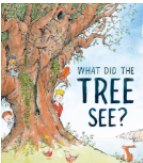
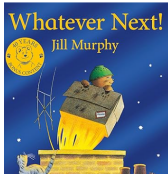
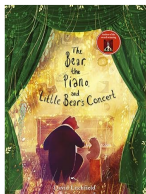
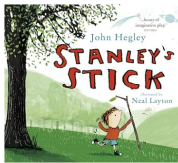


Age Related Expectations. Teaching and learning to be differentiated by short term planning. Consolidation and revisit of key skills, knowledge and understanding through enhanced provision.

	Wk 1 -	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
Texts	   						
Additional Texts	<ul style="list-style-type: none"> • Exploration of a wide range of texts, particularly focussing on children's favourite stories. 						
Links to previous learning.	<ul style="list-style-type: none"> • Language in books will support prior learning for example, 'huddled' • Learning about explorers such as Amelia Earhart will draw links to our previous topic about Change Makers. • Whatever Next will link to previous books such as Where's My Teddy? 						
Enhancements, trips and visits <i>*Weekly litter picks in both outdoor environments. Gardening club up and running on a Friday morning before school.</i>	<ul style="list-style-type: none"> • Didsbury Festival and Parade • Science week parent talks. • Transition Day Thursday 3rd July. • Sports Day 						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Literacy	<p>The children will continue to be immersed in the text <i>What Did the Tree See?</i> We will use question words and hot seat as the tree. We will then write sentences about what the tree has seen.</p>	<p>To introduce this new text we will have our hook - a cardboard box, wellies, space hat, space pictures, a teddy bear and a video of a rocket launch. What do we think is happening? What could we make out of these resources?</p> <p>We will be looking at role play, acting out the story <i>Whatever Next!</i></p> <p>Exploring and understanding questions - can we think of our own questions to ask Baby Bear? Hot-seating activity for Baby Bear.</p> <p>Think about how Baby Bear felt in the story - what happened to him?</p> <p>What would you pack for your mission to the moon?</p>	<p>Whole school writing project: exploring different texts together, talking about characters and settings, the plot of a story, what happens during the beginning, middle and ending. Encouraging children to retell stories to each other.</p> <p>Children will start to be immersed in what a letter is, looking at different features. We will start to write a letter to Big Bear, from Baby Bear.</p> <p>Children will start to be immersed in character descriptions linked to our chosen text. Children will start to think of their own character descriptions for the Bears, and create a piece of artwork to represent their writing.</p>		<p>Before reading or watching the story, take the children outdoors to the forest or playground and ask them to choose a stick. We will then use our imagination to think of what our sticks can do, do they have a name, how will they help us?</p> <p>After we have read through the story 'Stanley's stick' we will think of all the ways Stanley used his stick - explore what the word imagination is?</p> <p>Children will attach their chosen stick to a piece of paper and transform their stick into something entirely different. Writing a caption to explain what it has transformed into and what it can do!</p>		
Maths	<p>White Rose: Shape, Space and Measure</p> <p>Exploring 3D Shapes</p> <p><i>Recognising and naming 3D Shapes</i></p> <p><i>Finding 2D shapes within 3D shapes</i></p> <p><i>Using 3D shapes for tasks</i></p>	<p>White Rose: Patterns</p> <p><i>Identifying more complex shapes</i></p> <p><i>Copying and continuing patterns</i></p> <p><i>Patterns in the environment</i></p>	<p>Mastering Number Review and assess: Counting beyond 20</p>	<p>White Rose: To 20 and beyond</p> <p><i>Build numbers beyond 10 10-13</i></p> <p><i>Continue patterns beyond 10 10-13</i></p> <p><i>Build numbers beyond 10 14-20</i></p>	<p>White Rose: To 20 and beyond</p> <p><i>Verbally count beyond 20</i></p> <p><i>Verbally counting patterns</i></p> <p>Early Learning Goal: Verbally count beyond 20, recognising the</p>	<p>White Rose: Shape, Space and Measure</p>	<p>White Rose: Shape, Space and Measure</p>

	3D shapes in the environment		<p>Early Learning Goal: Verbally count beyond 20, recognising the pattern of the counting system</p> <p>To be able to demonstrate these key skills:</p> <ul style="list-style-type: none">• tagging each object in a group of up to 10 objects (1-to-1 correspondence)• knowing number names to 10 and their order (stable order principle)• knowing that the last number counted gives the total in the set (cardinal principle)• counting up to 10 things that can't be seen or tagged, such as jumps, hops, sounds, etc. (abstraction principle)• understanding that the quantity remains the same when (up to 10) objects are counted in a different order (order irrelevance principle)• developing strategies to keep track of what has and has not been counted (e.g. rearranging objects into a line, moving	Continue patterns beyond 10 14-20	pattern of the counting system		
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			<div>objects as they're counted)</div> <ul style="list-style-type: none">recognising the pattern of the counting system, when beginning to count beyond 20				
PSED	<div>Think Equal Programme</div> <div>Listen to other children's perspectives and respect the opinions of others.</div>	Think Equal Programme	<div>Think Equal Programme</div> <div>P4C- if you could fly, where would you fly to and why?</div>	Think Equal Programme	<div>Think Equal Programme</div> <div>Transition Day- getting to know new teachers and expectations in Year 1.</div>	<div>Think Equal Programme</div> <div>Amelia Earhart followed her dream- discuss dreams and aspirations for the future.</div>	Reflection on year and achievements..
PD	<div>Preparation for Sports Day- practise different skills such as balancing, running, jumping and turn taking. Draw links to the upcoming Euros event starting in June and Olympics and Paralympics in August.</div>						
C&L	<div>Use language to express an opinion and preference with relation to favourite books.</div>	<div>Use language to sequence thoughts and ideas in full sentences.</div>			<div>Use language to express how they are feeling and make connections between what they have heard and clarify for understanding.</div>		<div>Listen and respond to others respectfully.</div>
UW	<div>Explore the focus text for this week. Link back to previous learning on map work and a birds eye view. Children to describe their environment by using maps, discussion, observation and text. Consider what a cloud above school/Didsbury would see.</div>	<div>Linking back to Here We Are and our exploration of space. Exploration of owls and other nocturnal animals. What animals can fly and generate discussion about the similarities and differences between these animals.</div>			<div>Use books and the internet to research the life and achievements of Amelia Earhart. Links to History and Geography. Research where Amelia Earhart flew and her role in society.</div> <div>Draw upon similarities and differences between life when Amelia Earhart was flying and now.</div>		<div>Research other famous female pilots: Bessie Coleman, Eileen Collins.</div> <div>Celebrate success of olympians and paralympians.</div>
EAD	<div>Throughout the writing project, children will be finding innovative ways to display their writing pieces. Children to be given plentiful opportunities to do this with a range of techniques and resources.</div> <div>Explore how to create a pop up effect.</div>	<div>Continue to design and make art work to go with writing project.</div> <div>Explore creating flaps in picture books.</div>			<div>Compile ideas and explore different effects to create their own artwork for writing project.</div> <div>Create kites/aeroplanes and explore how long it takes before they land.</div>		<div>Create kites/aeroplanes and explore how long it takes before they land.</div>
Phonics	Essential Letter and Sounds Phonics Programme						

Indoor Provision	Outdoor Provision
Home area 'for sale' in preparation for transition. Challenges in each area to generate greater independence during self-led learning opportunities and prepare for Year 1.	Make kites and bubbles. Cloud watch and draw. Make up stories about the aeroplanes that fly above us. Bird watching and counting the different birds that we can see.