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| 7 Weeks  | 24th February | 3rd March  | 10th March  | 17th March  | 24th March | 31st March  | 7th April 2025  |
| Maths | Name 2D shapes | Explore shapes in the environment | ABAB Patterns | Compare length and height | Recite numbers to 10.Rising 3’s Recite numbers to 5. | Separates a group of ¾ objects into 3 or 4 different ways. Recognising the total stays the same. | Number hunt-recognising numbers 1-10 |
| Phonics(Whole Class Jen & Jodie) | Recap taught phonemesPlay with familiar rhymes. | Phoneme: cRhyme: Round and Round the Garden | Phoneme: kRhyme: The Grand Old Duke of York | Phoneme: eRhyme: Hickory Dickory Dock | Phoneme: uRhyme: One, Two Buckle My Shoe.  | Phoneme rRhyme Mary Mary quite contrary. | Phoneme hRhyme a sailor went to see. |
| Phonics (New Rising 3s) | Body Percussion (Either Asia, Farzana, Naz.) | S-initial soundRhyme1,2,3,4,5 catch a fish alive | A initial soundRhyme-Baa baa black sheep | T-initial soundRhyme-Hey diddle diddle | P-initial soundRhyme-Humpty dumpty | I -initial soundRhyme –jack and jill | N -initial soundRhyme-Miss Molly had a dolly |
| The Write StuffFriday Writing Groups  | Goldilocks and the three bearsLens: Feeling To draw three different sized bearsTo mark make letter shapes. | Lima’s Red hot chilli peppersLens: TastingTo draw Lima and her Red hot chilliTo mark make letter shapes. | Oi FrogLens: Noticing To draw a tower.To mark make letter shapes. | Little Red HenLens: ActionsTo draw chickTo mark make letter shapes. | Chicken LickenLens: Feeling / Speaking To draw a life cycle of a chick.To mark make letter shapes. | The very hungry caterpillar.Lens. TastingTo draw a butterfly.To make marks to represent letters. | The Little red riding hoodLens. NoticingTo draw Little red riding hood and the wolfTo make marks that represent letters. |
| Foundation Subjects | PSHE/ Thursday Morning /Afternoon circle timeI know what our rights are. ICT - Use an IWB to embed pattern drawing using letter join.Show an interest in digital books*ongoing*MusicBegin to copy singing in the pitch of a tone sung by another person. Begin to copy the melody of a song.  Tap out a more complex repeated rhythm. *Ongoing**PE*Recognise and perform dance actions to music and beats*Ongoing on Friday 9:15 & 1:45* | *PSHE* / Thursday Morning circle time I know why our rights are important. MusicRemember 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 how the season changes in Spring. I know how the weather changes in Spring and can compare it to Winter. I notice that the leaves begin to grow again in Spring.REI know who observes Shove Tuesday, how it is celebrated and why. | Geography*Weather -* I know what clothing I should wear for different types of weather.PSEDI am aware of similarities and differences between myself and others. *PE*Recognise and perform dance actions to music and beats*Ongoing on Friday 9:15 & 1:45* | PSEDI know how I should treat other people. ScienceI know the lifecycle of a chick. I know what the chicks need to survive.*PE*Recognise and perform dance actions to music and beats*Ongoing on Friday 9:15 & 1:45* | History (few parents in for talk)I can talk about how my family celebrated Eid in the past, compared to how I celebrate it now.I can talk about what my family members did when they were my age.REI can talk about my own experiences of Ramadan.I know who celebrates Ramadan. And why it is celebrated.PSEDI am beginning to be able to resolve conflict. *PE*Recognise and perform dance actions to music and beats*Ongoing on Thursdays 9:35 & 1:30* | PSEDI can talk about nursery expectations. PeRecognise and preform dance, actions to music and beats on going 9:15am and 1:45MusicRemember and sing entire songs.  Play instruments with increasing control, to express their feelings and ideas. Begin to tap out a simple repeated rhythm.  *Ongoing*DTI can understand what a tower is.I know the difference materials i can use to make a tower.I can practice joining materials in different ways.I can create a tower which is stable and strong.I can say how my tower is strong and how I can make it stronger. | PSEDI know how to treat people.MusicRemember and sing entire songs.  Play instruments with increasing control, to express their feelings and ideas. Begin to tap out a simple repeated rhythm.  *Ongoing*PeRecognise and preform dance, actions to music and beats. Friday 9:15am and 1:45 |
| Fine motor activities - carpet time (9:30 and 1pm) | Stay in own classes: **Highers** will trace over name cards, practise letter of the week and prewriting patterns on whiteboards and on LetterJoin sheet when ready. **Lowers** will progress from play doh to a range of fine motor activities.  | Stay in own classes: **Highers** will trace over name cards, practise letter of the week and prewriting patterns on whiteboards and on LetterJoin sheet when ready. **Lowers** will progress from play doh to a range of fine motor activities. | Stay in own classes: **Highers** will trace over name cards, practise letter of the week and prewriting patterns on whiteboards and on LetterJoin sheet when ready. **Lowers** will progress from play doh to a range of fine motor activities. | Stay in own classes: **Highers** will trace over name cards, practise letter of the week and prewriting patterns on whiteboards and on LetterJoin sheet when ready. **Lowers** will progress from play doh to a range of fine motor activities. | Stay in own classes: **Highers** will trace over name cards, practise letter of the week and prewriting patterns on whiteboards and on LetterJoin sheet when ready. **Lowers** will progress from play doh to a range of fine motor activities. | Stay in own classes: **Highers** will trace over name cards, practise letter of the week and prewriting patterns on whiteboards and on LetterJoin sheet when ready. **Lowers** will progress from play doh to a range of fine motor activities. | Stay in own classes: **Highers** will trace over name cards, practise letter of the week and prewriting patterns on whiteboards and on LetterJoin sheet when ready. **Lowers** will progress from play doh to a range of fine motor activities. |
| Reading Groups  | JenGuess how much I love youR,C | JodieGoldilocks and the three bearsR,C,BI | JenRed hot chilli peppersR,C | JodieOi frogR,C | JenLittle red henR,C | Jodie- chicken Licken | Jen-The hungry caterpillar |
| Outdoor Area- who?Focus: | Jodie- Role play the Goldilocks and the three bears | JenMaths-Notice shapes in environment/shape huntSSM,MS,SR,BR | Farzarna/Naz Obstacle course and animal's movements ie frog leap, bunny hop,...PSED – MS, SR, BR (taking turns, working with peers...) | Asia- Drawing/Mark making ...choice..., letterjoin patterns, names, etc. | Jodie- Music/singing | Jen - Den building | Farzarna/Naz- Tidy environment |
| Class manager- who? | Asia –Maths intervention groupsPSED Groups | Jodie Maths intervention groups | Jen- Maths-Maths intervention groups | Farzana/Naz- Maths intervention | Asia- Maths intervention groups. | Jodie- Maths intervention groups | Jen- Maths intervention groups |
| Focus activity 1- who? | Jen – Transient art 2D shapes. And Reading intervention groups  | Asia- Reading interventions. Making pancakes in art area. | Asia Deconstructed Clothes shopBIE, Geography | Jen- Life cycle of a chick | Jen - Chicks UTW | Asia- Towers | Jodie- Retell the story of the little red riding hood-Deconstructions |
| Focus activity 2 | Farzana/Naz- Malleable clay? | Farzana/Naz -Travel agents link to weather | Jodie– PSED groups | Jodie-Reading groups/PSED Groups | Farzana/Naz - Retell story Chicken LickenBIE, MS,SR,BR | Farzarna- make caterpillars -Malleable | Asia- Build little red riding hood house-junk modelling  |
| Assembly focus | Certificates  | Certificates | Certificates | Certificates | Certificates | Certificates | Certificates |
| Other |  | World Book Day 6th March |  |  | Chicks arrive 24th March |   |  |