

Termly Plan

Teacher: Mrs Thompson and Miss Sharp Term: 3 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	
Communication and Language Speaking Listening, Attention and Understanding	Re-enacting Traditional Tales in the field/forest school	Children may have a previous knowledge of some traditional tales from home or nursery	Listen to a range of Traditional Tales and discuss characters, settings and events. Learn new vocabulary and retell the story using story language and repeated phrases for the following Traditional Tales:						Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary and story language.
			The Gingerbread Man	Little Red Riding Hood	The Chinese Zodiac	The Three Billy Goats Gruff	Jack and the Beanstalk	The Little Red Hen	Describe events in some detail. Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships Heartsmart: Too much selfie isn't healthy!		Boris the Robot story Class rules and routines	Too much selfie isn't healthy! I love to ...	Too much selfie isn't healthy! Parachute families	Too much selfie isn't healthy! Sorting feelings	Too much selfie isn't healthy! How do you do	Too much selfie isn't healthy! Helpful Hearts	Too much selfie isn't healthy! Thank you for helping	Talk with others to solve conflicts. See themselves as a valuable individual who can manage their own needs. Select and use activities and resources to achieve a goal (with help when needed) Help to find solutions to conflicts and rivalries.
Physical Development Fine Motor Skills Gross Motor Skills.		Moving in a variety of ways.	Gym in the Jungle! Exploring the Jungle To develop the ability to move in a range of ways	Mirror that Monkey To increase the ability to move around and onto equipment.	Slithering Snakes To increase the ability to move under and onto equipment.	Lie down, Lions To increase the ability to move over and onto equipment.	Frozen Frogs To increase the ability to move through and onto equipment.	Journey through the Jungle To combine movements together while negotiating different equipment	Use a comfortable grip with good control when holding pens and pencils. Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing Children will learn to move and balance like different jungle animals. They will be experimenting with moving around, under, through and over small and large equipment. They will be creating their own gymnastic sequence.

Literacy Word Reading Comprehension Writing Handwriting	Role-Play traditional Tales in Forest School	Phase 2, sets 1-7 Blending and segmenting VC and CVC words	Phonics Revise Phase 2 & Phase 3 (j, v, w, x, y, z, qu, ch, sh, th, ng)	Phonics Bug Club, Unit 9 (ai, ee) Irregular Words: we	Phonics Bug Club, Unit 9 (igh, oa) Irregular Words: are	Phonics Bug Club, Unit 8 (oo long, oo short)	Phonics Revise Phase 3 Units 8/9	Phonics Phonics assessments	Revision on Bug Club Phase 2/3, Units 1-7 Bug Club Phase 3, Units 8-9 Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Use vocabulary and forms of speech that are increasingly influenced by their range of books. Spell words by identifying the sounds and then writing the sound with letter/s Curly Caterpillar Letters - c, a, o, q, g, d, e, s, f.
			Comprehension Read “The Gingerbread Man” story: Use story language to retell the story and learn repeated phrases	Comprehension Read “Little Red Riding Hood”: Use story language to retell the story and learn repeated phrases	Comprehension Read Chinese traditional tales such as “The Chinese Zodiac” and “The Dragon Painter”	Comprehension Read “The Three Billy Goats Gruff”: Use story language to retell the story and learn repeated phrases	Comprehension Read “Jack and the Beanstalk”: Use story language to retell the story and learn repeated phrases	Comprehension Read “The Little Red Hen”: Use story language to retell the story and learn repeated phrases	
			Writing Write a speech bubble for the Gingerbread Man	Writing Label things in Little Red Riding Hood’s basket	Writing Write a menu for a Chinese Restaurant	Writing Use adjectives to describe a troll	Writing Write a sentence to say what their magic bean would grow into	Writing Write a speech bubble for the Little Red Hen	
			Handwriting Curly Caterpillar Letters - c, a, o, q, g, d, e, s, f.	Handwriting Curly Caterpillar Letters - c, a, o, q, g, d, e, s, f.	Handwriting Curly Caterpillar Letters - c, a, o, q, g, d, e, s, f.	Handwriting Curly Caterpillar Letters - c, a, o, q, g, d, e, s, f.	Handwriting Curly Caterpillar Letters - c, a, o, q, g, d, e, s, f.	Handwriting Curly Caterpillar Letters - c, a, o, q, g, d, e, s, f.	
Mathematics Number Numerical Patterns		Count & subitise numbers 0-5 More/less	Compare numbers up to 5	Find different compositions of 4 and 5	Compare items by mass and capacity Use mathematical vocabulary to describe mass and capacity	To count up to 8 To recognize the numerals 0-8 To represent 6, 7 and 8 in different ways and count out the required number of objects from a larger group.	Find and make pairs Understand that a pair means 2	Combine two groups to find how many altogether	Develop fast recognition of up to 10 objects, without having to count them (subitising) and represent the numbers 1-10. Count up to 10 objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Begin to recall number bonds to 10. Verbally count beyond 10. Compare quantities of up to 10 objects using language: ‘more than’, ‘fewer than’ Understand the ‘one more/one less than’ relationship between consecutive numbers to 10. Begin to identify even numbers such as ‘pairs’. Begin to share quantities between 2 and 3 people to 10. Talk about and explore 3D shapes using information language such as: sides, corners, straight, flat, round. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes. Use appropriate vocabulary to describe time, e.g. days of the week. Identify, continue and create more complex repeating patterns. Compare length, height, weight and capacity.
Understanding the World Past and Present People, Culture and Communities	Visit to Chinese Restaurant Visit to Agricultural Museum	Children will already know how Christians celebrate Christmas and the New Year Children may have gardening and cooking	Bake Gingerbread Men and observe how the mixture changes when adding ingredients.	Use non-fiction books and the internet to find out about wolves	Learn about how Chinese people celebrate the new year and compare to how we celebrate the	Look at bridges from around the world and compare similarities and differences	Look at different types of beans and use their senses to compare similarities and differences	Find out about how farming wheat has changed over time to make bread. Understand the process of grinding wheat into flour to make bread	Compare and contrast farming in the past to present day Continue developing positive attitudes about the differences between people. Recognise some similarities and differences between life in this country and life in other countries, e.g. China Recognise some environments that are different to the one in which they live. Understand important processes, such as planting seeds, looking after plants and grinding wheat into flour when making bread.

The Natural World		experiences at home or from Nursery			new year in the UK		Learn how to grow beans		
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive		Children will have experience using collage materials and junk modelling	Design a Gingerbread Man using collage	Make a wanted poster for the wolf	Use water-colours to paint a dragon	Build a bridge for the Billy Goats using construction toys	Make the Giant's castle out of junk modelling	Make a large collage of the Little Red Hen	Develop own ideas and decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.
		Birdspotting: Cuckoo polka (3 lessons) Shake my sillies out (3 lessons)	-Take turns in singing and echoing phrases -Explore their voices by copying different bird sounds -Keeping their eyes closed, identify which individual is singing from their group	-Play Cuckoo where are you? -take turns in singing -Keep in time with the pulse -Listen carefully to a piece of music to spot the cuckoo.	-Listen to bird calls and copy them with their voices. -Listen to a piece of classical music and talk about how it makes them feel. -Respond to the music with movement. -Make some artwork about the music and dance.	-Learn the chant Jelly on a plate. -Learn about the steady beat and move to it as an individual, then through a shared action. -Learn about changing tempo (speed) through singing an action song including contrasting speeds. -Learn to sing Shake my sillies out.	-Learn how to replace action words with instrumental sounds. -Learn how to make up new lyrics about our instruments. -Play a rhythmic accompaniment on classroom percussion instruments to Shake my sillies out.	-Learn to consider the timbre (sound quality) of instruments. -Learn to choose instruments to represent different sounds. -Learn to play instruments in a performance of a story.	I can listen to music and show the beat with actions. I can enjoy moving freely and expressively to music. I can play along and create an animal sound/movement with percussion instruments. I can perform the story as a class.