

**Topic:**

<p>Prime Areas</p>	<p><b>Communication and Language</b> <b>40-60</b></p> <ul style="list-style-type: none"> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>• They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>• They give their attention to what others say and respond appropriately, while engaged in another activity.</li> <li>• They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>• They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>• Children listen to instructions and follow them accurately, asking for clarification if necessary.</li> <li>• After listening to stories children can express views about events or characters in the story and answer questions about why things happened.</li> <li>• They can carry out instructions which contain several parts in a sequence</li> <li>• They recount experiences and imagine possibilities, often connecting ideas.</li> <li>• They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Role play stories</li> <li>• Oral storytelling</li> <li>• Talking tins</li> <li>• Helicopter stories</li> <li>• Drama workshop</li> <li>• <b>Red Riding Hood</b> - Adults role play</li> </ul>	<p><b>Physical Development</b> <b>40-60</b></p> <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>• Children show good control and co-ordination in large and small movements.</li> <li>• They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>• Children can hop confidently and skip in time to music.</li> <li>• They hold paper in position and use their preferred hand for writing, using a correct pencil grip.</li> <li>• They are beginning to be able to write on lines and control letter size.</li> <li>• Children know about and can make healthy choices in relation to healthy eating and exercise.</li> <li>• They can dress and undress independently, successfully managing fastening buttons or laces.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Sports day activities - link to fairy tale books where possible.</li> <li>• Dance session with a parent</li> </ul>	<p><b>Personal, Social and Emotional Development</b> <b>40-60</b></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Children play co-operatively, taking turns with others.</li> <li>• They take account of one another's ideas about how to organise their activity.</li> <li>• They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>• They can talk about the things they enjoy, and are good at, and about the things they do not find easy.</li> <li>• They are resourceful in finding support when they need help or information.</li> <li>• They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</li> <li>• Children know some ways to manage their feelings and are beginning to use these to maintain control.</li> <li>• They can listen to each other's suggestions and plan how to achieve an outcome without adult help.</li> <li>• They know when and how to stand up for themselves appropriately.</li> <li>• They can stop and think before acting and they can wait for things they want.</li> <li>• They understand someone else's point of view can be different from theirs.</li> <li>• They resolve minor disagreements through listening to each other to come up with a fair solution.</li> </ul> <p><b>Activities</b></p> <p>Goldilocks Tuff tray - bowls, broken chairs.</p>
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<p>Specific Areas</p>	<p><b>Literacy</b> <b>40-60</b></p> <ul style="list-style-type: none"> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Begins to read words and simple sentences.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Children read and understand simple sentences.</li> <li>They use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>They also read some common irregular words.</li> <li>They demonstrate understanding when talking with others about what they have read.</li> <li>Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>They also write some irregular common words.</li> <li>They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words.</li> <li>They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</li> <li>They can describe the main events in the simple stories they have read.</li> <li>Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.</li> <li>They use key features of narrative in their own writing.</li> </ul> <p><b>Summer 1</b> Week 1: Introduction to Fairy tales - <b>The Jolly Postman</b> Week 2: Settings Week 3: Characters Week 4: Problems and solutions Week 5: Storytelling</p> <p><b>Summer 2</b> Week 1: <b>In the forest</b> - Goldilocks, Red Riding Hood, Three Little Pigs Week 2: <b>In the forest</b> - Goldilocks, Red Riding Hood, Three Little Pigs Week 3: <b>In the town</b> - Jack and the beanstalk, The Gingerbread Man, Elves and the shoemaker Week 4: <b>In the town</b> - Jack and the beanstalk, The Gingerbread Man, Elves and the shoemaker Week 5: <b>In the countryside</b> - Three Billy Goats Gruff, The Ugly Duckling, The Enormous Turnip.</p>	<p><b>Maths - Numbers</b> <b>40-60</b></p> <ul style="list-style-type: none"> <li>Counts objects to 10, and beginning to count beyond 10.</li> <li>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>Finds the total number of items in two groups by counting all of them.</li> <li>Records, using marks that they can interpret and explain.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</li> <li>They solve problems, including doubling, halving and sharing.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>Children estimate a number of objects and check quantities by counting up to 20.</li> <li>They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</li> </ul> <p><b>Resources</b> Tens frame Numicon Number beads Cuisenaire rods Number line Flash card numbers</p> <p><b>Elves and the Shoemaker</b> - Pairs, groups of two, doubling. <b>Jack and the Beanstalk</b> - Groups of 5 and sharing into equal groups, estimate beans in a jar. <b>Goldilocks</b> - Teddy bears picnic, halving and sharing.</p>	<p><b>Maths - Space, shape and measure</b> <b>40-60</b></p> <ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes.</li> <li>Can describe their relative position such as 'behind' or 'next to'.</li> <li>Uses everyday language related to time.</li> <li>Beginning to use everyday language related to money.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</li> <li>They recognise, create and describe patterns.</li> <li>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>Children estimate, measure, weigh, compare, order objects, and talk about properties, position and time.</li> </ul> <p><b>Activities</b> <b>Elves and the Shoemaker</b> - Capacity, measuring length. <b>Jack and the Beanstalk</b> - Height, size <b>The gingerbread Man</b> - Money - Week 3 <b>Goldilocks</b> - Positional language, weight <b>Red Riding Hood</b> - Maps, journeys, distance from house to Grandmas <b>Three little Pigs</b> - Time (morning, noon, night, evening) ordinal language, money, problem solving.</p>
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	<p><b>Expressive Arts and Design</b> <b>40-60</b></p> <ul style="list-style-type: none"> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> <li>• Chooses particular colours to use for a purpose.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>• Children sing songs, make music and dance, and experiment with ways of changing them.</li> <li>• They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>• They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>• Children develop their own ideas through selecting and using materials and working on processes that interest them.</li> <li>• Through their explorations, they find out and make decisions about how media and materials can be combined and changed.</li> <li>• Children talk about the ideas and processes, which have led them to make music, designs, images or products.</li> <li>• They can talk about features of their own and others work, recognising the differences between them and the strengths of others</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Pictures of me - Sketch book</li> <li>• Junk modelling - castles</li> <li>• Colour mixing - Front cover of a story</li> <li>• Creating melodies to fairy tales</li> <li>• Clay - Gingerbread man (design, make, evaluate)</li> </ul>		<p><b>Understanding the World</b> <b>40-60</b></p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>• Children talk about past and present events in their own lives and in the lives of family members.</li> <li>• They know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>• Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>• They talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>• They make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>• Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</li> <li>• They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</li> <li>• Children know that the environment and living things are influenced by human activity.</li> <li>• They can describe some actions which people in their own community do that help to maintain the area they live in.</li> <li>• They know the properties of some materials and can suggest some of the purposes they are used for.</li> <li>• They are familiar with basic scientific concepts such as floating, sinking, experimentation</li> <li>• Children find out about and use a range of everyday technology.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Trip to Rushmere Country Park - 7<sup>th</sup> June 2019</li> <li>• Trip to Berkhamsted Castle - 2<sup>nd</sup> May 2019</li> <li>• Visit the allotment</li> </ul>
Focus Areas	<p><b>RE</b></p> <p>Bible stories - Noah Ark - link to maths problem solving. RE Wow Day - Judaism</p>	<p><b>School Value</b></p> <p><b>Service</b> Giving as well as receiving Talents Helping others</p> <p><b>Truthfulness</b> - <i>The girl who cried wolf</i> Being honest</p>	<p><b>Phonics</b> <i>Continue Phase 3 and begin Phase 4</i></p> <ul style="list-style-type: none"> <li>• Teaching and applying consonant digraphs and vowel digraphs.</li> <li>• Segmenting for writing simple VC, CVC, CVCC, CCVC, CVVC words</li> <li>• Read high frequency words</li> <li>• Learn how to spell tricky words</li> <li>• Reading two syllable words like sunset</li> <li>• Formation of letters</li> <li>• Said, like, some, come, there, were, little, once, upon</li> </ul>