

Area	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Communicati on, Language & Literacy	Core Stories: Room on the Broom by Julia Donaldson Genre: Fiction Writing a letter to the witch to share with her our fantastic designs for a super strong broom! Writing speech and thought bubbles for the animals as the broom gets heavier, and heavier! Describing characters from the story Writing spells	Core Stories: We're Going on a Bear Hunt by Michael Rosen Genre: Fiction Were Going on a Bear Hunt 30TH ANNIVERSARY EDITION Look closely at the final page of the story what do we think has happened? How is the bear feeling? Together write a new page for 'We're going on a bear hunt' Writing a letter from the Bear	Core Stories: The Smeds and the Smoo's By Julia Donaldson Genre: Fiction Discuss the differences between the two characters. Talk about what makes us each unique. What helps build a friendship – finding things in common. Tell the story from another point of view. Make friendship cards. Writing a manual on how to be a good friend. Taking surveys on likes and interest.	Core Stories: The Gruffalo by Julia Donaldson Genre: Fiction Create a bank of adjectives to describe the creatures we meet in the story Writing a description of the Gruffalo Designing our own 'Monster' who lives in our Forest School! Is he kind? Where might he hide? What does he look like? Is he camouflaged? Writing our own recipes for Gruffalo crumble, scrambled snake, owl ice cream	Core Stories: The Gruffalo's Child by Julia Donaldson Genre: Fiction Discuss what to do if you get lost? Identify places that you feel safe and secure. Map out journeys like the journey the child takes. Sequence the story. Role play the story and make up different characters and endings.	Core Stories: Stick Man by Julia Donaldson Genre: Fiction Write our own Stick Man adventures using our Stick Man from Forest School Writing a Diary entry from the perspective of Stick Man's family Make a map of Stick Mans journey home to his family	Stories: Selection of Christmas Stories Genre: Fiction Writing to Father Christmas Acting out a narrative for a Christmas Performance
Maths	Numbers within 6 U3 Count reliably, place in order, recognise numerals, use ordinals, understand zero NCETM: Subitising continue from first half-term subitise within 5, perceptually and conceptually,	Numbers within 6 U3 Count reliably, place in order, recognise numerals, use ordinals, understand zero, say which number share 'more or less' NCETM: Cardinality, ordinality and counting continue to develop their counting skills	Addition and subtraction within 6 U4 Add two numbers by counting on. Subtract by taking away. Describe the direction on a number track when adding or subtracting. NCETM: Cardinality, ordinality and counting continue to develop their counting skills	Measure U5 Ordering objects by size. Compare capacity and weight. Estimating and exploring length. NCETM: Composition explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot	Shape and sorting U6 Describe and sort the properties of 3-D shapes. Use 3-D shapes create a variety of stable structures. Describe the position of an object or person using mathematical vocabulary. Follow instructions related to positional language NCETM: Composition explore the concept of 'wholes' and 'parts' by	Shape and sorting U6 Describe and sort the properties of 3-D shapes. Use 3-D shapes create a variety of stable structures. Describe the position of an object or person using mathematical vocabulary. Follow instructions related to positional language NCETM: Comparison	Review Units U3 – U6 NCETM: Comparison compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can



	depending on the arrangements.	explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count.	explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count.	explore the composition of numbers within 5.	looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5.	compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	be matched to one in the other set, they contain the same number and are equal amounts.
Personal Social and Emotional Development School Values Ambition, Creativity, Courage, Empathy, Resilience, and Respect. MindUp! Gratitude Brain Breaks	Explore the story The Squirrels who Squabbled and use this text to think about sharing in a classroom context. Practise turn taking and play parachute games - thinking about how to work together as a team!	Jigsaw! Celebrating difference Talk about what makes each person special and different. Learning to identify things we are good at and understand that everyone is good at different things. Story Along Came a Different	Jigsaw! Celebrating difference To discuss ways we can be kind to one another. Discuss what makes a good friends and how can we show kindness and good friendship towards one another. To know what to do if someone is unkind to you or your hear or see someone doing something unkind. Through role play learn words and phrases that you can use in this situations. Children in Need	How our Brain Works: Building on Brain Breaks. The Guard Dog Devised Elephant To learn about the different parts of our brain introducing the guard dog, the wise owl and the hippo and talk about the importance of mindfulness and opportunity for reflection.	Explore the story 'Femi Fox' a tale about the importance of patience. Good things come to those who wait Write and read recipes for Jollof Rice.	Understanding emotions Create our own social stories from pictures on Tapestry evidencing the skills children have learnt and developed this half term! - Sharing - Team work! Gratitude When writing letters to Santa and asking for gifts to reflect on all the things we have in our lives that we are grateful for. The express and show gratitude.	School Values: Ambition Talk about how we are coming to the end of the year and this is a time when people reflect on the year they have had and make 'resolutions'. What would you like to achieve next year?
Understanding of the World	Weather and Seasons Learn about rain, ice, and water. Describe what clothes you need to wear in the rain. Explain the difference between rain, ice and water. Understand the role of the clouds. Bonfire Night	Weather and Seasons Describe why the air moves. Understand wind direction. Describe what causes wind. Recall that wind is the movement of air. Diwali To learn about how people celebrate Diwali and why.	Weather and Seasons Explore snow and melting. Understand that snow melts when the weather gets warmer. Model and construct using different media. The Senses Learn about the sense, sight and touch. Name which body parts are linked by senses.	Weather and Seasons Discover how rainbows are formed. Identify objects which are the same colour as the colours in the rainbow. Investigate how to make a rainbow. The Senses Explore ways to make sounds. Make a simple musical instrument. Learn	Weather and Seasons Learn about the seasonal changes that happen in Autumn and Winter. The Senses Discover the senses of hearing and sight. Understand sound vibrations. Draw and write items from	The Senses Explore the sense of smell and touch. Feel an objects without seeing it and describe it in detail. Hanukkah To understand how Jewish people celebrate Hanukkah. To learn about the food	The Senses Learn about the sense of taste. Christmas To listen to the Nativity Story. To understand why Christians believe Jesus is special. To share and talk about how people in



To learn about how people celebrate	Forest School: We are Going on a Bear		how the sound is being made. Use to retell the	memory using clues from my memory.	people eat at Hanukkah.	different countries celebrate Christmas.
			Gruffalo story.			To look at how celebrations have
			Forest School: What			changed over time.
to be safe around them.	Forest School environment. Can we		creatures can we find? Explore the outdoor environment and see who			changed over lime.
	move through swishy		lives in our forest school			Past & Present
	swasny grass? Can we splash splosh in a river? Can we make mud for		Can we find the creatures from the Gruffalo story?			To compare toys now to long ago.
	our feet to go squelch		Forest School: Woodland			Sort the pictures and
	1 .					discuss how toys have changed over
			resources to make			time.
	nets etc.		characters from the			
			Gruttalo story			
Painting and colour	3D art work	Textiles and texture	Drawing	DT	3D work	Painting and colour
own fireworks pictures using different art materials eg. Blow paint, oil pastels, glitter, chalks.	To create a Diya Lamp	Children to create textured scenes from the leaf hunt using natural objects	Children to draw their own "terrible creatures" like the Gruffalo	Cooking Children to make Jollof rice with teachers and children.	Children to make their own christmas decoration using salt dough	Children to make their own Christmas cards to send to members of their family
						Mekky christmas
Balance	Balance	Balance	Balance	Balance	Balance	Balance
To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment	To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment	To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment	To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment	To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment	To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment	To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment
	people celebrate fireworks night and why. To understand how fireworks work and how to be safe around them. Painting and colour Children to create their own fireworks pictures using different art materials eg. Blow paint, oil pastels, glitter, chalks. Do be able to travel with confidence and skill around, under, over and through balancing and	Fainting and colour Children to create their own fireworks pictures using different art materials eg. Blow paint, oil pastels, glitter, chalks. Balance To be able to travel with confidence and skill around, under, over and through balancing and	people celebrate fireworks night and why. To understand how fireworks work and how to be safe around them. Painting and colour Children to create their own fireworks pictures using different art materials eg. Blow paint, oil pastels, glitter, chalks. Balance To be able to travel with confidence and skill around, under, over and through balancing and though balancing and though balancing and though Going on a Bear Hunt! Children to explore retelling the story in our Forest School environment. Can we move through swishy swashy grass? Can we splash splosh in a river? Can we make mud for our feet to go squelch squerch? Can we make our own 'cave' structure using wood, tarpaulin, nets etc. To create a Diya Lamp Textiles and texture Children to create textured scenes from the leaf hunt using natural objects To be able to travel with confidence and skill around, under, over and through balancing and through balancing and dimbining	people celebrate fireworks night and why. To understand how fireworks work and how to be safe around them. Solidizen to explore retelling the story in our Forest School: What creatures can we find? Explore the outdoor environment. Can we move through swishly swashly grass? Can we splash splosh in a river? Can we make our own 'cave' structure using wood, tarpaulin, nets etc. Painting and colour Children to create their own fireworks pictures using different art materials eg. Blow paint, oil pastels, glitter, chalks. Palance To be able to travel with confidence and skill around, under, over and through botancing and through botancing and timbugh botancing and timbugh botancing and timbugh botancing and timbugh botancing and climbing the story in our Forest School: What creatures? Forest School: What creatures the Gruffalo story? Forest School: Woodland creatures Children to use natural resources to make characters from the Gruffalo story? Textiles and texture Children to create textured scenes from the leaf hunt using natural objects Drawing Children to draw their own "terrible creatures" like the Gruffalo Salance To be able to travel with confidence and skill around, under, over and through botancing and climbing botancing and climbing	Deciple celebrate fireworks night and why. To understand how fireworks work and how to be safe around them. Children to explore refelling the story in our forest School environment. Can we move through swishy swashy grass? Can we splash splosh in a river? Can we make mud for our feet to go squeich squerch? Can we make mud for our feet to go squeich squerch? Can we make mud for our feet to go squeich squerch? Can we make mud for our feet to go squeich squerch? Can we make mud for our own 'cave' structure using wood, tarpaulin, nets etc. Painting and colour Children to create their own freworks pictures using different art materials eg. Blow paint, oil postels, glitter, chalks. Deciple of the confidence and skill around, under, over and through balancing and through balancing and dithrough balancing and different and through balancing and different	Coling on a Bear Freeworks inglind and why. To understand how freeworks work and how to be safe around them. Children to explore retelling the story in our freezes School. On we splosh splosh in a river? Can we make must for our feet to go squelch squerch? Can we make must for our feet to go squelch squerch? Can we make using waod, tarpaulin, nets etc. Textiles and texture Children to create their own freeworks pictures using different art marteriate sq. Blow point, all pastes, giffter, chalks. Salance To be able to travel with confidence and still around, under, over and through bidenning and differencing and diffrage hadroning and lithough bidenning and difference and still around, under, over and through bidenning and lithough bidenning and difference and still around, under, over and through bidenning and lithough bi

