

# Termly Plan

Teacher: Mrs Thompson and Miss Sharp Term: 2 Class: Little Acorns Year: 2022-23

	LOT and FOREST links	Starting Point and prior knowledge	Week by Week learning of knowledge and skills progressing towards end points:						END POINTS (KPIs)
			1	2	3	4	5	6 Composite knowledge task	
<b>Communication and Language</b>  Speaking  Listening, Attention and Understanding	Christmas Nativity  Role Play emergency services outside in the field/forest school	Beginning to use simple connectives to connect ideas, e.g. 'and'	Engage in Non-fiction books & learn new vocabulary related to fire fighters	Engage in Non-fiction books & learn new vocabulary related to Police Officers	Engage in Non-fiction books & learn new vocabulary related to Nurses, Doctors and Paramedics	Engage in Non-fiction books & learn new vocabulary related to Postal workers	Use connectives in sentences to describe events from the story, eg. Hedgehog won't miss Rabbit because he will be asleep	Use connectives in sentences to discuss Nativity	Connect one idea to another using a range of connectives. Articulate ideas and thoughts in well-formed sentences  Engage in non-fiction books. Ask questions to find out more and to check they understand what has been said to them.
<b>Personal, Social and Emotional Development</b>  Self-Regulation  Managing Self  Building Relationships  <b>Heartsmart: DON'T FORGET TO LET LOVE IN! (I am special)</b>		Boris the Robot story  Class rules and routines	<b>I am loved!</b> Learning that each one of us is loved, special and important	<b>My favourite things</b> Thinking about our favourite things and how they are all different.	<b>My Heart</b> Talking about how we demonstrate different emotions	<b>Twinkle Twinkle</b> Thinking about what makes our friends special.	<b>Who am I?</b> Children to find different objects they like	<b>EYFS has talent</b> Demonstrating our different skills and talents.	Identify and moderate their own feelings socially and emotionally.  Increasingly follow rules, without adult reminders, understanding why they are important. Able to dress/undress independently.  Begin to understand how others may feel. Express their feelings and consider the feelings of others.
<b>Physical Development</b>  Fine Motor Skills  Gross Motor Skills.	<b>Using natural resources</b>	Beginning to understand how to maintain a healthy lifestyle, e.g. exercise, healthy eating, tooth brushing	Develop the ability to jump in a range of ways from one space to another	Control my body when jumping and balancing	Create a sequence using a jump and a balance	Develop the ability to roll in a range of ways	Control my body when rolling in a range of ways	Perform a sequence with confidence and control	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.  Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; tooth brushing; sensible amounts of screen time; good sleep routine; being safe pedestrian

<b>Literacy</b>  Word Reading Comprehension Writing Handwriting		Phase 2, sets 1-5  Blending and segmenting VC and CVC words	<u>Phonics</u>  Revise Phase 2	<u>Phonics</u>  Bug Club, Unit 6 (j, v, w, x) Irregular Words: me, be	<u>Phonics</u>  Bug Club, Unit 7 (y, z, zz, qu) Irregular Words: he, she, my, by	<u>Phonics</u>  Bug Club, Unit 8 (ch, sh) Irregular Words: they	<u>Phonics</u>  Bug Club, Unit 8 (th, ng) Revise Irregular Words	<u>Phonics</u>  Revise Phase 2 and Phase 3 learnt so far	Revision on Bug Club Phase 2, Units 1-5, Bug Club Phase 3, Units 6-7  Develop phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with same initial sound, such as money and mother. Read individual letters by saying sounds for them.  Engage in extended conversations about stories, learning new vocabulary.  Use some of their print and letter knowledge in their early writing. Form lower-case and capital letters correctly  Continuing to learn to write from left to right, top to bottom
			<u>Comprehension</u>  Read non-fiction books about firefighters and discuss	<u>Comprehension</u>  Read non-fiction books about police officers and discuss	<u>Comprehension</u>  Read non-fiction books about people who work in a hospital and discuss	<u>Comprehension</u>  Read "The Jolly Postman"  Read non-fiction books about people who deliver post and discuss	<u>Comprehension</u>  Read "A little bit of winter"  Read non-fiction books about winter	<u>Comprehension</u>  Read "A letter to Santa"  Read the Nativity story	
			<u>Writing</u>  Write words to describe fireworks	<u>Writing</u>  Write about jobs that a police officer might do	<u>Writing</u>  Write a sentence to say what real-life superhero they would be	<u>Writing</u>  Write inside a card and post to their family	<u>Writing</u>  Write inside a speech bubble for one of the characters in the story	<u>Writing</u>  Write a letter to Santa	
			<u>Handwriting</u>  Revise writing Phase 2 lower-case and capital letters	<u>Handwriting</u>  Write lower-case and capital letters for j, v, w, x	<u>Handwriting</u>  Write lower-case and capital letters for y, z, q	<u>Handwriting</u>  Revise writing lower-case and capital letters for all of the alphabet	<u>Handwriting</u>  Revise writing lower-case and capital letters for all of the alphabet	<u>Handwriting</u>  Revise writing lower-case and capital letters for all of the alphabet	
<b>Mathematics</b>  Number  Numerical Patterns	Bear hunt in forest school to link with positional language in Maths  Finding Squares and Rectangles outside	Positional language used in every day 'more than' & 'fewer than' Circles, Triangles Reciting, counting, matching subitising and representing numbers to 3 Simple repeating patterns	Use positional language to describe a familiar route, using words such as 'in front' and 'behind'	Count or subitise sets of 4 and 5 objects  Match number names to numerals and quantities	Revising using 'more than' and 'fewer than' to compare quantities  Find one more/one less from a group of up to 5 objects	Revise Circles and Triangles  Recognise, name and describe properties of shapes with 4 sides	Use language involving time  Sequence events in the correct order using words such as first, then, next.	Revise patterns in the environment and copying, continuing and creating simple patterns  Recognise the number zero	Develop fast recognition of up to 5 objects, without having to count them (subitising) and represent the numbers 1-5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count up to 5 objects, actions and sounds, reciting the numbers in order and matching one number name for each item.  Compare quantities of up to 5 objects using language: 'more than', 'fewer than'. Compare objects: size, weight and capacity. Talk about and explore 2D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next. Talk about patterns in environment and continue, copy and create simple patterns. Positional language: describe a familiar route, using words such as 'in front of' and 'behind'

<p><b>Understanding the World</b></p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Christmas Nativity</p> <p>Forest School -fire safety</p> <p>Visits from emergency services</p> <p>Walk to village post box and post a letter</p>	<p>May have friends or family members who are firefighters/ nurses etc.</p> <p>Already know about changes of seasons from summer to autumn</p>	<p>History of Guy Fawkes</p> <p>Explore role of a firefighter</p>	<p>Remembrance Day</p> <p>Explore role of a police officer and soldier</p> <p>Visit from a police officer-asking questions</p>	<p>Children in Need</p> <p>Explore role of a nurse, doctor and paramedic</p>	<p>Explore role of a postal service worker</p> <p>Post a letter at village post box</p>	<p>Changes of seasons (Autumn-Winter)</p> <p>Ice pictures - liquids/solids</p>	<p>Make Christmas Chocolate shapes - explore melting and solidifying</p> <p>How do Christians celebrate Christmas?</p> <p>How do other countries/cultures celebrate Christmas?</p> <p>Make christingles and understand the significance of them</p>	<p>Comment on images of familiar situations in the past, e.g. Guy Fawkes Night</p> <p>Recognise that people have different beliefs and celebrate special times in different ways, e.g. Christmas. Show interest in different occupations</p> <p>Understand the effects of the changing seasons on the natural world around them.</p> <p>Understand changing states of matter such as melting and solidifying.</p>
<p><b>Expressive Arts and Design</b></p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Christmas Nativity</p> <p>Role Play emergency services outside in the field/ forest school</p>		<p>Create pictures of fireworks and bonfires using collage</p> <p>Make rockets using junk modelling</p> <p>Role-play being firefighters outside</p>	<p>Make poppies using split pins</p> <p>Make emergency vehicles using junk modelling</p> <p>Create police badges</p> <p>Help make a police car out of cardboard boxes (use for role-play)</p> <p>Role-play being police officers outside</p>	<p>Make Pudsey ears for Children in Need</p> <p>Paint pictures of people who help us</p> <p>Set up a hospital role-play area outside in the shed</p>	<p>Design their own stamps</p> <p>Make a Thank you card to post to their families</p> <p>Set up a Post Office role-play area inside</p>	<p>Winter collages</p> <p>Paper snowflakes</p> <p>Add some Christmas resources to the Post Office role-play area, e.g. Christmas cards, templates for letter writing, wrapping paper etc.</p>	<p>Salt dough tree decorations</p> <p>Christmas crafts</p> <p>Christmas Post Office role-play area</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Use drawing to represent ideas like movement or loud noise</p>
<p><b>Music</b></p>		<p>May have had music sessions at nursery/similar setting</p> <p>May have been around a family member who plays musical instrument at home</p>	<p>Witch, witch</p> <p>Call and response</p> <p>Make up a simple accompaniment using percussion instruments</p>	<p><b>Witch, witch</b></p> <p>Pitch (la-so-mi-do)</p> <p>Use the voice to adopt different roles and characters.</p>	<p><b>Witch, witch</b></p> <p><b>Timbre</b></p> <p>Match the pitch of a four note (la-so-mi-do) call and response song.</p>	<p>Row, row, row your boat</p> <p>Beat</p> <p>Make up new lyrics and vocal sounds for different kinds of transport</p>	<p>Row, row, row your boat</p> <p>Pitch (step/leap)</p> <p>Sing a tune with 'stepping' and 'leaping' notes</p>	<p>Row, row, row your boat</p> <p>Timbre</p> <p>Play a steady beat on percussion instruments.</p>	<p>Make up a simple accompaniment using percussion instruments. • Use the voice to adopt different roles and characters. • Match the pitch of a four-note (la-so-mi-do) call-and-response song.</p> <p>Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat on percussion instruments.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the pitch of a tone sung by another person 'pitch match'.</p>

