

	Autumn term 1	Autumn Term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Theme	Inside outside	Knowing yourself	Telling a tale	Sowing a seed	Strength of mind	Family and friends
Book study	Book 1-Where the wild things are Book 2- Bringing the rain back to Kapiti Plains	I am Henry Finch Halibut Jackson	The magic paintbrush Little Red	The tiny seed I will not ever	Hairy Mclary The night pirates	So Much Oi frog
Written outcomes	Book 1 - Labels, captions, oral re- telling, developing a new character Book 2- Labels and captions, re- tellings, simple explanations	Book 1- Timetables, thought- bubbles, lists, commands, letters of advice Book 2-Signs and labels, captions, invitations, thought bubbles, advertisements, letters of advice	Book 1- Thought bubbles, labels, oral re-telling, writing in role, thank you letters Book 2-Labels, notes of advice, adverts	Book 1 Labels and captions, advice, re-telling, writing in role, narrative, letter Book 2 Statements, writing in role, shopping lists	Book 1- Character description, writing in role, letters, leaflets Book 2- Writing in role, letters, labels and captions	Book 1- Past tense sentences, writing in role, performance/ narrative poetry Book 2- Rhyming flip-books, questions, captions and labels
Extended outcomes	Book 1- Own version 'wild thing' narrative Book 2- Tourist information leaflet	Book 1- Guidebook - How to Think Book 2 Narrative sequel	Book 1- Own version 'overcoming' tale Book 2-Alternative character version	Book 1- Advice leaflet Book 2-Own story about a fussy eater	Book 1- Alternative version narrative Book 2- 'How to be a pirate' guide	Book 1 Own 'So Much' narrative poem Own version rhyming narrative
Visit/visitors	Visit to a cave	talk from inspiring person.	Watch a pantomime or Invite a story teller to visit school	Visit Bakewell/Buxton grocery shop and garden centre. Chatsworth gardens and garden centre	Team work activities at adventure centre- Lee Green/ Whitehall. Visit a wildlife centre.	Visit from a pet owner.
Phonics See early reading document for detailed information	Sounds covered s, a, t, p i, n, m, d g, o, c, k	Sounds covered ck, e, u r, h b, f-, -ff, l-, -ll, -ss	Sounds covered Consolidation and assessment	Sounds covered ai, ee, igh oa, oi, oo, oo, ow,	Sounds covered ar, er, or, ur, air, ear, ure	L&S Phase 4 – adjacent consonant words a-e, o-e, i-e, u-e
Maths	Number and place value - numbers to five Addition and subtraction- sorting into groups	Number and place value- comparing groups (comparing quantities of identical objects, comparing quantities of non identical objects) Addition and subtraction- change within 5 (one more, one less) Measurement- time (my day)	Addition and subtraction- numbers to 5 (number binds to 5) Number and place value - Numbers to 10 (counting to 6,7and 8, counting to 9 and 10)	Addition and subtraction - addition to 10 (combining two groups to find a whole, number binds to 10- ten frame, number bonds to 10 - part whole model) Geometry- shape and space (spatial awareness, 3-D shapes, 2-D shapes)	Geometry- Exploring patterns (making simple patterns, exploring complex patterns) Addition and subtraction - counting on and back (adding by counting on, taking away and by counting back) Number and place value- Numbers to 20 (counting to 20)	Multiplication and Division - Numerical patterns (doubling, halving and sharing , odds and evens) Measurement - Measure (length, height and distance, weight, capacity)
Areas of learning covered throughout each unit at the end of this document.						
outline of continuous provision activities linked with the theme/ book study units						

<p>Book 1 continuous provision</p> <p>At the writing table, provide cut-outs of Sam's sack and let the children draw and label objects that belong in the sack. Ensure that the grapheme 's' is clearly displayed.</p> <p>Hide objects in the sand- tray that begin with 's' and objects that don't. Can the children find the items that the Wild Thing hid? Continue for new objects to fit with newly taught phonemes.</p> <p>Set up the role- play/home corner as Wild Land and create a forest/jungle effect by hanging some lengths of ribbon/old stuffed tights/strips of crepe paper to give the effect of vines. Include horns, ears, paws, tails etc. so that the children can dress up.</p> <p>Extend the rumpus to the outdoor area where you have set up 'Wild Things Gym'/trim trail so that they can also do hopping, balancing and climbing.</p> <p>Have some signage up e.g. No biting, no growling, no scratching! Leave clipboards and stopwatches outside so that you can incorporate some maths and some developmental writing of numbers (these need to be displayed) - children can be in role as Personal Wild Thing trainers and create tallies of how many reps the other Wild Things do at each station/circuit!</p> <p>Children make Wild Thing masks using scissors, glue, wool, paper etc. This needs to be done by session 7. These masks become new wild thing characters who will appear in the children's own version narrative towards the end of the sequence.</p> <p>Keep the laminated Wild Things out for the children to continue the game of hide and seek. Other adults supporting children in their play could ask the children questions such as Is it in the bag? And so on</p> <p>Have small-world animals that are featured in the story and create a habitat for them with moss/grass and some water etc. Make binoculars out of tubes and provide the children with large animal cut-outs of old bits of cardboard boxes - children paint these over the next couple of days</p>	<p>Book 1 continuous provision</p> <p>Continue with fingerprint painting; talk to the children about how your fingerprint is unique to you - only you have those markings</p> <p>Let the children draw and write timetables for their own day - what do they usually do in the morning, afternoon, evening, at night?</p> <p>Set up the role-play area as a Thinking Zone where you have a chair/soft cushions, a 'thinking branch (a nice, smooth stick to hold whilst thinking), some relaxing music playing and some fairy lights.</p> <p>Continue to build on reading of the tricky words: to, the, no, go, I and into and support the children in beginning to write these.</p> <p>Continue to use and develop the Thinking Zone</p> <p>Leave the graphemes and phoneme frames out so that the children can continue to experiment with word- building independently</p> <p>Let children explore reading and writing other words with the digraph /qu/.</p>	<p>Book 1 continuous provision</p> <p>Set up a sand tray with sticks to draw the things that Shen drew in the sand. Take pictures of the sand- pictures children draw. These can be used later on in the sequence.</p> <p>et children re-run the labeling and sorting activity independently.</p> <p>Have playdough/salt dough and cutters so that the children can make pretend cookies for the party.</p> <p>Supply the children with a range of materials such as bits of fun-fur fabric, tissue paper, foil and so on and create a whole class collage- monster in sections.</p> <p>Label and display. Leave the fancy dress things out so that the children can choose to create new monsters</p> <p>Fancy dress and monster collage to be still available as part of continuous provision.</p>	<p>Book 1 continuous provision</p> <p>If you have a garden area in the school or nearby then visit this and investigate the different plants.</p> <p>Which are weeds? which aren't? Which plants look like they've been put there by a human? Which ones look as if they've just decided to grow there?</p> <p>Take care of the plants that you have in the school grounds. Talk about what the plants need.</p> <p>In the role-play area, set up a garden centre shop with books about plant-care, packets of seeds for sale, pots ...maybe even a tea- shop!</p> <p>Make observations of the plants - ones that you planted ahead of the sequence and of anything that's happened to any of the seeds that the children planted in session 1.</p> <p>Count the number of leaves if relevant. Measure the height of the shoots - use arbitrary units of measure such as pencil-lengths.</p> <p>Have a classification and identification activity set up where children are to match seed to plant. Having real seeds and plants would be most effective.</p> <p>You could extend this activity to creating a game with the children where they draw and label the seed and plant on separate cards and then have a friend try to match them.</p> <p>Set up role-play area as a greengrocers'. Engage children in creating labels and signage for all of the items. Link to maths by labeling for price/quantity.</p> <p>Small groups could also make soup/fruit salad and the use of knives and other utensils would support fine-motor development.</p>	<p>Book 1 continuous provision</p> <p>Extend to an on-site vet's treatment room with play set of medical equipment, white coats etc.</p> <p>Leave the match the mutt card-game out for the children to access independently.</p> <p>Leave the match the mutt card-game out for the children to access independently.</p> <p>To support the children's understanding of the story structure, make little puppets using cut- outs of the characters, laminated and stuck onto lolly-sticks. Let the children use these independently to re-tell the story.</p> <p>Continue to support and observe children's play in the animal shelter role-play area.</p> <p>Provide a range of books about cats and, if possible, invite a colleague who has a pet cat to come and give a very short talk about their cat - its needs, routines, habits etc.</p> <p>Have the CBeebies game that accompanies the My Pet and Me Series available for the children to play on a computer or tablet. http://www.bbc.co.uk/cbeebies/games/my-pet-and-me-game</p> <p>Let the children access this new set of lolly- stick puppets independently.</p>	<p>Book 1 continuous provision</p> <p>Source and display a range of texts about families that play together and seem to have fun together for the children to independently access.</p> <p>Set up the role-play area as a home-corner with a cot and maybe some signage such as 'Home Sweet Home' It would be great if you could include a traditional-looking teddy bear, some books, family photos, playing cards etc.</p> <p>Continue to support the children's independent play in the home-corner by encouraging them to take on family roles.</p> <p>Leave the illustrations and verb cards out so that the children can independently access these.</p> <p>Set up the role-play area ready for a different sort of celebration - a religious festival. It could be for Eid, it could be for a Baptism, it could be for Hannukah etc.</p> <p>It would be great if the children could read their stories either to another class or to the special people in their life during an open reading morning.</p>
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<p>Book 2 continuous provision Set up The Kapiti Plain Tourist Information Office in the role-play area - include props like leaflets, maps, photos etc. that, as far as possible, represent Kenya and include phone, brochures etc.</p> <p>This is to run throughout this two-week sequence and will play a part in developing the ideas of the children as they work toward their extend</p> <p>Have small-world animals that are featured in the story and create a habitat for them with moss/grass and some water etc.</p> <p>Make binoculars out of tubes and provide the children with large animal cut-outs of old bits of cardboard boxes - children paint these over the next couple of days.ed outcome.</p> <p>Let children continue to take groups of tourists around the plain, this time using any maps that have been created.</p> <p>Leave the animal-sort resources out for the children to independently access so that they can re-run the activity.</p> <p>Continue and complete Letters and Sounds phase 2 over the next few days so that b, f-, -ff, l-, -ll, -ss have been covered by the end of this sequence.</p>	<p>Book 2 continuous provision</p> <p>shop to remain set up for free-play; provide the children with blank labels and felt-tips so that they can add to the signs independently; extend to maths and label with prices.</p> <p>LINKS: dressing independently; materials; celebrations from a range of cultures; RE - outfits pertaining to religious festivals</p> <p>Set up the painting area as a sign-maker's shop. Let the children create signs using the labels modelled in the focus activity e.g. Suits for the rich.</p> <p>Children to create scenes depicting where he went for the whole-class story on Cod Benson e.g. swimming pool, zoo, café.</p>	<p>Book 2 continuous provision</p> <p>Help the children set up the role-play area as The Belch Inn. Provide them with grey sugar paper to create signage to make it look a bit aged and see if you can find some metal tankards.</p> <p>It would also be wonderful if you could get hold of at least one earthenware keg like the one in the story.</p> <p>Have some play food and let the children devise menus themed around different colours. It would also be brilliant if you could get some costumes that are in keeping with the 18th Century.</p> <p>Link to maths by providing a cash register and some coins.</p> <p>Support children who need encouragement to tell each other stories about adventures while they sit in the Belch Inn. Extended to other 'threats' such as bears.</p> <p>Provide the children with puppets that you've made - one for Little Red, one for the wolf and one for grandma as well as laminated ginger beer keg cut-outs etc. so that the children can re-tell the story independently.</p> <p>Write recipes for Banana Berry Burst and invent other drinks too -these can all be added to a menu for The Pop Inn.</p> <p>Provide the children with puppets that you've made - one for little red, one for the wolf and one for grandma as well as laminated ginger beer keg cut outs etc. so that the children can re-tell the story independently.</p> <p>Revisiting the idea from the original 'Little Red' text, encourage the children to tell their stories of how they overcame a bear to the other visitors of The Pop Inn.</p>	<p>Book 2 continuous provision</p> <p>Begin transforming the role-play area into a grocery store so that it sells a range of foods and not just fruit and veg. Children could bring in empty packets, boxes and bottles and help categorise these.</p> <p>It would be useful if, over the next couple of days, small groups of children could visit a grocery shop or supermarket to conduct some research into what's sold and if anything there could be something else, as in the story.</p> <p>Find out about others in class/ parallel class/ at home and what they will not ever never eat.</p> <p>Make available other stories where the characters are fussy eaters e.g. Oliver's Vegetables by Vivian French.</p>	<p>Book 2 continuous provision</p> <p>Have the sand tray set up with strings attached horizontally and vertically to create a grid. Let children dig for treasure and record on a map with a grid which square they found the treasure in. Children could also mark on copies of the map where they have buried treasure and other children could hunt for it.</p> <p>Today, hide in the sand laminated word cards of the opposites from the text (or deriving from the text) so that the children can dig for pairs: up, down, high, low, loud, quiet Create collages using graph paper and other types of paper.</p> <p>et up an area either in or outside the class to become a pirate ship. Try and have something as a mast & something that could be a sail.</p> <p>Let children continue to take groups of tourists around the plain, this time using any maps that have been created.</p> <p>Continue to create collage ships that could be used as their own pirate ship as part of their pirate guide (collage pictures could be scanned and reduced so that they fit into the leaflet that the children will write)</p> <p>Children can continue to access what has been available throughout the sequence as well as any pirate-related tangents that may have developed. Ensure that you make a range of non-fiction books that contain examples of instructional and 'how to' types of writing.</p>	<p>Book 2 continuous provision</p> <p>Kim's Game - where you place some of the animals/objects (keep them in their pairs) on a tray, then under a blanket remove an object or animal and then reveal what remains...can children say which animal/object is missing? If they can 'noun' the snake then they will perhaps realize that it is the cake that has been taken away.</p> <p>Make a link to maths and create a Rhyme Shop: provide the children with blank cards to create a name label with a price for each item, encouraging children to use graphemes that they have been taught.</p> <p>Share new character pairs with each other. Where appropriate, children peer-check spellings of the animals and corresponding nouns by applying knowledge of GPCs.</p> <p>Forgetful Froggy Bring Frog back into the class (teacher then children in role-can wear mask again!). Froggy asks the children questions again but this time they have to select the correct caption by word reading and then pluralise using -s or -es.</p> <p>Share the children's ideas orally like so: My animal is a bat. Encourage the children to ask each other questions e.g. What does your animal sit on?</p>
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	Making relationships:																
	Children play co-operatively, taking turns with others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
	Children take account of one another's ideas about how to organise their activity.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
	Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
FIC.L	Reading																
	Children read and understand simple sentences.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
	Children use phonic knowledge to decode regular words and read them aloud accurately.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
	Children also read some common irregular words.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
	Children demonstrate understanding when talking with others about what they have read.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
	Writing																
	Children use their phonic knowledge to write words in ways which match their spoken sounds.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
	Children also write some irregular common words.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
Children write simple sentences which can be read by themselves and others.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓			
Some words are spelt correctly and others are phonetically plausible.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓			
FIC.L the w	People and communities																
	Children talk about past and present events in their own lives and in the lives of family members.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
	Children know that other children don't always enjoy the same things, and are sensitive to this.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
	Children know about similarities and differences between themselves and others, and among families, communities and traditions.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
	The world																
	Children know about similarities and differences in relation to places, objects, materials and living things.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
Children talk about the features of their own immediate environment and how environments might vary from one another.	✓		✓		✓							✓	✓	✓			
E& Des FIC.	Exploring and using media and materials																
	Children sing songs, make music and dance, and experiment with ways of changing them.	✓		✓						✓							
	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
	Being imaginative																
	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.			✓				✓		✓	✓						
Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓			