

# Termly Plan

Teacher: Mrs Thompson and Miss Sharp Term: 4 Class: Little Acorns Year: 2022-23

	LOTG 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	Take the Naughty Bus on new adventures around Brook village.  Work as a team to make maps of the school grounds.	Knowledge of types of transport	<u>Naughty Bus</u> Listen to story and use talk to make up a song about the bus	<u>Naughty Bus</u> Think of a new adventure for the Naughty Bus using similar story language	<u>The Train Ride</u> Listen to story and use talk to make a map together	<u>The Train Ride</u> Use talk to discuss similarities/ differences between old and new transport	<u>Who sank the boat?</u> Discuss non-fiction texts about transport. Use talk to explain why certain shapes float or sink	<u>Easter</u> Listen to the Easter story and discuss how and why Christians celebrate Easter	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
<b>Personal, Social and Emotional Development</b>  Self-Regulation  Managing Self  Building Relationships  <b>Heartsmart:</b> Don't hold on to what's wrong!		Boris the Robot story  Class rules and routines	<u>Don't hold on to what's wrong!</u> Super friends	<u>Don't hold on to what's wrong!</u> Musical friends	<u>Don't hold on to what's wrong!</u> Listening ears	<u>Don't hold on to what's wrong!</u> Soft words, hard words	<u>Don't hold on to what's wrong!</u> If I met the Scrapman ...	<u>Don't hold on to what's wrong!</u> Grumpy frog story	Show resilience and perseverance in the face of challenge.  Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.  Build constructive and respectful relationships.
<b>Physical Development</b>  Fine Motor Skills  Gross Motor Skills.		Experimenting different ways of moving and using space	Traffic lights  To participate and play chasing games, avoiding others.	Bus drivers  To move around the hall in different ways	Move like a train!  To participate in racing games, avoiding other children and obstacles.	All aboard!  To move around the hall in different ways (vehicles)	Row, row, row your boat.  To work as part of a team in games. To develop overall body strength, coordination, balance and agility.	Helicopters  To throw and catch	Develop the foundations of a handwriting style which is fast, accurate and efficient.  Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport
<b>Literacy</b>  Word Reading  Comprehension  Writing	Make up a new Naughty Bus adventure and take photos on iPads	Phase 3, sets 8/9	<u>Phonics</u> Bug Club, Unit 10 (ar, or) Revise Irregular Words <u>Comprehension</u> Read "Naughty Bus" and	<u>Phonics</u> Bug Club, Unit 10 (ur, ow) Irregular Words: you <u>Comprehension</u> Make a new adventure for the	<u>Phonics</u> Bug Club, Unit 10/11 (oi, ear) Irregular Words: all, was <u>Comprehension</u> Read "The Train Ride" and discuss	<u>Phonics</u> Bug Club, Unit 11 (air, ure) Irregular Words: give, live <u>Comprehension</u> Make a new verse for "The Train Ride" using	<u>Phonics</u> Bug Club, Unit 11 (er) and revision on all Phase 3 sounds <u>Comprehension</u> Read "Who sank the boat?" and discuss	<u>Phonics</u> Phonics Review and Assessments <u>Comprehension</u> Read the Easter story and discuss how and why	Revision on Bug Club, Phase 3, Units 8-9  Bug Club Phase 3, Units 10-11

Handwriting			discuss events and text style	bus using similar story language	events and any new vocabulary	similar phrases and text patterns	characters, setting and events	Christians celebrate Easter	Read a few common exception words matched to school scheme. Read some letter groups that represent one sound. Re-read books to build up confidence in word reading and fluency and their understanding and enjoyment
			<b>Writing</b> Write a sentence to describe the Naughty bus adventure	<b>Writing</b> Draw and label a story map for a new adventure for the Naughty Bus	<b>Writing</b> Draw and label a map for a train ride	<b>Writing</b> Write a new verse for the Train Ride story	<b>Writing</b> Write a caption for "Who Sank the boat?" story	<b>Writing</b> Write a message inside an Easter card	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
			<b>Handwriting</b> Ladder Letters – l, l, j, t, u, y	<b>Handwriting</b> Ladder Letters – l, l, j, t, u, y	<b>Handwriting</b> Ladder Letters – l, l, j, t, u, y	<b>Handwriting</b> Ladder Letters – l, l, j, t, u, y	<b>Handwriting</b> Ladder Letters – l, l, j, t, u, y	<b>Handwriting</b> Ladder Letters – l, l, j, t, u, y	
<b>Mathematics</b>	3D shape hunt	Awareness of vocabulary such as long, short, tall	Describe and compare length and height	Recognise numerals 0-10 and count up to 10 objects	Explore the composition of numbers to 10. Automatically recall number bonds to 10	Name and describe properties of 3D shapes	Continue, copy and create repeating patterns	Begin to use the vocabulary involved in subtraction	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.
Number	Use natural materials outside to create repeating patterns	Recognise and represent numerals 0-8		Represent 9 and 10 in different ways				Explore how quantities can be distributed equally	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.
Numerical Patterns		Knows number bonds to 5		Compare quantities					
<b>Understanding the World</b>	Draw maps of immediate environment	Awareness of different types of transport in UK and perhaps on holiday abroad	Compare similarities and differences of different transport and sort into land, sea and air	Compare similarities and differences between the transport in UK and other countries.	Draw information from a simple map	Compare old and new transport.	Make plasticine float by changing its shape and discuss why this will now float.	Discuss how Christians celebrate Easter	Compare and contrast transport from the past to present day
Past and Present	Explore floating and sinking								Understand that some places are special to members of their community. Draw information from a simple map.
People, Culture and Communities									Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces, including floating and sinking.
The Natural World									
<b>Expressive Arts and Design</b>	Make a train/bus/boat using cardboard boxes, crates and tyres outside.		Use coloured wooden blocks to make a city like the one in the story	Make a Naughty Bus using junk modelling with axels and wheels.	Use printing techniques to make a train picture.	Draw a picture of what I can see out the train window using pastels	Make a boat using junk modelling or construction	Make Easter cards	Create collaboratively sharing ideas, resources and skills.. Develop storylines in their pretend play.
Creating with Materials									Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Being Imaginative and Expressive									
<b>Music</b>			Up and down: Higher and lower	Up and down: Flying up and flying down.	Up and down: Climbing up and rolling down.	Five fine bumble bees: Sing a call-and-response section and change voices to make a buzzing sound.	Five fine bumble bees: Play an accompaniment using tuned and untuned percussion.	Five fine bumble bees: Listen to classical music and respond through dance.	Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses.
			-Explore higher and lower pitches using vocal sounds - use hand actions to show a tune going up and down -sing songs with phrases that move up and down in step.	-Listen to two contrasting pieces of European classical music and talk about them. -sing the tune clearly	-make up new words and actions for a song	-Listen to music based on minibeasts and move around the space in response.	-Listen to music and explore how it can represent minibeasts.	-Respond to a piece of music through dance.	