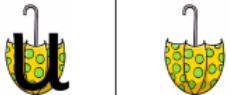








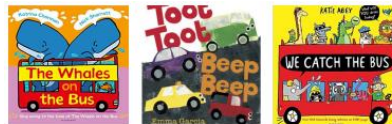
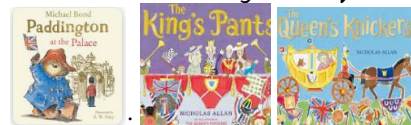

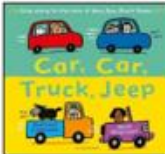



KS1 Theme: Dress to Impress

Area of Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Little Wandle Foundations: Tuning into sounds and Rhyme Time</p> <p>Tuning into sounds: (5 minutes)</p> <ul style="list-style-type: none"> • 1 x phonemic awareness activity • AND 1 x oral blending activity • Rhyme time: (5 minutes) • 1 x Rhyme time song • 1 x Rhyme time activity 	     	<p>Open your mouth wide and say u</p> <p>Show me your teeth to make a rrrr sound rrrrr</p> <p>Open your mouth and breathe out sharply h</p> <p>Put your lips together and say b as you open them b</p> <p>Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff</p> <p>Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press lllll</p>				
	<p>Miss Molly Had a Dolly</p> <p>Linked texts to doctors and nurses:</p> 	<p>One, Two, Buckle My Shoe</p> <p>Linked texts to counting:</p> 	<p>Round and Round the Garden</p> <p>Linked texts to bears:</p> 	<p>The Wheels on the Bus</p> <p>Linked texts to vehicles:</p> 	<p>Old King Cole</p> <p>Linked texts to kings and queens</p> 	<p>Review all rhymes learnt so far</p>
<p>Little Wandle Foundations: Love of Reading Texts</p>	<p>Book:</p>  <p>All through the night by Polly Faber and Harriet Hobday</p>	<p>Book:</p>  <p>Car, Car, Truck, Jeep by Katrina Charman and Nick Sharratt</p>	<p>Book:</p>  <p>Errol's Garden written by Gillian Hibbs</p>			
<p>Little Wandle Foundations for Language</p>	<p>Nursery children will learn:</p> <ul style="list-style-type: none"> • new vocabulary. • appropriate grammatical structures. • turn-taking in conversations. • to become confident communicators. <p>These skills are aligned with the communication and language focus outlined in Development Matters. Three- and four-year-olds should be learning to:</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: 'Let's go on a bus ... you sit there ... I'll be the driver.' 					

Little Wandle Reception Phonics	Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Tricky words: Review all taught so far Secure spelling	Week 2 review Phase 3: er air words with double letters longer words Tricky words: Review all taught so far Secure spelling	Week 3 words with two or more digraphs Tricky words: Review all taught so far Secure spelling	Week 4 longer words words ending in –ing compound words Tricky words: Review all taught so far Secure spelling	Week 5 longer words words with s in the middle /z/ s words ending –s words with –es at end /z/ Tricky words: Review all taught so far Secure spelling	Assessment Week
EYFS Key Texts- linked to theme/writing stimulus	Emperor's New Clothes 	Dogger 	The Rainbow Fish 	Lost in the Toy Museum 	Aliens Love Underpants 	The Easter Story 
Communication & Language: Nursery Reception	Enjoy listening to longer stories and can remember what happened.	Enjoy listening to longer stories and can remember what happened.	Sing a large repertoire of songs.	Sing a large repertoire of songs.	Understand two-part questions/instructions.	Understand two-part questions/instructions.
	I can engage in Storytime – throughout half term. I can describe events in some detail.	I can engage in Story times. Listen to and discuss the story. Talk about the characters and what happens.	I can learn new vocabulary. Link to topic vocabulary.	I can use new vocabulary throughout the day. Following on from learning new story, talk about different vocabulary.	I can retell the story once I have developed a deep familiarity with the text, some as exact repetition and some in my own words. Learn new story.	I can learn rhymes, poems and songs. Talk about and listen to ideas expressed from friends.
Reading and Writing Nursery Reception: Reading Reception: Writing	Understand page sequencing.	Understand page sequencing.	Understand that print can have different purposes.	Understand that print can have different purposes.	Form letters to represent their name.	Form letters to represent their name.
	I can read individual letters by saying the sounds for them.	I can read individual letters by saying the sounds for them.	I can read individual letters by saying the sounds for them.	I can read individual letters by saying the sounds for them.	I can read individual letters by saying the sounds for them.	I can read individual letters by saying the sounds for them.
	I can describe events in some detail.	I can read individual letters by saying the sounds for them.	I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words.	I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words.	I can represent a story using images.	I can represent a story using images.
Little Wandle Year 1 Phonics	Week 1 /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk Tricky words: once laugh	Week 2 /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* Tricky words: because eye	Week 3 /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	Week 4 /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	Week 5 /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freez	Assessment Week

<p>Year 2</p> <p>Reading and VIPERS</p>	<p>VIPERS</p> <p>The Smartest Giant in Town (fiction)</p> 	<p>VIPERS</p> <p>The Smartest Giant in Town (fiction)</p> 	<p>VIPERS</p> <p>Reading Fluency Checks</p>	<p>VIPERS</p> <p>Caterpillar Shoes (Animation)</p> 	<p>VIPERS</p> <p>Aliens Love Under Pants (fiction)</p> 	<p>VIPERS</p> <p>Aliens Love Under Pants (fiction)</p> 
<p>KS1 Key Texts- linked to theme/writing stimulus</p>	<p>Emperor's New Clothes- Setting Description</p> 	<p>Emperor's New Clothes- Setting Description</p> 	<p>Emperor's New Clothes- Persuasive Letter</p> 	<p>Emperor's New Clothes- Persuasive Letter</p> 	<p>The Easter Story- Narrative</p> 	<p>The Easter Story- Narrative</p> 
<p>Personal, Social & Emotional Development (Jigsaw):</p> <p>Healthy Me</p> <p>Nursery</p> <p>Reception</p>	<p>Settle into routines.</p> <p>I understand the difference between being healthy and less healthy, and know some ways to keep myself healthy.</p> <p>I feel good about myself when I make healthy choices.</p>	<p>Make relationships with adults and other children.</p> <p>I know how to make healthy lifestyle choices.</p> <p>I feel good about myself when I make healthy choices.</p>	<p>Play with one or more other children, extending and elaborating play.</p> <p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness.</p> <p>I know that all household products including medicines can be harmful if not used properly.</p> <p>I am special so I keep myself safe.</p>	<p>Sharing and taking turns.</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely.</p> <p>I know some ways to help myself when I feel poorly.</p>	<p>Help to find solutions to conflict and rivalry.</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe.</p> <p>I can recognise when I feel frightened and know who to ask for help.</p>	<p>Talk with others to solve conflicts.</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p>I can recognise how being healthy helps me to feel happy.</p>
<p>KS1</p>	<p>I understand the difference between being healthy and less healthy, and know some ways to keep myself healthy.</p> <p>I feel good about myself when I make healthy choices.</p>	<p>I know how to make healthy lifestyle choices.</p> <p>I feel good about myself when I make healthy choices.</p>	<p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness.</p> <p>I know that all household products including medicines can be harmful if not used properly.</p> <p>I am special so I keep myself safe.</p>	<p>I understand that medicines can help me if I feel poorly and I know how to use them safely.</p> <p>I know some ways to help myself when I feel poorly.</p>	<p>I know how to keep safe when crossing the road, and about people who can help me to stay safe.</p> <p>I can recognise when I feel frightened and know who to ask for help.</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p>I can recognise how being healthy helps me to feel happy.</p>

Physical Development (PE): Dance Nursery Reception KS1	Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.	Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.	Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.	Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.	Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.	Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.
	Combine different movements with ease and fluency.	Combine different movements with ease and fluency.	Combine different movements with ease and fluency.	Combine different movements with ease and fluency.	Combine different movements with ease and fluency.	Combine different movements with ease and fluency.
	To explore speeds and actions in our pirate-inspired dance.	To copy, remember and repeat actions that represent the theme.	To copy, repeat, create and perform actions that represent the theme.	To copy, repeat, create and perform actions that represent the theme.	To perform a pirate-themed dance.	. To evaluate a pirate-themed performance.
Mathematics: Nursery (MTC) Reception (White Rose) KS1 (White Rose supported by NCETM)	Make comparisons between objects relating to length.	Make comparisons between objects relating to length.	Make comparisons between objects relating to size.	Make comparisons between objects relating to size.	Make comparisons about time.	Make comparisons about time.
	Explore length	Compare length	Explore height	Compare height	Talk about time	Order and sequence time
	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	Length and Height	Length and Height
Understanding of the World: Nursery Reception	Recognise objects are made from different materials in their play.	Sort old and new toys.	Sort objects by their material.	Explore what we recycle in school.	Explore fabrics in the water tray.	Explore fabrics with torches.
	Recognise objects are made from different materials in their play.	Sort old and new toys.	Sort objects by their material.	Explore what we recycle in school.	Explore fabrics in the water tray.	Explore fabrics with torches.
Science Properties and Uses of Everyday Materials	What are materials?	How are materials different?	What are objects made from?	How can we sort everyday materials?	What material would be best for an umbrella?	What material would be best for curtains?
NC Links	Working scientifically: <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions Everyday Materials (YR1) <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties Uses of Everyday Materials (YR2) <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 					
History Clothes Through Time	How have boy's clothes changed in the last 100 years?	How have girl's clothes changed in the last 100 years?	Did girls really wear pyjamas to the beach?	When did fashion become important?	What did my parents used to wear?	Can I create a timeline of how clothes have changed through history?
NC Links	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 					

Computing Digital Photography: Digital Media/Cross Curricular	What devices can be used to take photographs and can you capture a digital photograph?	How do you take photographs in landscape and portrait formats and why might you use these?	What makes a good photograph?	What effect does light have on a photograph and can you experiment with different light sources?	How can photographs be changed?	How can we identify which photographs are real and which have been changed?
NC Links	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 					
RE Who is Jewish and how do they live?	Do you have any precious objects in your home?	What special objects might Jewish people have in their home?	How does the Shema help Jewish people worship God?	What is a mezuzah and how is it used?	What words would you like to have displayed in your home and why?	Who is Jewish and how do they live?
Expressive Arts & Design Nursery	Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Explore colour and colour-mixing.	Explore colour and colour-mixing.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
	Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.	Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.	Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects.		
Reception	Explore different colours of fabrics, sharing what I like.	Explore how different natural objects can create colour.	Explore inks in pens and how colours are mixed.	Create designs and talk about my ideas.	Follow instructions to create an effect.	Share what I like about my design and what I could do to make it better.
Design and Technology Fashion Show: Tie-Dye	How are clothes all different colours?	Can you use plants to colour clothes?	Do we still use plants to dye our clothes?	How do I plan a design?	Can I create my own tie-dye T-shirt?	How did my design turn out?
NC Links	Design <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world Technical knowledge <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures 					
Music Charanga Round And Round	Listen and Appraise: Round And Round by Joanna Mangona a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song Round And Round	Listen and Appraise: Livin’ La Vida Loca by Ricky Martin a. Warm-up Games b. Flexible Games (optional) c. Sing the song Round And Round d. Practise Round And Round and add instruments	Listen and Appraise: Imperial March by John Williams a. Warm-up Games b. Flexible Games (optional) c. Sing the song Round And Round d. Practise Round And Round and add instruments	Listen and Appraise: It Had Better Be Tonight by Michael Bublé a. Warm-up Games b. Flexible Games (optional) c. Sing the song Round And Round d. Improvise Round And Round with instruments	Listen and Appraise: Why Don’t You by Gramophonedzie a. Warm-up Games b. Flexible Games (optional) c. Sing the song Round And Round d. Improvise Round And Round with instruments	Listen and Appraise: Oye Como Va by Santana a. Warm-up Games b. Flexible Games (optional) c. Sing the song Round And Round d. Perform the song Round And Round
NC Links	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music 					