>	<p>Daily finger Gym activities.</p> <p>Fine motor skills activities in continuous provision - playdough, cutting and sticking, pencil control, tweezers</p> <p>Playtime - using the larger equipment.</p> <p>Dressing / undressing for P.E.</p> <p>P,E, with Mr Wright</p> <p>Daily routines - hand washing for lunch, independence in the toilet.</p>	<p>Listening to the story - discussing the story &amp; the characters.</p> <p>Describing the characters - what do they look like?</p> <p>Retelling the story - role playing, using props/puppets.</p> <p>Using storytelling actions for retelling.</p> <p>Understanding the school routines &amp; rules - Daily planning board.</p> <p>Using STC symbols.</p> <p>Exploring roleplay area - south pole</p>	<p>Story map of the innovated story.</p> <p>Sequencing story.</p> <p>Guided write-opening of the story.</p> <p>Writing names.</p> <p>Fine motor activities - writing in sand/shaving foam/painting</p>	<p>Phase 1 / 2 - See individual phonics planning</p> <p>Playing letter/sound games.</p>	<p>Making penguins with shapes.</p> <p>Naming shapes and describing them.</p> <p>Number recognition to 10</p> <p>Representing numbers in different ways - drawing them, writing numbers, showing on fingers</p>	<p>Harvest festival - what is it? How is it celebrated?</p> <p>Looking at how crops are grown.</p> <p>Favourite fruits and vegetables.</p> <p>People who help us - in school &amp; outside of school e.g. police, fire service, doctors...</p> <p>Using laptops</p>	<p>Self Portraits - looking carefully at our features and then drawing.</p> <p>Malleable materials e.g. playdough, hair gel, cornflour goop etc.</p> <p>Music with Mrs Jolliffe.</p> <p>Singing nursery rhymes.</p> <p>Small world resources.</p>
<p><b>25.09.17</b></p> <p>This is the penguin (Innovate) Character Description</p>	<p>Good to be me - all about me! What makes me special? Mirror in a box activity.</p> <p>Learning the golden rules.</p> <p>How do we feel about</p>	<p>Daily finger Gym activities.</p> <p>Fine motor skills activities in continuous provision - playdough, cutting and sticking, pencil control, tweezers</p>	<p>Listening to the story - discussing the story &amp; the characters.</p> <p>Describing the characters - what do they look like?</p> <p>Retelling the story - role playing, using</p>	<p>Character descriptions - writing sentences about the boy / penguin.</p> <p>Describing appearance</p> <p>Linking to</p>	<p>Phase 1 / 2 - See individual phonics planning</p> <p>Playing letter/sound games.</p>	<p>Matching numbers to numicon.</p> <p>Printing with numicon.</p> <p>Singing counting songs.</p> <p>Using Numicon -</p>	<p>Seasonal changes - weather &amp; trees.</p> <p>Looking at maps / globe / atlas - where are we?</p> <p>Finding our homes &amp; important local features.</p>	<p>Collecting leaves for collage.</p> <p>Autumn colours painting.</p> <p>Leaf rubbings.</p> <p>Painting with natural objects</p>

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<p>Group B All Day Group C AM &amp; Lunch Group D AM</p>	<p>our new class? Recognising and naming emotions.</p>	<p>Playtime - using the larger equipment.  Dressing / undressing for P.E.  P,E, with Mr Wright  Daily routines - hand washing for lunch, independence in the toilet.</p>	<p>props/puppets.  Using storytelling actions for retelling  Understanding the school routines &amp; rules - Daily planning board.  Using STC symbols.  Exploring roleplay area - south pole</p>	<p>emotions - how are we feeling?  Writing names.  Fine motor activities - writing in sand/shaving foam/painting  Guided write - writing the middle of the story.</p>		<p>what's in the bag? Describing numbers.  Counting actions e.g. jumping, clapping etc.</p>	<p>Using laptops</p>	<p>e.g. sticks, pinecones, conkers etc.  Malleable materials e.g. playdough, hair gel, cornflour goop etc.  Music with Mrs Jolliffe.  Singing nursery rhymes.  Small world resources.</p>
<p>02.10.17 Penguin Facts Non-fiction (discussion)  Group C All Day Group D AM &amp; Lunch</p>	<p>Good to be me - all about me! What am I good at? Making goals for the term.  Consolidating the golden rules.  How do we feel about our new class? Recognising and naming emotions.</p>	<p>Daily finger Gym activities.  Fine motor skills activities in continuous provision - playdough, cutting and sticking, pencil control, tweezers  Playtime - using the larger equipment.  Dressing / undressing for P.E.  P,E, with Mr Wright  Daily routines - hand washing for lunch, independence in the toilet.</p>	<p>Listening to and discussing the facts about penguins.  Partner talk - telling each other facts.  Understanding the school routines &amp; rules - Daily planning board.  Using STC symbols.  Using the roleplay area &amp; small world resources.</p>	<p>What does non-fiction mean?  Learning the facts using actions.  Create text maps.  Exploring using books - what are the features of non-fiction books?  Guided write - penguin facts.</p>	<p>Phase 1 / 2 - See individual phonics planning  Playing letter/sound games.</p>	<p>Measuring - are we bigger than an emperor penguin?  Measuring ourselves - using cubes / string - drawing around ourselves.  Ordering objects by height - different types of penguin.  Counting songs.</p>	<p>Where do penguins live? Looking at the south pole.  Changes experiment - water - ice - water.  Using the laptops - exploring using child friendly search engines to find facts.</p>	<p>Making sugar cube igloos.  Making clay penguins.  Freeing trapped animals from the ice.  Malleable materials e.g. playdough, hair gel, cornflour goop etc.  Music with Mrs Jolliffe.  Singing nursery rhymes.  Small world resources.</p>
<p>09.10.17 Dragon Facts Non-fiction</p>	<p>Good to be me - all about me! Family, friends, likes, dislikes.</p>	<p>Daily finger Gym activities.  Fine motor skills</p>	<p>Dragons egg - finding them and describing them - what might be in them?</p>	<p>Learning the dragon facts about the Bridgwater</p>	<p>Phase 1 / 2 - See individual phonics planning</p>	<p>Comparing groups of objects - more / less / same (dragons in caves?)</p>	<p>R.E Curriculum day - 13<sup>th</sup>  Valuing different</p>	<p>Making dragons lairs - habitats.  Fire breathing</p>

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<p>(discussion)</p> <p>All children in all day!</p> <p>RE Curriculum Day 13<sup>th</sup></p>	<p>Learning the golden rules.</p> <p>How do we feel about our new class?</p> <p>Recognising and naming emotions - dealing with our feelings. How to cope with negative emotions.</p>	<p>activities in continuous provision - playdough, cutting and sticking, pencil control, tweezers</p> <p>Playtime - using the larger equipment.</p> <p>Dressing / undressing for P.E.</p> <p>P,E, with Mr Wright</p> <p>Daily routines - hand washing for lunch, independence in the toilet.</p>	<p>Using imagination.</p> <p>Descriptive language.</p> <p>Understanding the school routines &amp; rules - Daily planning board.</p> <p>Using STC symbols.</p>	<p>Firebreather.</p> <p>Creating text maps - what does it eat? Where does it live? What does it look like?</p> <p>Guided write - facts about the dragon.</p> <p>Writing names.</p> <p>Fine motor activities - writing in sand/shaving foam/painting</p>	<p>Playing letter/sound games.</p>	<p>Beginning to look at adding groups together.</p> <p>Writing numbers to match amounts.</p> <p>Ordering numbers - finding the missing number.</p>	<p>beliefs.</p> <p>Using the laptops - drawing the dragon - following instructions.</p> <p>Looking at the environment - dragons' habitat.</p>	<p>dragon craft - paper cup and tissue paper.</p> <p>Malleable materials e.g. playdough, hair gel, cornflour goop etc.</p> <p>Music with Mrs Jolliffe.</p> <p>Singing nursery rhymes.</p>
<p>16.10.17</p> <p>Assessment Week</p> <p>Parents Day 20<sup>th</sup></p>	<p>Learning the golden rules.</p> <p>How do we feel about our new class?</p> <p>\ Diwali - Hindu festival of light.</p> <p>The story of Rama &amp; Sita.</p>	<p>Daily finger Gym activities.</p> <p>Fine motor skills activities in continuous provision - playdough, cutting and sticking, pencil control, tweezers</p> <p>Playtime - using the larger equipment.</p> <p>Dressing / undressing for P.E.</p> <p>P,E, with Mr Wright</p> <p>Daily routines - hand washing for lunch, independence in the toilet.</p>	<p>Listening to stories.</p> <p>Working in small groups - sharing ideas and listening to others.</p> <p>Understanding the school routines &amp; rules - Daily planning board.</p> <p>Using STC symbols.</p>	<p>Planning based around children's needs. Identifying gaps.</p> <p>Independent write - description of The Bridgwater Firebreather.</p>	<p>Phonics assessments</p> <p>Word checks</p>	<p>Planning based around children's needs. Identifying gaps.</p>	<p>Learning about different cultures &amp; religions - Hinduism.</p> <p>Differences and similarities.</p>	<p>Rangoli patterns.</p> <p>Making Diwali lamps.</p> <p>Malleable materials e.g. playdough, hair gel, cornflour goop etc.</p> <p>Music with Mrs Jolliffe.</p> <p>Singing nursery rhymes.</p>