

ASHTON WEST END PRIMARY AND NURSERY SCHOOL
Foundation Stage Half Termly Planner.
Class RP RW/J Reception

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>TBAT show sensitivity to other's needs and feelings, and form positive relationships with adults and other children. TBAT be confident to try new activities and say why they like some activities more than others. TBAT talk about how they and others show feelings, TBAT work as part of a group or class, and understand and follow the rules.</p> <p>Circle – Talk about feelings of people in pictures and why they think they feel that way.</p> <p>Listen to stories about characters showing kindness to others.</p> <p>On technology hunt around school follow the school rules and show respect for people working.</p> <p>Linked to CL, UW, EAD Key skills – taking turns, exploring new things, experimenting, speaking and listening, confidence.</p>	<p>TBAT show sensitivity to other's needs and feelings, and form positive relationships with adults and other children. TBAT be confident to try new activities, and say why they like some activities more than others. TBAT adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Pretend to be in school a hundred years ago. Would you like it? What would you like/ dislike? Do you think the children would have enjoyed going to school?</p> <p>Try some activities from the past. What did you like/ dislike? Why?</p> <p>Circle – Share likes about school in present.</p> <p>Linked to CL, UW, EAD Key skills – taking turns, exploring new things, experimenting, speaking and listening, confidence.</p>	<p>TBAT show sensitivity to other's needs and feelings and form positive relationships with adults and other children. TBAT speak in a familiar group about their ideas. TBAT talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.</p> <p>Talk about the behaviours of the characters in the book 'The Jolly Postman'. Why was Goldilocks sorry? Should she be sorry? Why is the postman scared of the witch? Is the wolf good or bad?</p> <p>Circle – Show a simple picture of a character/ monster looking and explain it is a bad character. The ch need to say a sentence to describe it. If they say a physical feature, then draw it on the character. Scribe any bad things they say it has done.</p> <p>Linked to CL, UW, EAD Key skills – taking turns, exploring new things, experimenting, speaking and listening, confidence.</p>	<p>TBAT play co-operatively, taking turns with others. TBAT take account of one another's ideas about how to organise their activity. TBAT speak in a familiar group about their ideas. TBAT choose the resources they need for their chosen activities. TBAT say when they do or don't need help. TBAT talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.</p> <p>Work in pairs and small groups to make emergency vehicles.</p> <p>Take on roles of police, fire fighters and ambulance crew to rescue others.</p> <p>Talk about the character of Burglar Bill. Is he a good character? What does he do wrong?</p> <p>Circle – Say a sentence about how to keep safe.</p> <p>Linked to CL, PD, UW, EAD Key skills – taking turns, exploring new things, experimenting, speaking and listening, confidence.</p>	<p>TBAT play co-operatively, taking turns with others. TBAT take account of one another's ideas about how to organise their activity. TBAT be confident to try new activities and say why they like some activities more than others. TBAT speak in a familiar group about their ideas. TBAT choose the resources they need for their chosen activities. TBAT work as part of a group or class and understand and follow the rules.</p> <p>In PD work with a partner and small groups to decide on exercise moves, i.e. ways to move, dance, games such as chase. Make sure everyone gets a fair turn to be on or choose the moves etc.</p> <p>Circle – Say a sentence about how to keep healthy.</p> <p>Linked to CL, UW, EAD Key skills – taking turns, exploring new things, experimenting, speaking and listening, confidence.</p>	<p>TBAT show sensitivity to other's needs and feelings and form positive relationships with adults and other children. TBAT be confident to try new activities, and say why they like some activities more than others. TBAT speak in a familiar group about their ideas. TBAT talk about how they and others show feelings,</p> <p>Share books about visiting the dentist or doctors, such as Charley and the Wobbly tooth (Maisy series) Why do people feel nervous. What would we say to make them feel better?</p> <p>Circle – What job would you like to do when you grow up?</p> <p>Linked to CL, UW, EAD Key skills – taking turns, exploring new things, experimenting, speaking and listening, confidence.</p>

COMMUNICATION AND LANGUAGE DEVELOPMENT	<p>Learning objectives TBAT listen attentively in a range of situations. TBAT listen to stories anticipating key events and respond to what they hear with relevant comments, questions or actions. TBAT give their attention to what others say and respond appropriately, while engaged in another activity. TBAT follow instructions involving several ideas or actions. TBAT answer 'how' and 'why' questions about their experiences and in response to stories or events. TBAT express themselves effectively, showing awareness of listeners' needs. TBAT use past, present and future forms accurately when talking about events that have happened or are to happen in the future. TBAT develop their own narratives and explanations by connecting ideas or events.</p> <p>Children share their holiday news. We will encourage children to use some new vocabulary and speak in clear sentences. Children will be encouraged to respond to what they hear. Children to answer how and why questions about what they did during the holiday. Children will listen to a story called Teddy's adventures. Children to recount and sequence the events in order.</p> <p>Linked to L, PSE, UW, EAD (Role play) Key skills – questioning, listening, speaking, recalling, retelling</p>	<p>Learning objectives TBAT listen attentively in a range of situations. TBAT listen to stories anticipating key events and respond to what they hear with relevant comments, questions or actions. TBAT give their attention to what others say and respond appropriately, while engaged in another activity. TBAT follow instructions involving several ideas or actions. TBAT answer 'how' and 'why' questions about their experiences and in response to stories or events. TBAT express themselves effectively, showing awareness of listeners' needs. TBAT use past, present and future forms accurately when talking about events that have happened or are to happen in the future. TBAT develop their own narratives and explanations by connecting ideas or events.</p> <p>Children to answer how and why questions about the story. Children to recount and sequence the events of elements of the story in order. Children to ask 'why' and 'how' questions to members of the staff who take on different roles in school.</p> <p>Linked to L, PSE, UW, EAD (Role play) Key skills – questioning, listening, speaking, recalling, retelling.</p>	<p>Learning objectives TBAT listen attentively in a range of situations. TBAT listen to stories anticipating key events and respond to what they hear with relevant comments, questions or actions. TBAT give their attention to what others say and respond appropriately, while engaged in another activity. TBAT follow instructions involving several ideas or actions. TBAT answer 'how' and 'why' questions about their experiences and in response to stories or events. TBAT express themselves effectively, showing awareness of listeners' needs. TBAT use past, present and future forms accurately when talking about events that have happened or are to happen in the future. TBAT develop their own narratives and explanations by connecting ideas or events.</p> <p>Children to talk about what they see during their walk of the local environment.</p> <p>Children to follow a set of instruction during the walk of the local environment, for e.g. 'Look ahead of you, what can you see, then 'look behind you, what do you notice?</p> <p>Linked to L, PSE, UW, EAD (Role play) Key skills – questioning, listening, speaking, recalling, retelling.</p>	<p>Learning objectives TBAT listen attentively in a range of situations. TBAT listen to stories anticipating key events and respond to what they hear with relevant comments, questions or actions. TBAT give their attention to what others say and respond appropriately, while engaged in another activity. TBAT follow instructions involving several ideas or actions. TBAT answer 'how' and 'why' questions about their experiences and in response to stories or events. TBAT express themselves effectively, showing awareness of listeners' needs. TBAT use past, present and future forms accurately when talking about events that have happened or are to happen in the future. TBAT develop their own narratives and explanations by connecting ideas or events. Share and respond to nonfiction books linked to the topic of the emergency services. Children to answer how and why questions about the non-fiction text. Respond to the text with relevant comments. Discuss their ideas and thoughts about Burglar Bill. Children to listen and respond to ideas expressed by others in conversation or discussion. Take on the roles from Burglar Bill. Can they introduce a storyline or narrative from the story into their play?</p> <p>Linked to L, PSE, UW, EAD (Role play) Key skills – questioning, listening, speaking, recalling, retelling.</p>	<p>Learning objectives TBAT listen attentively in a range of situations. TBAT listen to stories anticipating key events and respond to what they hear with relevant comments, questions or actions. TBAT give their attention to what others say and respond appropriately, while engaged in another activity. TBAT follow instructions involving several ideas or actions. TBAT answer 'how' and 'why' questions about their experiences and in response to stories or events. TBAT express themselves effectively, showing awareness of listeners' needs. TBAT use past, present and future forms accurately when talking about events that have happened or are to happen in the future. TBAT develop their own narratives and explanations by connecting ideas or events.</p> <p>Encourage children to explain the importance of keeping healthy. Children to take on roles in the doctor's surgery. Share a story about a nurse or health worker, encourage children to then introduce a storyline or narrative from the story into their play.</p> <p>Listen to stories about healthcare or someone being ill. Follow a story without pictures or props.</p> <p>Linked to L, PSE, UW, EAD (Role play) Key skills – questioning, listening, speaking, recalling, retelling.</p>	<p>Learning objectives TBAT listen attentively in a range of situations. TBAT listen to stories anticipating key events and respond to what they hear with relevant comments, questions or actions. TBAT give their attention to what others say and respond appropriately, while engaged in another activity. TBAT follow instructions involving several ideas or actions. 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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PHYSICAL DEVELOPMENT</p>	<p>TBAT show good control and coordination in large and small movements. TBAT move confidently in a range of ways, safely negotiating space. TBAT handle equipment and tools effectively, including pencils for writing.</p> <p>Remind ch of the safety rules on the climbing equipment. Ch to show climbing and balancing skills.</p> <p>Handwriting – Teach forming capital letters and continue to work on forming lower case letters correctly.</p> <p>Practise forming numbers and letters by tracing and copying.</p> <p>Draw in chalk</p> <p>Linked to L, UW, CL Key Skills – fine motor, gross motor, dancing, balancing, co-ordination.</p>	<p>TBAT show good control and coordination in large and small movements. TBAT move confidently in a range of ways, safely negotiating space. TBAT handle equipment and tools effectively, including pencils for writing.</p> <p>Try some activities that children in the past would have played in school. Remind ch of hopscotch from Toys topic. Try marching. Try balancing and controlling hoops.</p> <p>Handwriting – Teach forming capital letters and continue to work on forming lower case letters correctly.</p> <p>Practise forming numbers and letters by tracing and copying, especially in chalk.</p> <p>Explain that schools teach PE because physical exercise is very important to keep our bodies healthy. Even in the past PE was very important.</p> <p>Linked to L, EAD, UW, CL Key Skills – fine motor, gross motor, dancing, balancing, co-ordination.</p>	<p>TBAT show good control and coordination in large and small movements. TBAT move confidently in a range of ways, safely negotiating space. TBAT handle equipment and tools effectively, including pencils for writing. TBAT know the importance for good health of physical exercise,</p> <p>Actions involving jobs in the local area such as pretending to climb a ladder as a window cleaner, carrying a heavy bag of mail, delivering parcels, etc Play version of ship game using these actions.</p> <p>Remind the children that physical exercise is very important to keep us healthy. Ask the children about places in the local area to go to keep fit i.e. swimming pool, Sky High, Gym, park.</p> <p>Handwriting – Teach forming capital letters and continue to work on forming lower case letters correctly.</p> <p>Practise forming numbers and letters by tracing and copying,</p> <p>Linked to L, EAD, UW, CL Key Skills – fine motor, gross motor, dancing, balancing, co-ordination.</p>	<p>TBAT show good control and coordination in large and small movements. TBAT move confidently in a range of ways, safely negotiating space. TBAT handle equipment and tools effectively, including pencils for writing. TBAT talk about ways to keep healthy and safe.</p> <p>Talk about people who help us keep safe. (Police, fire, ambulance,) How can we look after ourselves to keep safe? i.e. looking when we cross a road, not talking to strangers, making sure a grown up knows where you are, not playing with matches, not climbing too high or on unsafe things.</p> <p>Actions involving emergency services jobs in the local area such as pretending drive an ambulance fast, catching a robber, putting out a fire. Make sure negotiating space.</p> <p>Handwriting – Teach forming capital letters and continue to work on forming lower case letters correctly.</p> <p>Linked to L, UW, CL, EAD Key Skills – fine motor, gross motor, dancing, balancing, co-ordination.</p>	<p>TBAT show good control and coordination in large and small movements. TBAT move confidently in a range of ways, safely negotiating space. TBAT handle equipment and tools effectively, including pencils for writing. TBAT know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy. TBAT manage their own basic hygiene and personal needs successfully, including dressing.</p> <p>Talk about people who help us keep healthy. How can we look after ourselves to keep healthy? Eating healthy food, exercising, washing bodies, hair, clothes, teeth.</p> <p>In PD work with a partner and small groups to decide on exercise moves, i.e. ways to move, dance, games such as chase. Make sure everyone gets a fair turn to be on or choose the moves etc.</p> <p>Handwriting – Teach forming capital letters and continue to work on forming lower case letters correctly.</p> <p>Linked to L, UW, CL, PSE, Key Skills – fine motor, gross motor, dancing, balancing, co-ordination.</p>	<p>TBAT show good control and coordination in large and small movements. TBAT move confidently in a range of ways, safely negotiating space. TBAT handle equipment and tools effectively, including pencils for writing. TBAT know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy. TBAT manage their own basic hygiene and personal needs successfully, including dressing.</p> <p>Continue to talk about people who help us keep healthy. How can we look after ourselves to keep healthy? Eating healthy food, exercising, washing bodies, hair, clothes, teeth.</p> <p>Remind ch of the safety rules on the climbing equipment. Ch to show climbing and balancing skills.</p> <p>Handwriting – Teach forming capital letters and continue to work on forming lower case letters correctly.</p> <p>Linked to L, EAD, UW, CL Key Skills – fine motor, gross motor, dancing, balancing, co-ordination.</p>
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LITERACY	<p>Teddy Adventures TBAT read and understand simple sentences. TBAT use phonic knowledge to decode regular words and read them aloud accurately. TBAT read some common irregular words. TBAT demonstrate understanding when talking with others about what they have read. TBAT use their phonic knowledge to write words in ways that match their spoken sounds. TBAT write some irregular common words. TBAT write simple sentences which can be read by themselves and others with some words spelt correctly and others are phonetically plausible.</p> <p>News – Talk about Teddy Adventures. Ask the children about what they did over the holiday. Children to independently write about what the children Children to write their news. Matching sentences to pictures Daily guided reading</p> <p>Linked to UW, CL, PD, PSE Key Skills – reading, comprehension, writing, composition.</p>	<p>Jolly Postman Non-fiction - School TBAT read and understand simple sentences. TBAT use phonic knowledge to decode regular words and read them aloud accurately. TBAT read some common irregular words. TBAT demonstrate understanding when talking with others about what they have read. TBAT use their phonic knowledge to write words in ways that match their spoken sounds. TBAT write some irregular common words. TBAT write simple sentences which can be read by themselves and others with some words spelt correctly and others are phonetically plausible.</p> <p>Write about the different characters who receive a letter.</p> <p>Listen to the story ‘The Jolly Postman’. Share some of the letters the characters receive. I-Write letters to post in Post-box for ‘The Jolly Postman’ to deliver. Children to read the sentences about people who help us? can the children match it to the person within the outdoor setting. Ensure children are using phonics and blend the sounds together to read.</p> <p>Children to use a variety of different writing frames and envelopes in independent writing.</p>	<p>Jolly Postman TBAT read and understand simple sentences. TBAT use phonic knowledge to decode regular words and read them aloud accurately. TBAT read some common irregular words. TBAT demonstrate understanding when talking with others about what they have read. TBAT use their phonic knowledge to write words in ways that match their spoken sounds. TBAT write some irregular common words. TBAT write simple sentences which can be read by themselves and others with some words spelt correctly and others are phonetically plausible</p> <p>Sequence sentences to match with the pictures. Discuss the letters that were written in the story. Independently write a letter to one of the characters.</p> <p>Open a letter that one of the characters have written. Look at the process they went through to write the letter including putting a stamp on the envelope etc. Follow this by writing instructions for writing a letter.</p> <p>Daily guided reading</p> <p>Linked to UW, CL, PD, PSE Key Skills – reading, comprehension, writing,</p>	<p>Burglar Bill Non-Fiction - Firefighters TBAT read and understand simple sentences. TBAT use phonic knowledge to decode regular words and read them aloud accurately. TBAT read some common irregular words. TBAT demonstrate understanding when talking with others about what they have read. TBAT use their phonic knowledge to write words in ways that match their spoken sounds. TBAT write some irregular common words. TBAT write simple sentences which can be read by themselves and others with some words spelt correctly and others are phonetically plausible.</p> <p>Share the story Burglar Bill. Talk about key points in the story. Use questions to find out more about the story. Write a recount of the story. Talk about the importance of having the police to look after the community. Share the nonfiction book Firefighters. Discuss the format of a nonfiction book. Talk about retrieving information from a nonfiction text. What can they see? Talk about the photographs and the contents page etc. Make their own class book on the work of the firefighter.</p> <p>Children to make models or pictures of firefighters and label them.</p>	<p>Superworm Non-fiction – Keeping fit Espresso - Doctors TBAT read and understand simple sentences. TBAT use phonic knowledge to decode regular words and read them aloud accurately. TBAT read some common irregular words. TBAT demonstrate understanding when talking with others about what they have read. TBAT use their phonic knowledge to write words in ways that match their spoken sounds. TBAT write some irregular common words. TBAT write simple sentences which can be read by themselves and others with some words spelt correctly and others are phonetically plausible.</p> <p>Share the story of Superworm. He is a hero. Which superheroes in the emergency services help us. Share non fiction texts to find out more about people who work in the health service. Including doctors. Tell the children that the puppet is not feeling well. Talk about a time when they have not felt well and they had to see the nurse or the doctor. Share the story from Reasons for writing about the doctor- Write about the child going to the doctors or their own experience of going to the doctors. -Extend write about the work of a doctor or nurse.</p>	<p>Superworm Non-fiction – Keeping fit Espresso - Doctors TBAT read and understand simple sentences. TBAT use phonic knowledge to decode regular words and read them aloud accurately. TBAT read some common irregular words. TBAT demonstrate understanding when talking with others about what they have read. TBAT use their phonic knowledge to write words in ways that match their spoken sounds. TBAT write some irregular common words. TBAT write simple sentences which can be read by themselves and others with some words spelt correctly and others are phonetically plausible.</p> <p>Recap on the work of the doctors. How can we keep ourselves healthy? Share the nonfiction book Keeping fit. Write a poster about different ways to keep fit and healthy for the doctors surgery.-Extend share the non fiction book about the dentist-Why is it important to look after your teeth? -Make a poster about looking after teeth for the doctors surgery. Continue to share and recap on superworm. Which superhero would you be?..a doctor, a nurse, a dentist or other.</p> <p>Linked to UW, CL, PD, PSE Key Skills – reading,</p>
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		Daily guided reading Linked to UW, CL, PD, PSE Key Skills – reading, comprehension, writing, composition.	composition.	Act out the role of the fire and police officers and issue parking tickets etc. Linked to UW, CL, PD, PSE Key Skills – reading, comprehension, writing, composition.	Take on roles in the doctors surgery. Write prescriptions etc Linked to UW, CL, PD, PSE Key Skills – reading, comprehension, writing, composition.	comprehension, writing, composition.
MATHEMATICS	<p>TBAT count reliably with numbers from one to 20. TBAT say one more or one less than a given number to 20. TBAT solve problems including halving and sharing. TBAT use everyday language to talk about capacity, to compare quantities and objects and to solve problems.</p> <p>MO Say one more, one less than a given number.</p> <p>Halving – The bears are visiting the local area. Half visit one and half another. How many go to each?</p> <p>Capacity – Solve problems relating to capacity in sand, water and using cubes and containers.</p> <p>Linked to UW, EAD, CL. Key skills – counting, halving, using capacity vocab, problem solving.</p>	<p>TBAT count reliably with numbers from one to 20. TBAT order numerals 1 to 20. TBAT solve problems including sharing. TBAT use everyday language to talk about position, distance, to compare quantities and objects and to solve problems.</p> <p>Look at a map of the local area on squared paper. Plot where buildings are. Measure the distance by counting the squares. Talk about the position of the buildings such as what is in front of the school? Etc.</p> <p>Sharing different amounts. Extend for exceeding to counting in 2's, 5's and 10's.</p> <p>Linked to UW, EAD, CL. Key skills – counting, subtracting, problem solving.</p>	<p>TBAT count reliably with numbers from one to 20. TBAT use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer. TBAT use everyday language to talk about money to compare quantities and objects and to solve problems. TBAT recognise, create and describe patterns. TBAT explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Compare values of coins. Use different coins to make different amounts Add and subtract different amounts of money.</p> <p>Recall 3D shapes and their properties. Make repeating patterns using the shapes.</p> <p>Linked to UW, EAD, CL. Key skills – counting, subtracting, problem solving.</p>	<p>TBAT count reliably with numbers from one to 20. TBAT use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer. TBAT use everyday language to talk about time to compare quantities and objects and to solve problems.</p> <p>Read Fireman Sam Clock Book. Talk about the events and times things happen. Sequence events and write the times. Begin to ask problem solving questions. 'What does he do next?' He puts out the fire one hour later. What time is that?</p> <p>Solve addition and subtraction problems by counting on and back.</p> <p>Linked to UW, EAD, CL. Key skills – counting, subtracting, problem solving.</p>	<p>TBAT count reliably with numbers from one to 20. TBAT order numerals 1 to 20. TBAT say one more or one less than a given number to 20. TBAT use everyday language to talk about size, to compare quantities and objects and to solve problems</p> <p>Order numbers from 1 to 20 and say what one more and one less is.</p> <p>Order People who help us by height. Order emergency vehicles by length. Compare using cubes and rulers to measure.</p> <p>Linked to UW, EAD, CL. Key skills – counting, subtracting, problem solving.</p>	<p>TBAT use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer. TBAT solve problems including doubling, halving and sharing. TBAT recognise, create and describe patterns. TBAT explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Solve number problems including addition, subtraction, doubling and sharing.</p> <p>Revise shape names and properties.</p> <p>Make repeating patterns with topic related things such as fruit.</p> <p>Linked to UW, EAD, CL. Key skills – counting, subtracting, problem solving.</p>

<p>TBAT talk about past and present events in their own lives and in the lives of family members. TBAT recognise that a range of technology is used in places such as home and schools. TBAT select and use technology for particular purposes. TBAT know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Introduce topic of People and the Community. Explain that lots of people work in the local area. Walk around school to find out who works there and find out what technology we use in school to help us. What does the family do to help us? Compare similarities and differences between other families.</p> <p>RE: Which people are special and why? Who is special to you and why? To show sensitivity to others' feelings and form positive relationships To talk about how they themselves are special To talk about people within the class and from outside of their class community who are special to them To say what makes others special to them Say why they are special- their</p>	<p>TBAT talk about past and present events in their own lives and in the lives of family members. TBAT know that other children don't always enjoy the same things, and are sensitive to this. TBAT know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Who works in the school? Jobs in and around school i.e. postal worker delivering mail to the school. Find out what school was like in the past and compare. What was similar and different? Did they have the same technology? RE – RE: Which people are special and why? RE: Which people are special and why? Who is special to you and why? To show sensitivity to others' feelings and form positive relationships To talk about how they themselves are special To talk about people within the class and from outside of their class community who are special to them To say what makes others special to them Say why they are special- their likes/dislikes etc. What makes us the</p>	<p>TBAT know about similarities and differences in relation to places, TBAT talk about the features of their own immediate environment. TBAT know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Find out about jobs and places in our local area. Walk around the block and talk about the places we can see. Look at shops i.e food, goods, hotel, RE: Which people are special and why? What story do Sikhs tell about a special person? To recall a story about Guru Nanak To talk about how a story presents Guru Nanak as special To listen attentively and with enjoyment to stories, responding with relevant comments, questions and actions Introduce Arjan to the children. Tell the story of Guru Nanak and the cobra. Explain that Nanak is a special person. Discuss why he is special. Key Skills – exploring, observing, comparing Links to CL, PD,</p>	<p>TBAT know about similarities and differences in relation to places, TBAT talk about the features of their own immediate environment. TBAT know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Find out about places in our local area and what they are for. Particularly focus on emergency services – police, fire, ambulance. Explain that these services are found in many bigger towns in Britain, like Ashton. (See links to Health and Self-Care) RE – RE: Which people are special and why? What is a good friend like? How did Jesus make some very special friends? To listen to a story from a religious community with enjoyment To identify their friends and some qualities of a good friend To recall and talk about a story of Jesus and the disciples To identify what a Christian can learn from a story of Jesus Recognise that stories about Jesus are very important to Christians Read the Rainbow Fish- What made them not good friends? What made them good friends? Tell the story of the First Disciples Key Skills – exploring,</p>	<p>TBAT know about similarities and differences in relation to places, TBAT talk about the features of their own immediate environment. TBAT know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Find out about places in our local area and what they are for. Particularly focus on health services – clinics, dentists, Explain that these services are found in most towns in Britain. (See links to Health and Self-Care) RE – RE: Which people are special and why? What can a Christian learn from actions in a story? To listen with enjoyment to a story from the Christian community and respond with relevant actions, comments and questions Recall and talk about the story of the feeding of the 5 000 Identify what a Christian can learn from the feeding of the 5 000 To have an awareness of their own needs and be sensitive to those of others To talk about people's behaviour Present pupils with a story tub containing 2D and 3D items relating to the Feeding of the 5 000 (Matthew 14:13-21). Some should be easily recognisable whilst others might be more ambiguous. Eg a small boat, a picture of Jesus, five fish (toys or made out of silver foil), a picture of a large crowd, a figurine of a young boy, two small loaves of bread, the word 'God', five thousand dots on a large piece of paper, baskets, a picture of the</p>	<p>TBAT know about similarities and differences in relation to places, TBAT talk about the features of their own immediate environment. TBAT know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Revisit places people work in the local area and the jobs people do and how those services help us by keeping us healthy and safe. (See links to Health and Self-Care) RE- RE: Which people are special and why? What story shows Jesus being a friend and caring for others? To recall the story of Zacchaeus To talk about how Jesus shows friendship to another in a story Re-tell a religious story, expressing themselves effectively Before the session, hide six different props as pieces of 'treasure' for pupils to find. These can be hidden anywhere in the school, including using outdoor areas. At the beginning of the session organise the children into groups of six. Give each group a treasure map that will lead them to one of the props. To start the lesson each group must go and search for their piece of treasure by following the map. All treasure should be brought back to the storyteller. Pieces of treasure to be hidden are: 1) Bag of money 2) Branch or leaves 3) Cup and saucer 4) Platform/high heeled shoe 5) Charity collection bag 6) Picture of Jesus</p>
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	likes/dislikes etc. What makes us the same/unique Write postcards to say who is special to them and why. Key Skills – exploring, observing, Links to CL,	same/unique Write postcards to say who is special to them and why. Key Skills – exploring, observing, comparing Links to CL, PD,		observing, comparing Links to CL, PD,	twelve disciples, picnic blanket. Give pupils time to explore and talk about the items amongst themselves. Tell the story of Feeding the 5000 and describe boys actions Key Skills – exploring, observing, comparing Links to CL, PD,	When pupils return with their 'treasure', discuss groups have something that they had expected to find on a treasure hunt and which were surprised to find their particular object on a treasure hunt. Using real objects does work best here, but pictures can be used as the treasure if necessary. Tell the story of Zacchaeus Key Skills – exploring, observing, comparing Links to CL, PD,
EXPRESSIVE ARTS AND DESIGN	TBAT sing songs, make music and dance, and experiment with ways of changing them. TBAT safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. TBAT use what they have learnt about media and materials in original ways, thinking about uses and purposes. TBAT represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. Music – Use instruments and explore how they can be changed. Dance – Boogie Beebies – Add own ideas for moves Workshop – Draw and make fruit – Make tablets and other forms of technology Role-play – Home	TBAT sing songs, make music and dance, and experiment with ways of changing them. TBAT safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. TBAT use what they have learnt about media and materials in original ways, thinking about uses and purposes. TBAT represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. Music – Change nursery rhymes to fit topic. Dance – Boogie Beebies – Add own ideas for moves Workshop – Using chalk -Paint characters from the story and of people who help us in school -Make a map of the local area Role-play – Post Office Outside – Crossing patrol	TBAT sing songs, make music and dance, and experiment with ways of changing them. TBAT safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. TBAT use what they have learnt about media and materials in original ways, thinking about uses and purposes. TBAT represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. Music – Explore body percussion. Dance – Boogie Beebies – Add own ideas for moves Workshop – Make buildings and shops with doors and windows and sign i.e. shop name Role play – Post Office Outside – Crossing patrol	TBAT sing songs, make music and dance, and experiment with ways of changing them. TBAT safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. TBAT use what they have learnt about media and materials in original ways, thinking about uses and purposes. TBAT represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. Music – Change nursery rhymes to fit topic. Dance – Boogie Beebies – Add own ideas for moves Workshop -Working with others make emergency vehicles (See PSE) – Collage/draw people who keep us safe Role-play – Hospital Outside role-play – Fire station	TBAT sing songs, make music and dance, and experiment with ways of changing them. TBAT safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. TBAT use what they have learnt about media and materials in original ways, thinking about uses and purposes. TBAT represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. Music – Change nursery rhymes to fit topic. Dance – Boogie Beebies – Add own ideas for moves Workshop – Make posters about keeping healthy -Make 3D healthy things i.e. food, toothbrush etc. Role-play – Hospital Outside role-play – Fire station	TBAT sing songs, make music and dance, and experiment with ways of changing them. TBAT safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. TBAT use what they have learnt about media and materials in original ways, thinking about uses and purposes. TBAT represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. Music – Use instruments and explore how they can be changed. Dance – Boogie Beebies – Add own ideas for moves Workshop – Make People who help us jigsaws and pictures -Draw pictures of jobs they would like. Role-play – Hospital Outside role-play – Fire station

