

Session	Book	Activities In addition to below – the children will have phonics teaching with Little Wandle, handwriting, writing practise, P.E (gymnastics/games), RE and music.	Objectives covered over the term come from Development Matters 2021.
Spring 1			<b>Communication and Language</b>
Week 1	Lost and Found/ One Snowy Night/ Jack Frost/Penguin Small/The Bear and the Piano Non- Fiction books about Polar Animals	<ul style="list-style-type: none"> <li>• Polar animals/ice small world tough tray</li> <li>• Science investigation- How do Polar Animals keep warm?</li> <li>• Penguin models using cardboard tubes</li> <li>• How to draw a penguin</li> <li>• Penguin/Lost and Found stick puppets</li> <li>• Pack a case for going to a Polar Region</li> <li>• Story sequencing of Lost and Found</li> <li>• Playdough penguin modelling mats</li> <li>• Igloo building</li> <li>• PPT Polar Animals</li> </ul>	<ul style="list-style-type: none"> <li>*Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Engage in story times.</li> </ul>

		<ul style="list-style-type: none"> <li>• Alive in 5(see White Rose Maths)</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>
Week 2	Animals-The Mixed- Up Chameleon/Rumble in the Jungle/ Commotion in the Ocean/ Giraffes Can't Dance	<ul style="list-style-type: none"> <li>• Draw your own Mixed-Up Chameleon</li> <li>• Jungle Animal Finger Puppets</li> <li>• Make dough jungle animals</li> <li>• Jungle animals using recyclable materials</li> <li>• Carnival of the Animals</li> <li>• Animal patterns</li> <li>• Zoo small world</li> <li>• Jungle small world</li> <li>• Alive in 5(see White Rose Maths)</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <hr/> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> </ul>
Week 3	Animals-The Mixed- Up Chameleon/Rumble in the Jungle/ Commotion in the Ocean/ Giraffes Can't Dance/ The Bad-Tempered Ladybird	<ul style="list-style-type: none"> <li>• Under the sea-water tray</li> <li>• Make a jellyfish/octopus</li> <li>• Sand tray with shells/ crabs/ sea creatures</li> <li>• Zoo visit</li> <li>• PPT Zoo Animals</li> <li>• Create a zoo on large paper</li> </ul>	<ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs. - Personal hygiene</li> </ul>

		<ul style="list-style-type: none"> <li>• Sequencing story of The Bad-Tempered Ladybird</li> <li>• Animal Paintings</li> <li>• Animal role play masks</li> <li>• Mass and Capacity (see White Rose Maths)</li> </ul>	<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - healthy eating - having a good sleep routine - toothbrushing - being a safe pedestrian</li> </ul>
Week 4	Space-How to Catch a Star/ The Way Back Home/Smeds and the Smoos/Whatever Next?/Aliens wear Underpants/ Catch that Rat	<ul style="list-style-type: none"> <li>• Space Small world</li> <li>• Shape rockets using 2D/3D shapes</li> <li>• Rocket construction</li> <li>• Whatever Next? Role Play</li> <li>• Planets song</li> <li>• Plastic bottle rockets</li> <li>• Design an alien</li> <li>• Find the stars in the sand</li> <li>• Roll the dice and make an alien</li> <li>• Modelling aliens</li> <li>• Space gloop- water tray with green bath slime</li> <li>• Growing 6,7,8(see White Rose Maths)</li> </ul>	<p><b>Physical Development –</b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>
Week 5	Zog and other knight/dragon stories/Chinese New Year	<ul style="list-style-type: none"> <li>• Small world castle/knights/dragons</li> <li>• Construction-castle building</li> <li>• How to draw a castle</li> <li>• Knights and castle role play</li> </ul>	

		<ul style="list-style-type: none"> <li>• Chinese New Year theme day-food tasting/ dragon making/ Chinese Lanterns/Chinese number writing/Chinese New Year PPT/ Chinese dragon dancing (Make head of dragon first</li> <li>• Growing 6,7,8(see White Rose Maths)</li> </ul>	<ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> </ul> </li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes</li> </ul> </li> </ul>
Week 6	Transport-Dinosaur Rescue/Train Ride	<ul style="list-style-type: none"> <li>• Small world train set/emergency vehicles and dinosaurs</li> <li>• Dinosaur role play masks</li> <li>• Dinosaur footprint number trail</li> <li>• Dinosaur stick puppets</li> <li>• Use pasta to make a dinosaur skeleton fossil</li> <li>• Dinosaur paper plate model</li> <li>• Dinosaur pencil control</li> <li>• Split pin dinosaurs</li> <li>• Dinosaur Dot to Dot</li> <li>• Draw a fossil observational drawing</li> <li>• Length, height and time(see White Rose Maths)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes</li> </ul> </li> </ul> <p>Literacy –</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> </ul>
Spring 2			

Week 1	Jack and the Beanstalk/Jim and the Beanstalk	<ul style="list-style-type: none"> <li>• Welly walk- spotting signs of Spring</li> <li>• Jack and the Beanstalk sequencing</li> <li>• Role play Jack and the Beanstalk</li> <li>• Small world- castle, giant, Jack, cow Jack's mother, goose, golden eggs</li> <li>• Jack and the Beanstalk stick puppets</li> <li>• Jack and the Beanstalk cut and stick story map</li> <li>• Bean growing – Beans in bag on window</li> <li>• Play dough beanstalk leaves</li> <li>• Building 9 and 10(see White Rose Maths)</li> </ul>	<ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>
Week 2	Jasper's Beanstalk/Titch	<ul style="list-style-type: none"> <li>• Bean diary</li> <li>• Plant cress egg heads</li> <li>• Planting tuff tray with plant pots/ compost/ seeds/ watering cans</li> <li>• Sequence the story of Jasper's Beanstalk</li> <li>• Jasper's Beanstalk stick puppets</li> </ul>	<ul style="list-style-type: none"> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul> <p><b>Mathematics –</b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> </ul>

		<ul style="list-style-type: none"> <li>• Numbered plant pots and bean counting</li> <li>• Building 9 and 10(see White Rose Maths)</li> </ul>	<ul style="list-style-type: none"> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> </ul>
Week 3	The Very Hungry Caterpillar	<ul style="list-style-type: none"> <li>• Life cycles of a butterfly and other animals</li> <li>• Lifecycle wheel with split pin</li> <li>• Small world caterpillars and butterflies/ leaves/ plants/ play food</li> <li>• Egg box caterpillars</li> <li>• Leaf threading activity</li> <li>• Folded butterfly printing</li> <li>• Playdough food/caterpillar/butterfly modelling</li> <li>• Hungry Caterpillar stick puppets</li> <li>• Roll and colour Hungry Caterpillar game</li> <li>• The Very Hungry Caterpillar sequencing pictures</li> <li>• Healthy eating sorting food activity</li> <li>• Explore 3D shapes (see White Rose Maths)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0-5 and some to 10.</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity</li> </ul> <p><b>Understanding the World –</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> </ul>
Week 4	Peepo!/Once There Were Giants	<ul style="list-style-type: none"> <li>• Role Play -baby dolls, baby clothes, baby bottles etc.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Sorting activity-items needed by a baby</li> <li>• Growth jigsaw</li> <li>• PPT-Looking after a baby</li> <li>• Explore 3D shapes (see White Rose Maths)</li> <li>• Visitor- baby and mum to come into school</li> <li>• Timeline of children's lives 0-5yrs, talk about significant events</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways. <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> </li> </ul>
Week 5	The Odd Egg/We're Going on an Egg Hunt/Rhyming Rabbit	<ul style="list-style-type: none"> <li>• Outdoor egg number hunt</li> <li>• Decorated collage eggs</li> <li>• Threaded eggs</li> <li>• Egg wax resist</li> <li>• Chalk and tape Easter eggs</li> <li>• Patterned eggs (fine motor skills)</li> <li>• Potato print egg patterns</li> <li>• Egg cotton bud painting</li> <li>• Easter cards</li> <li>• Patterned play dough eggs</li> <li>• Split pin chick in egg</li> <li>• Maths consolidation (see White Rose Maths)</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside. <ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> </li> </ul> <p><b>Expressive Arts and Design –</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>

			<ul style="list-style-type: none"><li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li><li>• Develop storylines in their pretend play.</li><li>• Explore and engage in music making and dance, performing solo or in groups.</li></ul>
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