

# Termly Plan

Teacher: Miss Sharp Term: 2 Class: Little Acorns Year: 2023-24

	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 Talking</b> 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.		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		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)	<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

Comprehension Writing Handwriting					Irregular Words: he, she, my, by				mother. Read individual letters by saying sounds for them.  Engage in extended conversations about stories, learning new vocabulary.
			<u>Comprehension</u>	<u>Comprehension</u>	<u>Comprehension</u>	<u>Comprehension</u>	<u>Comprehension</u>	<u>Comprehension</u>	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
			Read non-fiction books about firefighters and discuss	Read non-fiction books about police officers and discuss	Read non-fiction books about people who work in a hospital and discuss	Read "The Jolly Postman"  Read non-fiction books about people who deliver post and discuss	Read "A little bit of winter"  Read non-fiction books about winter	Read "A letter to Santa"  Read the Nativity story	
			<u>Writing</u>	<u>Writing</u>	<u>Writing</u>	<u>Writing</u>	<u>Writing</u>	<u>Writing</u>	Write words to describe fireworks Write about jobs that a police officer might do Write a sentence to say what real-life superhero they would be Write inside a card and post to their family Write inside a speech bubble for one of the characters in the story Write a letter to Santa
			<u>Handwriting</u>	<u>Handwriting</u>	<u>Handwriting</u>	<u>Handwriting</u>	<u>Handwriting</u>	<u>Handwriting</u>	Revise writing Phase 2 lower-case and capital letters Write lower-case and capital letters for j, v, w, x Write lower-case and capital letters for y, z, q Revise writing lower-case and capital letters for all of the alphabet Revise writing lower-case and capital letters for all of the alphabet Revise writing lower-case and capital letters for all of the alphabet
<b>Mathematics</b>  1,2,3,4,5 Circles and Triangles Shapes with 4 sides	Natural resources to represent numbers  Shape hunt	Circles, Triangles Reciting, counting, matching subitising and representing numbers to 3 Simple repeating patterns	See WhiteRose						
<b>Understanding the World</b>  Past and Present  People, Culture and Communities  The Natural World	Christmas Nativity  Forest School	May have friends or family members who are firefighters/ nurses etc.  Already know about changes of seasons from summer to autumn	History of Guy Fawkes  Explore role of a firefighter	Remembrance Day  Explore role of a police officer and soldier	Children in Need  Explore role of a nurse, doctor and paramedic	Explore role of a postal service worker	Changes of seasons (Autumn-Winter)  Ice pictures - liquids/solids	Make Christmas Chocolate shapes - explore melting and solidifying.  How do Christians celebrate Christmas?  How do other countries/cultures celebrate Christmas?	Comment on images of familiar situations in the past, e.g. Guy Fawkes Night  Recognise that people have different beliefs and celebrate special times in different ways, e.g. Christmas. Show interest in different occupations  Understand the effects of the changing seasons on the natural world around them.

