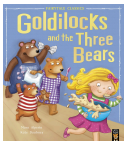
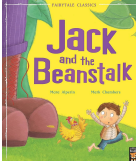
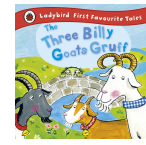




Spring 1	Week 1	Week 2 <i>Martin Luther King Jr Day 15.1.23</i>	Week 3 <i>Yo-Yo in EYFS 23.1.23</i>	Week 4 <i>National Storytelling Week Theatre visit National Hedgehog day 2.2.23</i>	Week 5 <i>RWI Development Day 6.2.23 Safer internet Day 6.2.23 World Read Aloud Day 7.2.23 Chinese New Year 10.2.23</i>
Topic	Traditional Tales				
Phonics	Aspects of Phase One Phonics	Aspects of Phase One Phonics	Aspects of Phase One Phonics	Aspects of Phase One Phonics	Aspects of Phase One Phonics
fyr	<p><u>Sharing a Story</u> <u>Core Text:</u> Goldilocks and the three bears</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about</p>	<p><u>Sharing a Story</u> <u>Core Text:</u> Jack and the Beanstalk</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about</p>	<p><u>Sharing a Story</u> <u>Core Text:</u> The three Billy Goats Gruff</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about</p>	<p><u>Sharing a Story</u> <u>Core Text:</u> Three Little Pigs</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about</p>	<p><u>Sharing a Story</u> <u>Core Text:</u> The Gingerbread Man</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play</p>

	<p>stories and during role-play</p> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> ● Porridge ● Breakfast ● Hot ● Gone ● Broken 	<p>stories and during role-play</p> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> ● Poor ● Market ● Enchanted ● Enormous ● Gigantic ● Harp ● Axe 	<p>stories and during role-play</p> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> ● Delicious ● Trotted ● Meadow ● Troll ● Gobbled 	<p>stories and during role-play</p> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> ● Straw ● Sticks ● Bricks ● Huff ● Puff ● Chimney ● Cooking Pot 	<p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> ● ‘Once Upon a Time’ ● Sighed ● Gingerbread ● Weighed ● Measured ● Delicious ● Lapping ● Gone ● Half
Maths	<p>Size</p> <p>Large/ big/ small/ little</p>	<p>Comparing</p> <p>More/ less - same objects, obvious More/ less - different objects, less obvious Stem sentences</p>	<p>one more / one less</p> <p>Introduce add, take away, equals vocab More than/ Fewer than</p>	<p>2D Shapes</p> <p>Properties & vocab Shapes in the environment Creating with shape</p>	<p>Number 6</p> <p>Hexagon Grouping Subitising Composition of 6 Dice Pattern</p> <p>Introduce a ten frame</p>
PSED	<p><u>Jigsaw</u> Session 1: Challenge - I understand what a challenge means.</p>	<p><u>Jigsaw</u> Session 2: Never giving up - I can keep trying until I can do something.</p>	<p><u>Jigsaw</u> Session 3: Setting a goal - I can set a goal and work towards it.</p>	<p><u>Jigsaw</u> Session 4: Obstacles and support - I know some kind words which can encourage people.</p>	<p><u>Jigsaw</u> Session 5: Flight to the future - I can start to think about the jobs I might like to do when I am older.</p>

<p>Key Vocabulary: challenge, try, encourage, help, job</p>					
<p>UTW</p>	<p><u>Perfect Porridge!</u> Make porridge following a recipe. Prepare different toppings to accompany.</p> <p>Set up a Tuff Tub with dry porridge oats, spoons, colanders, pans and bowls for the children to explore. Play alongside the children, introducing a narrative to their play. Encourage the children to talk about how the oats feel and smell and to use vocabulary linked to recipes, cooking and mixing.</p>	<p><u>Jack and the Beanstalk</u> Share the story. When the children are familiar with the story, encourage them to join in with repeated refrains, such as 'Fee-fi-fo-fum'. Display various beans, including those inside their pods, for the children to explore, such as broad, French, and runner beans. Provide time for them to open the pods to see the beans inside. Encourage the children to describe how the beans feel, their colours and how they smell. You could cook some of the beans for them to taste.</p>	<p><u>Building bridges</u> Read the story then challenge children to build a bridge over the river - what materials could they use?</p> <p>Practice repeated refrains from the story "who's that trip trapping over my bridge?" - use different voices and emotions - which one fits best?</p>	<p><u>Little pig, Little pig</u> Use story stones to retell the story of the three little pigs</p>	<p><u>Gingerbread men</u> Make gingerbread men from scratch. Use a simple recipe, measure and weigh ingredients. Think about our designs. Decorate and share with friends.</p>
<p>Key Vocabulary: oats, mix, combine, heat, recipe, over, under, across, strong, stronger, strongest, measure, weigh, decorate, design, beans, peas, pods</p>					

Music	Action Songs Kapow	Finding the Beat Kapow	Exploring Tempo Kapow	Exploring Tempo and Pitch through dance Kapow	Music and Movement Performance Kapow
Key Vocabulary: Action songs, Makaton, Beat, Music, Heartbeat, Pulse, Steady, Repeat, Constant, Drum, Tempo, Fast, Slow, Dance, Performance, Audience					
Forest School	Activity: <u>Bird feeders</u> - Create hanging bird feeders using lard and seeds into cupcake cases, pine cones, apples. Thread cheerios into pipe cleaners.	Activity: <u>Ice decorations</u> - Forage for decorative objects to put in water before leaving to freeze, add string then hang from trees to create beautiful glass like ornaments.	Activity: <u>Leaf Printing</u> - Use leaves with paint to explore the prints their veins leave when pressed onto paper. Use hammers to gently tap the leaves on paper to see what natural colourings they will leave behind.	Activity: <u>Create the 3 pigs houses</u> - straw, sticks and bricks to create three houses then huff and puff - which ones will break and which ones will stay standing.	Activity: <u>Forest Friends</u> - use potato peelers to whittle sticks then use sharpies to design faces and hats.
Key Vocabulary: lard, seeds, frozen, freeze, forage, ornament, print, whittle, peel					
Expressive Arts and Design – in provision	Art Finger painting Kapow	DT Exploring threading and weaving Kapow	Art Outdoor painting Kapow	DT Paper weaving kapow	Art Painting to music Kapow

Key Vocabulary:

thread, weave, pinch, push, pull, through, under, over, up, down, pattern
wipe, dot, dab, red, green, yellow, blue

Artist of the half term:

Henri Matisse

