

TERM 1 – JOURNEYS

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	Focus Text: We're Going on a Bear Hunt Whatever Next		Hook: Bear footprints in the classroom	
		Pupils Learn	Key Vocabulary/Language	Continuous Provision/Learning Experience
COMMUNICATION AND LANGUAGE	LISTENING, ATTENTION AND UNDERSTANDING	<p>To listen to others in a small group.</p> <p>To listen to short stories with increasing recall.</p> <p>To understand the use of objects – using what.</p> <p>To follow simple instructions, related to their new routine.</p>	<p>Good listening</p> <p>Good looking</p> <p>Good thinking</p> <p>Good sitting</p>	<p>Regular story time and book corner themed around Bear Hunt & Whatever next.</p> <p>Story songs</p>
	SPEAKING	<p>To talk about things that are important to them.</p> <p>To start a conversation with an adult or friend.</p> <p>To enjoy joining in with moving, dancing and ring games.</p>	<p>Hello</p> <p>My name is</p> <p>Do you like...</p> <p>Would you like to...</p>	<p>Plan, do, review – Using child initiated as opportunity to share their thoughts and ideas with the class.</p> <p>Class songs and opportunities group call and response.</p>
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	SELF REGULATION	<p>'Relationships' (PSHE)</p> <p>How to listen to other people and play and work cooperatively.</p> <p>The importance of being polite and courteous.</p> <p>To recognise what is fair and unfair, kind and unkind, right and wrong and to know how unfair, unkind and wrong words, actions or decisions can make other people feel.</p> <p>To understand their own thoughts on friendship and that friendships should make them feel happy.</p> <p>To be more able to recognise the impact their choices and behaviours/actions have on others.</p>	<p>Cooperate</p> <p>Take Turns</p> <p>Polite</p> <p>Manners</p> <p>Fair and unfair</p> <p>Kind and unkind</p> <p>Right and wrong</p> <p>Friendships</p> <p>Behaviour</p>	<p>Emotion cards</p> <p>Colour monster book and resources</p> <p>Class rules and school values focused on.</p>
	MANAGES SELF	<p>To dress with help. For example, open fronted coat, pull trousers up and down independently. Take jumper on and off.</p> <p>To show understanding of how to transport and store equipment safely, organising themselves and their peers as they do so.</p> <p>To know our rules for learning.</p>	<p>I can't do it yet.</p> <p>Please can you help me to...</p> <p>Where does this go...</p> <p>Tidy up time</p>	<p>Dressing up</p> <p>Construction Area – heavy bricks</p> <p>Bikes in the outside area</p> <p>Areas of the classroom to support tidying of resources.</p>

PHYSICAL DEVELOPMENT	BUILDING RELATIONSHIPS	<p>'Relationships' (PSHE)</p> <p>To seek out companionship with adults and other children, sharing experiences and play ideas.</p> <p>To recognise the importance of saying sorry and forgiving their friends if they have a disagreement or a falling out</p>	<p>Friends</p> <p>Friendship</p> <p>Family</p> <p>Special</p> <p>Happy</p> <p>Sorry</p> <p>Forgiveness</p> <p>Fair and unfair</p> <p>Kind and unkind</p> <p>Right and wrong</p> <p>Listen</p> <p>Cooperate</p>	<p>Stories linked to family and friends</p> <p>Turn taking board games</p> <p>Emotion cards</p> <p>Mirrors to explore emotions</p> <p>Colour monster book</p>
	GROSS MOTOR SKILLS	<p>Introduction to PE: Unit 1 To move safely and sensibly in a space with consideration of others.</p> <p>To develop moving safely and stopping with control.</p> <p>To use equipment safely and responsibly.</p> <p>To use different travelling actions whilst following a path.</p> <p>To work with others co-operatively and play as a group.</p> <p>To follow, copy and lead a partner.</p> <p>Fundamentals: Unit 1 To develop balancing whilst stationary and on the move.</p> <p>To develop running and stopping.</p> <p>To develop changing direction.</p> <p>To develop jumping and landing.</p> <p>To develop hopping and landing with control.</p> <p>To explore different ways to travel.</p>	<p>Freeze</p> <p>Space</p> <p>Run</p> <p>Jump</p> <p>Skip</p> <p>Balance</p> <p>Hop</p> <p>Safely</p> <p>Moving</p> <p>Group</p> <p>Cooperate</p> <p>Balance</p> <p>Stopping</p> <p>Direction</p> <p>Travel</p>	<p>Trolley of PE resources in the outside area – balls, bats skipping ropes, bean bags.</p> <p>Outside equipment for balancing.</p> <p>Bikes to use in the outside area</p> <p>Bear hunt scene to travel through.</p>

LITERACY	FINE MOTOR SKILLS	<p>To start to hold a pencil with a tripod grip.</p> <p>To develop their pincer grip or activities such as threading and constructing.</p> <p>To use scissors to make changes to materials.</p> <p>To use scissors with increasing control to be able to make snips and cuts.</p>	<p>'Quack quack fingers' (To encourage tripod grip)</p>	<p>Large range of pens/pencils of different sizes and styles, to be used on large paper, on the playground, on flip charts etc.</p> <p>Fine motor bear hunt activities, such as placing buttons on bears and using pegs to make the different settings.</p> <p>Scissors and bear hunt pictures to focus on cutting,</p>
	COMPREHENSION	<p>Comprehension focus(es): Familiarity with books, stories & rhymes: We're Going on a Bear Hunt, Look Up by Nathan Bryon, Story Songs x 6</p> <p>To listen to and join in with stories and poems, when reading one-to one and in small groups.</p> <p>To join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>Structure/plot: Simple sequencing of a story.</p> <p>Questioning the text: Raising simple questions like 'What if...?' 'What do you think?'</p> <p>Reading as a habit: To discuss likes and dislikes about the stories, giving simple justifications</p>	<p>Storytime</p> <p>First</p> <p>Then</p> <p>Next</p> <p>After that</p> <p>Finally</p> <p>'What if...?' 'What do you think?'</p> <p>Like</p> <p>Dislike</p>	<p>Story sequence cards for journey & transport stories.</p> <p>Regular story time and book corner themed around journeys.</p>
	WORD READING	<p>Decoding - Fluency & Word Reading:</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in three-phoneme words and blend them together.</p> <p>To begin to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Phase 2 GPCs: s a t p i n m d g o c k c k e u r h b f l (Ph3) j v w x</p>	<p>Phonemes</p> <p>Graphemes</p> <p>Sounds</p> <p>Rainbow words</p> <p>Digraphs</p>	<p>A selection of interactive phonics games.</p> <p>Access to technology to play phonics games.</p> <p>Decodable books readily available.</p> <p>Book corner themed around journeys</p>

		<p>Common Exception Words: the to I is</p> <p>To recognise familiar words and signs such as their own name, advertising logos and screen icons.</p>		
	WRITING	<p>Transcription:</p> <p>Drawing of simple story patterns using s-shape story map pattern, including simple drawn innovations on class story and own stories.</p> <p>To write some initial sound letters from stories learned and invented and apply these to maps:</p> <p>Phase 2 GPCs: s a t p i n m d g o c k c k e u r h b f l (Ph3) j v w x</p> <p>Common Exception Words: the to I is</p> <p>To ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves.</p> <p>To include mark making and early writing in their play.</p> <p>To imitate adults' writing by making continuous lines of shapes and symbols.</p> <p>To attempt to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.</p> <p>Composition:</p> <p>Full oral composition of simple repetitive stories including typical story language features from the below: Once upon a time there was a... who... So,...; Now...</p> <p>Simple innovation of repetitive spoken stories through changing some items needed for journey.</p> <p>Story invention sessions to use basic 5 part structure to teach concept of characters, settings, and basic language patterns.</p>	<p>Tripod grip (Quack quack fingers)</p> <p>Sound mats</p> <p>Initial sounds</p> <p>Labels</p> <p>Story patterns</p> <p>Initial sounds</p>	<p>A range of writing opportunities, linked to journeys through Bear hunt & whatever next. E.g. mini books, labels, post it notes, posters, rocket tickets.</p> <p>Focus on story maps – on a large scale</p> <p>Writing areas – inside and outside with a range of media.</p> <p>Story innovation rope outside</p> <p>Story retelling with small world figures and scenes.</p>

MATHEMATICS	NUMBER	<p>To develop fast recognition of up to 5 objects, without having to count them individually ('subitising').</p> <p>To identify when a set can be subitised and when counting is needed.</p> <p>To represent quantities on their fingers in different ways.</p> <p>To represent a given number on their fingers without looking.</p> <p>To identify sub-groups of 1, 2 and 3 within larger arrangements.</p> <p>To count objects, actions and sounds.</p> <p>To link the number symbol (numeral) with its cardinal number value.</p> <p>To see that the last number in the count tells us 'how many altogether'.</p> <p>To hear and join in with the counting sequence to 5, including using songs and rhymes.</p> <p>To record the results of their count.</p> <p>To count each object, action or sound once and only once.</p> <p>To understand the make it, draw it, write it approach.</p>	<p>Subitise</p> <p>Groups</p> <p>Altogether</p> <p>Larger</p> <p>Smaller</p> <p>Less</p> <p>More</p> <p>Fewer</p> <p>Next</p> <p>Before</p> <p>Make it</p> <p>Draw it</p> <p>Write it</p>	<p>Rockets with manipulatives to count people on and off.</p> <p>Comparing amount of people travelling on different forms of transport.</p> <p>Counting songs</p> <p>Range of manipulatives to 'make' a number.</p> <p>Writing materials to encourage drawing and writing of numbers.</p> <p>Using board games, such as snakes and ladders to encourage counting 'steps'.</p> <p>Numberblocks characters used to support understanding of each number.</p>
	NUMERICAL PATTERNS	<p>To understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>To make and describe spatial patterns with 3 dots.</p> <p>To explore the composition of numbers to 10.</p> <p>To compare two small groups of up to five objects, saying when there are the same number of objects in each group.</p> <p>To compare quantities using language: 'more than', 'fewer than'.</p> <p>To identify when a small collection is rearranged or the quantity changed.</p>	<p>One more</p> <p>One less</p> <p>More than</p> <p>Fewer than</p> <p>Less than</p> <p>Patterns</p> <p>Repeating</p> <p>Compare</p> <p>The same</p> <p>Changed</p>	<p>Manipulatives for pattern making, e.g. peg boards, numicon, counting frogs.</p> <p>Focus on matching – card games, building matching towers, matching pairs of socks.</p> <p>Noticing objects that can be sorted and matched in our environment. e.g. leaves, sticks.</p>

		<p>To talk about and identify the patterns around them.</p> <p>To use positional language to describe patterns of 4.</p> <p>To make patterns showing 4.</p>		
THE WORLD	PEOPLE AND COMMUNITIES	<p>'Which stories are special and why?' (RE)</p> <p>That there are different religions e.g. Christianity and Islam.</p> <p>That some books are sacred to different religions.</p> <p>That there is a special book for Christians (Bible) and a special book for Muslims (Qur'an)</p> <p>That there are similarities and differences between different religious artefacts e.g. Bible and the Qur'an.</p> <p>That a bible and the Qur'an teach us about God.</p> <p>About when Muhammad was first given the Qur'an (Muhammad and the night of power).</p> <p>Bible stories that show how we can all change our ways e.g. Jesus and the story of (Zacchaeus, Luke 19).</p> <p>That some stories have a meaning to Christians and Muslims.</p>	<p>Islam</p> <p>Muslims</p> <p>Qur'an</p> <p>Christian</p> <p>Bible</p> <p>God</p> <p>Muhammad</p> <p>This source tells us that...</p> <p>This source does not tell us...</p> <p>Etc.</p>	<p>Small world figures from different cultures</p> <p>Puppets and role play resources</p> <p>Pictures of religious artefacts</p> <p>Children's Bibles in Book Corner</p> <p>Story pictures to sequence</p>

	THE NATURAL WORLD	<p>To talk about why things happen and how things work.</p> <p>To use observation to begin to explore natural materials in the indoor and outdoor learning environment.</p> <p>To explore and talk about different forces they can feel.</p> <p>To talk about the differences between materials and changes they notice.</p> <p>To be able to say how a car moves (uses it wheels) (how things work and why things happen)</p>	<p>That happened because...</p> <p>I think...</p> <p>Materials</p> <p>Changes</p> <p>Forces</p> <p>Why</p> <p>How</p>	<p>Construction materials for bridge and ramp building.</p> <p>Carrying out an experiment to see how they can get the vehicle to move quickly down the ramp.</p> <p>Interactive phonics games on the whiteboard.</p> <p>Whiteboard used for storytelling.</p> <p>Bear hunt scenes in the outside area with natural materials.</p>
	PAST AND PRESENT	<p>To recall something in the immediate past, using the phrases – ‘Yesterday I...’ ‘This morning I...’ ‘At the weekend I...’</p> <p>That history refers to something that happened in the past.</p> <p>The names of different types of transport. E.g. cars, buses.</p> <p>That people in the past did not have the same transport that we have today.</p> <p>Before we had cars, people would use horse drawn carriages and before aeroplanes, people would travel by boat which would take a long time.</p> <p>That different transport moves in different ways. Such as boats floating, planes flying etc.</p> <p>That cars have changed from the past such as they are now electric and faster.</p>	<p>Yesterday</p> <p>This morning</p> <p>At the weekend</p> <p>A long time ago</p> <p>Bus</p> <p>Car</p> <p>Train</p> <p>Fire Engine</p> <p>Aeroplane</p> <p>Tractor</p> <p>Plough</p> <p>Digger</p> <p>Jeep</p> <p>Floating</p> <p>Sinking</p> <p>Flying</p> <p>Driving</p>	<p>Circle time games to share news</p> <p>Labelled pictures of old transport</p> <p>Small world vehicles for comparison</p> <p>Opportunities to compare how cars and boats have changed.</p>

EXPRESSIVE ARTS AND DESIGN	CREATING WITH MATERIALS	<p>To explore and learn how sounds and movements can be changed.</p> <p>To explore and learn how sounds and movements can be changed.</p> <p>To experiment with colour and texture.</p> <p>To model using clay and playdough using rolling, cutting, and joining techniques.</p>	<p>Loud/Quiet</p> <p>High/Low</p> <p>Fast/Slow</p> <p>Dark/Light</p> <p>Hard/Soft</p> <p>I chose this colour because...</p> <p>I chose this material because...</p> <p>I changed the sound by...</p>	<p>Creative area – painting, modelling, collaging different forms of transport.</p> <p>To experiment with colour and texture linked to the different scenes for Bear Hunt.</p> <p>Music Area – instruments to explore.</p> <p>Class songs and opportunities for dancing.</p>
	BEING EXPRESSIVE AND IMAGINATIVE	<p>To engage in imaginative play based on own ideas or first-hand or peer experiences.</p> <p>To use available resources to create props or creates imaginary ones to support play</p> <p>To sing familiar songs.</p>	<p>I know that...</p> <p>I am a ...because...</p> <p>I will...</p> <p>The bear goes...</p> <p>I have made a...to go in...</p>	<p>Role play area – Bear Hunt scene, home corner, space station, travel agent.</p> <p>Creative area for prop making.</p> <p>Music Area – instruments to explore.</p>