

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Literacy	vocabulary from the text and adults will model using this language to explain their thoughts, feelings and emotions. This text will be used throughout the 'settling in' period for all children to access and become familiar with.			Use Rainbow Fish to explore ideas of friendship and what makes a good friend. Link this to the topic and generate discussion about how friendships and family can support us to be happy and healthy.		Use Coming to England to explore themes of migration and celebration of Black History Month. Children create their own suitcase and fill it with belongings that they would take with them on a journey.	

Maths	- Baseline activities such as number recognition, cour adding two groups of objects together.	ting, knowing the total num	ber in a group of objects,	Mastering Number: Subitising focus	Mastering Number: Counting cardinality and ordinality	Mastering Number: Composition	
				White Rose	White Rose	White Rose	
				Match, sort and compare.	Match, sort and compare.	Measure and patterns.	
PSED	-Transition to Reception- introduce children to Zones of Regulation and class building activities.	Introduce children to the topic 'What makes me	Think Equal programme				
	-Discuss strategies to support emotions.	happy and healthy?'	Use the text Rainbow Fish to develop ideas of friendship, turn taking and sharing.				
	-Think Equal programme						
	-Introduce children to the UN Convention on Rights of a Child and agree on class charter.						
PD	<ul> <li>-Encourage children to be highly active and get out of breath several times every day. Provide opps to, spin, rock, tilt, fall, slide and bounce.</li> <li>-Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</li> <li>-Encourage children to conclude movements in balance and stillness.</li> <li>-Encourage children to think about Zones of Regulation and activities that they can do to support them to be calm, happy and relaxed.</li> <li>-Discuss how we can keep our bodies healthy through a balanced diet, sleep and dental hygiene.</li> </ul>						
C&L	-Enjoy listening to longer stories and can remember much of what happens. - Start a conversation with an adult or a friend and continue it for many turns - Uses talk to organise themselves and their play						
UW	<ul> <li>-Develop an awareness of ourselves and others. Through conversations, build an idea of who we are and what makes us unique.</li> <li>-Name and describe people who are familiar to them</li> <li>-Begin to make sense of their own life-story and family's history</li> <li>- Look closely at similarities, differences, patterns and changes.</li> <li>- Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>- Continue to develop positive attitudes about the differences between people.</li> <li>- Develop an awareness of migration and the life of Floella Benjamin through the exploration of the text Coming to England.</li> </ul>						
EAD	-Use mirrors and sketching pencils to create self portraits. features and attempt to create a self portrait for our class of - Agree and create class charter.		r children to create sea ow fish, scenes in a wide nd resources.	from the book Co - Children taught to	andmarks, look at artwork oming to England. o use different equipment to rning in provision areas.		
Phonics	- Baseline assessments	Essential Letter and Sounds Phonics Programme					
Indeer rele play. Dreasing Deem							

Indoor role-play	Dressing Room	Home Corner	Costumes for occupations	Telephone Box	Shop	Outdoor role-play		
						Story shed / costumes	Allotment 'mud kitchen shop'	Construction site