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|  | 6th January (3 days) | 13th January | 20th January | 27th January | 3rd February | 10th February |
| Maths | Counting songs  Counting actions | Links numerals to amounts (Sept intake only)  Rising 3’s- Counting actions | Say the total amounts | Represent numbers using marks and symbols | Subitise numbers to 3 objects and beyond | Positional language |
| Phonics  (Whole Class Jen & Jod)  One group for lowers and one group for highers/middle | Bucket Time for all | Recap SATPIN | Phoneme: m  Rhyme: Incy Wincy Spider | Phoneme: d  Rhyme: Wind the Bobbin Up | Phoneme: g  Rhyme: Pat-a-Cake | Phoneme: o  Rhyme: Row Row Row your Boat |
| Phonics  (New Rising 3s) | Bucket time for all.  Bucket Time Thursday  (New chn settling for an hour only on Wed) | Bucket Time | Bucket Time | Bucket Time / Phase 1 Environmental Sounds | Bucket Time / Phase 1 Environmental Sounds | Bucket Time / Phase 1 Environmental Sounds |
| The Write Stuff  Friday Writing Groups | Pete the Cat – I Love my White Shoes  Lens: Noticing  No writing groups | Where’s my teddy?  Lens Asking  To draw a big and little bear  To mark make letter shapes  H.abs to begin copying names  Rising 3s first assessed piece | We’re going on a bear hunt  Lens: Checking  To draw 2 or 3 scenes from the story Going on a bear hunt.  To mark make letter shape.  H.abs to begin copying names | Monkey Puzzle  Lens: Noticing  To draw the monkey in the jungle.  To mark make letter shapes.  H.abs to begin copying names | Gingerbread Man  Lens: Tasting  To draw the gingerbread man on the fox. To mark make letter shapes.  H.abs to begin copying names | Guess How Much I Love You  Lens: Feeling  To draw someone or something that they love.  To mark make letter shapes.  H.abs to begin copying names |
| Foundation Subjects | Focus on settling new children | PSHE/ Friday Morning circle time  I can talk about my emotions, and why I feel that way.  Art  To begin to add details to drawings, e.g. eyes on a face.  ICT  Use an IWB to embed pattern drawing using letter join.  Show an interest in digital books  *ongoing*  Music  Remember and sing entire songs.  Play instruments with increasing control, to express their feelings and ideas.  Begin to tap out a simple repeated rhythm.  *Ongoing* | Science  I know what birds we see in our environment and how to look after them.  PE  Recognise and perform dance actions to music and beats  *Ongoing on Thursdays 9:35 & 1:30*  *PSHE* / Friday Morning circle time  ... RE focus see below  RE (see above – do in pshe circle time)  I can talk about photos of my family, and where I see them in my home.  Art  To participate in observational drawing using Van Gogh and Georges Seurat as examples  ICT  Use an IWB to embed pattern drawing using letter join.  Show an interest in digital books  *Ongoing*  Music  Remember and sing entire songs.  Play instruments with increasing control, to express their feelings and ideas.  Begin to tap out a simple repeated rhythm.  *Ongoing* | PE  Recognise and perform dance actions to music and beats  *Ongoing on Thursdays 9:35 & 1:30*  PSHE / Friday Morning circle time  I can talk about how others may be feeling and respond appropriately  RE  I know why the colour red, the dragon and money wallets are important for Chinese New Year.  RE  I know how Chinese New Year is celebrated.  Art  Engage in colour mixing to create new colours.   * Chinese new year stimulus   ICT  Use an IWB to embed pattern drawing using letter join.  Show an interest in digital books  *ongoing*  Music  Remember and sing entire songs.  Play instruments with increasing control, to express their feelings and ideas.  Begin to tap out a simple repeated rhythm.  *Ongoing*  *Geography*  *Weather*  I know what the weather is. | Science  I know where an insect lives. I know what an insect eats. I know how to care for insects in our environment.  PE  Recognise and perform dance actions to music and beats  *Ongoing on Thursdays 9:35 & 1:30*  PSHE / Friday Morning circle time  I am developing appropriate ways to be assertive.  Art  Show different emotions in drawing and painting, using The Colour Monster.  ICT  Use an IWB to embed pattern drawing using letter join.  Show an interest in digital books  *ongoing*  Music  Remember and sing entire songs.  Play instruments with increasing control, to express their feelings and ideas.  Begin to tap out a simple repeated rhythm.  *Ongoing* | PE  Recognise and perform dance actions to music and beats  *Ongoing on Thursdays 9:35 & 1:30*  PSHE / Friday Morning circle time  I can stop myself from doing something I shouldn’t.  Art  Mould and manipulate clay.  ICT  Use an IWB to embed pattern drawing using letter join.  Show an interest in digital books  *ongoing*  Music  Remember and sing entire songs.  Play instruments with increasing control, to express their feelings and ideas.  Begin to tap out a simple repeated rhythm.  *Ongoing*  Geography  *Weather*  I know different types of weather.  *History*  I can talk about what I have explored in the past. |
| Fine motor activities &  Dough Gym | N/A | Jodie and Asia Dough Gym-rising 3’s and children who have stage 1 and 2 pencil grips.  Farzana/Naz - fine motor activities  Jen – mark making, writing, pre writing patterns (grip 4 only) | Jodie and Asia Dough Gym-rising 3’s and children who have stage 1 and 2 pencil grips.  Farzana/Naz - fine motor activities  Jen – mark making, writing, pre writing patterns (grip 4 only) | Jodie and Asia Dough Gym-rising 3’s and children who have stage 1 and 2 pencil grips.  Farzana/Naz - fine motor activities  Jen – mark making, writing, pre writing patterns (grip 4 only) | Jodie and Asia Dough Gym-rising 3’s and children who have stage 1 and 2 pencil grips.  Farzana/Naz - fine motor activities  Jen – mark making, writing, pre writing patterns (grip 4 only) | Jodie and Asia Dough Gym-rising 3’s and children who have stage 1 and 2 pencil grips.  Farzana/Naz - fine motor activities  Jen – mark making, writing, pre writing patterns (grip 4 only) |
| Reading Groups | Circle time for new children to help settle. | Jodie – Pete the Cat  R,C,BI | Jen - Where's my Teddy?  R,C,BI | Jodie - We're Going on a Bear Hunt.  Act it out.  R,BI | Jen – Gingerbread Man | Jodie - Monkey Puzzle  R |
| Outdoor Area- who?  Focus: | Asia -  Settle new children into outside routine and expectations | Farzana/ Naz  PSED – Ring Games | Jodie  UTW: Observing common birds and making bird feeders. | Jen  BIE: Music (singing, dancing, instruments)  BR, BIE, MS,SR | Farzana / Naz  UTW: Investigate insects and develop the bug hotel.  BR, MS,SR. TW | Asia  BIE: Chinese new Year – Music and Movement  PC, BR, MS,SR, BI |
| Class manager- who? | Jen | Asia | Farzana/ Naz | Jodie | Jen | Farzana |
| Focus activity 1- who? | Jodie -  Routines and settling | Jen- Art  Portrait Drawing  FM, CWM, | Asia – Art  Observational drawings Van Gogh  CWM,FM | Asia – Art  The Colour Monster  CWM,FM,SR | Jodie – Small World  , PC, BIE,FM | Jen - Malleable  Mould and manipulate clay.  CWM,FM |
| Assembly focus | Short assembly – show new children where we go and what is expected. | Certificates and prizes | Certificates and prizes | Certificates and prizes | Certificates and prizes | Certificates and prizes |
| Other | New children settle Wed 10-11 or 1-2 |  |  |  |  | Chinese New Year |