

<p>Title: Stuck!                  Text: Stuck!                  Film: Red Kite (Pixar)                  Song: Let's Go Fly A Kite                  Trip: Alexandra Park</p>								
Other provision	<p>7.9.20                  Beginning to use everyday language related to money. Uses everyday language related to time.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p>14.9.20                  Beginning to use everyday language related to money. Uses everyday language related to time.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p>21.9.20                  Beginning to use everyday language related to money. Uses everyday language related to time.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p>28.9.20                  Beginning to use everyday language related to money. Uses everyday language related to time.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p>5.10.20                  Beginning to use everyday language related to money. Uses everyday language related to time.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p>12.10.20                  Beginning to use everyday language related to money. Uses everyday language related to time.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Orders two or three items by length or height. Orders two items by weight or capacity.</p>	19.10.20 Ninja week	Total time
English Genre Non-fiction	<p>Predicting what might happen in the story (Cold task)</p> <p>15. Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>33. Separate words with spaces.</p>	<p>List of what went into tree (15), (34), Say what one is going to write about (16),</p> <p>Talk about own writing with teacher and peers (20)</p> <p>Links sounds to letters, naming and</p>	<p>Ordering story - Recount (16), (20), (1) Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making</p>	<p>Ordering story - Captions (16), (20), (1), (4), (15), (21), (23), (26), (33), (34)</p> <p>7. Name the letters of the alphabet in order.</p> <p>8. Name the letters of the alphabet using letter names to</p>	<p>Basic punctuation (16), (20), (1), (15), (33), (34)</p>	<p>Recognise features of a sentence Write sentences about their kite</p> <p>(16), (20), (1), (15), (21), (23), (26), (33), (34)</p>		

	<p>34. Use capital letters and full stops to demarcate in some of his/her writing.</p>	<p>sounding the letters of the alphabet.          Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.          Writes own name and other things such as labels and captions.</p>	<p>plausible attempts at others.          4. Spell a few common exception words (eg: I, the, he, said, of).          (15),          20.          Understand which letters belong to which handwriting 'families' (ie: letters that are formed in similar ways) and practise these.          21. Write sentences by saying out loud what he/she is going to write about, after discussions with the teacher.          23. Compose and write sentences independently to convey ideas.          26. Discuss what he/she</p>	<p>distinguish between alternative spellings of the same sound.          22. Write down one of the sentences that he/she has rehearsed.          25. Write sentences by re-reading what he/she has written to check it makes sense.</p> <p>Can segment the sounds in simple words and blend them together.</p>		<p>Attempts to write short sentences in meaningful contexts.</p> <p><u>DM 40-60m</u>  <u>Reading</u>          Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><u>DM 40-60m</u>  <u>Writing</u>          Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>			
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			has written with the teacher or other pupils. (33),					
English Grammar	Capital letters	Capital letters Form lower case letters correctly, starting and finishing in the correct place (12).  Form capital letters (13)  Use full stops at the end of a sentence (29)  Use capital letters for names (30) Explain what a full stop is (31)	Finger spaces (12)., (13), (29), (30), (31)	Finger spaces (12)., (13), (29), (30), (31)	CL and FS (12)., (13), (29), (30), (31) 36. Use a capital letters for the names of people, places, days of the week and the personal pronoun, 'I' 37. Understand the following terminology: Letter, capital letter, word, sentence, punctuation, full stop	CL and FS (12)., (13), (29), (30), (31), (37)	CL & FS (12)., (13), (29), (30), (31), (36), (37)	CL & FS
English Reading (DR/DSR)	VIPERS- predicting	Vocab	Inference	Explanation	Retrieval	Retrieval	Inference	Sequencing
English Spelling		'ff' Spell words which contain letter sounds which have been taught (1)	'll' Spell words which contain letter sounds which have been taught (1)	'ss' Spell words which contain letter sounds which have been taught (1) 14. Spell words by identifying	'zz' Spell words which contain letter sounds which have been taught (1)	'ck' Spell words which contain letter sounds which have been taught (1)		

				the phonemes and representing them with graphemes, including words with consonant clusters and simple digraphs (eg: frog, hand, see, chop, storm, splash).					
Maths	<p>Numbers 1-4 (1) Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; (2) Count in multiples of twos, fives and tens given a number; (3) Identify and represent numbers using objects and pictorial representations (5) Read and write numbers from 1-20 in numeral and words Recognise a half as one of 2 equal parts of a shape, object or quantity;</p>	<p>Numbers 5-10 (1) Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; (2) Count in multiples of twos, fives and tens given a number; (3) Identify and represent numbers using objects and pictorial representations (5) Read and write numbers from 1-20 in numeral and words Recognise a half as one of 2 equal parts of a shape, object or quantity; (20) Recognise and</p>	<p>Place value Identify one more and one less than a given number; (4)  Recognise a half as one of 2 equal parts of a shape, object or quantity; (20) Recognise and know the value of different denominations of coins; (24) Measure and begin to record length/height; (25) Recognise and name common 2D shape; (23) Tell what the time is in hours and half past the hour and draw these</p>	<p>Place value Identify one more and one less than a given number; (4)  Recognise a half as one of 2 equal parts of a shape, object or quantity; (20) Recognise and know the value of different denominations of coins; (24) Measure and begin to record length/height; (25) Recognise and name common 2D shape; Partition and combine numbers using apparatus if required e.g.</p>	<p>Place value Identify one more and one less than a given number; (4)  Recognise a half as one of 2 equal parts of a shape, object or quantity; (20) Recognise and know the value of different denominations of coins; (24) Measure and begin to record length/height; (25) Recognise and name common 2D shape; Partition and combine numbers using apparatus if required e.g.</p>	<p>Addition/ subtraction (6) Write mathematical statements involving + - and = signs;  Demonstrate and understanding of the commutative law; Demonstrate and understanding of inverse; (11)  Measure and begin to record length/height; (25) Finds the total number of items in two groups by counting all of them. In practical activities and discussion,</p>	<p>Addition/ subtraction (6) Write mathematical statements involving + - and = signs;  Demonstrate and understanding of the commutative law; Demonstrate and understanding of inverse; (11)  Measure and begin to record length/height; (25)  Compare, describe and solve practical problems for length and heights e.g.</p>	<p>Addition/ subtraction ; (6) Write mathematical statements involving + - and = signs;  Demonstrate and understanding of the commutative law; Demonstrate and understanding of inverse; (11)  Measure and begin to record length/height; (25)  Identify and represent numbers using objects and pictorial representations (6).</p>	

	<p>(20) Recognise and know the value of different denominations of coins; (24) Measure and begin to record length/height; (25) Recognise and name common 2D shape; Records, using marks that they can interpret and explain.</p>	<p>know the value of different denominations of coins; (24) Measure and begin to record length/height; (25) Recognise and name common 2D shape; Records, using marks that they can interpret and explain.</p>	<p>on a clock face;  Records, using marks that they can interpret and explain.</p>	<p>partition 76 into tens and ones; combine 6 tens and 4 ones (10). Records, using marks that they can interpret and explain.</p>	<p>partition 76 into tens and ones; combine 6 tens and 4 ones (10). Records, using marks that they can interpret and explain.</p>	<p>beginning to use the vocabulary involved in adding and subtracting.</p>	<p>long/short, longer, shorter, tall, short, double/half (25).  Recognise and name common 2-d shapes (38). Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p>	<p>Partition and combine numbers using apparatus if required (10). Represent and use numbers bonds within 20 (16). Add one-digit and two-digit numbers to 20 (18). Recognise and know the value of different denominations of coins and notes (32). Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.  Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back</p>	
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									to find the answer. They solve problems, including doubling, halving and sharing.
Science	Garden treasure hunt  Observe changes across the four seasons	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies							Fly kites  Observe and describe weather associated with the seasons and how day length varies
ICT	Intro to mouse & keyboard	Intro to mouse & keyboard	Intro to mouse & keyboard						
History									
Geography	Compare familiar places Name, describe and compare familiar places	Compare school field with Alexandra Park Name, describe and compare familiar places  * Describe seasonal weather changes.			Compare similarities and differences of local buildings, including their home.  Link their homes with other places in their local community				
Art	Explore mark-making using a variety of tools		Use natural materials to create patterns. Explore mark-making using a variety of tools	Art Use natural materials to create patterns. Explore mark-making using a variety of tools  Make structures by joining simple objects together					



## Spring 2 – EYFS

### Phase Four phonics

#### DM 40-60m Reading

Enjoys an increasing range of books.

Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

Links sounds to letters, naming and sounding the letters of the alphabet.

Begins to read words and simple sentences.

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Knows that information can be retrieved from books and computers.

## Summer 1 EYFS

### Phase Three / Four phonics

#### DM 40-60m Reading

Enjoys an increasing range of books.

Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

Links sounds to letters, naming and sounding the letters of the alphabet.

Begins to read words and simple sentences.

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

### **Thrive**

#### DM 40-60m Making Relationships

Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Explains own knowledge and understanding, and asks appropriate questions of others.

#### DM 40-60m Self-Confidence and Self-Awareness

Can describe self in positive terms and talk about abilities.

#### DM 40-60m Managing feelings and behaviour

Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

### **Motor skills**

#### **PE Dressing and Undressing: PE kit            Dance**

#### **Healthy eating**

##### DM 40-60m Moving and Handling

Uses simple tools to effect changes to materials.

Handles tools, objects, construction and malleable materials safely and with increasing control

Begins to form recognisable letters.

Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

##### DM 40-60m Health and Self Care

Eats a healthy range of foodstuffs and understands need for variety in food.

Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

Shows understanding of how to transport and store equipment safely.

Practices some appropriate safety measures without direct supervision.

### **Carousel activities: Independent work**

#### DM 40-60m Listening and Attention

Two-channelled attention – can listen and do for short span.

#### DM 40-60m Understanding

Able to follow a story without pictures or props.

Listens and responds to ideas expressed by others in conversation or discussion.

#### DM 40-60m Speaking

Links statements and sticks to a main theme or intention.

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

Introduces a storyline or narrative into their play.

### **Carousel activities: Independent work**

#### **Transition**

##### DM Listening and Attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

##### DM 40-60m Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

##### DM 40-60m Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

## **Transition**

### **Thrive**

#### DM 40-60m Making Relationships

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

#### DM 40-60m Self-Confidence and Self-Awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

#### DM 40-60m Managing feelings and behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.