

Week	1 & 2 wc 3.9.26 INSET FRI NEW STARTERS wc 7.9.26 MON & TUES -NEW STARTERS	3 wc 14.9.26 All children are now full time. Baseline assessments.	4 wc 21.9.26 PCSO Lily to visit to teach about Road safety. Baseline assessments.	5 wc 28.9.26 Harvest festival this week. Wednesday 30 th School Harvest festival. Thursday 1st October at 9:30am – Harvest St MARY'S Reading workshop for parents. Baseline assessments.	6 wc 5.10.26	7 wc 12.10.26 Compass changing lives workshop	8 wc 19.10.26
Wow	Transition activities- children to continue to start school in small groups.	Adults in the class to share photographs of their family and model talking about them.	A trail of coloured string and tissue paper has been left in the classroom	Harvest Celebration	Little red hen trail of flour	Explore children's family photographs from home.	Small world tuff spot scene containing characters and materials.
Books	Children's choice- Starting school. Core books	The Family Book- Todd Parr The great big book of families- Mary Hoffman and Ros Asquith Core books	The Colour Monster- Anna Llenas Core books	Oliver's Vegetables Core books	The Little Red Hen Core books	It's OK to be different-Todd Parr What makes me a me?- Ben Faulks	The Three Little Pigs- Traditional tales.
Maths <i>See NCETM Mastery Number planning</i>	Maths Assessment	Mastering Number Week 1. Perceptual Subitising	Mastering Number Week 2 Cardinality	Mastering Number Week 3 Composing And De-Composing	Mastering Number Week 4 Conceptual' Subitising	Mastering Number Week 5 Comparison	Mastering Number Week 6 Space

English	Writing names to match to the children's portraits. Make a class display. <i>I will form some lower-case and capital letters correctly.</i> <i>I will write some or all of my name.</i>	Draw a picture of your family and write your own name. Oral blending. <i>I will form some lower-case and capital letters correctly.</i> <i>I will write some or all of my name.</i> <i>I will use some of my print and letter knowledge in my early writing.</i>	Draw something that makes you feel green for the happiness jar and write your own name. <i>I will form some lower-case and capital letters correctly.</i> <i>I will write some or all of my name.</i> <i>I will use some of my print and letter knowledge in my early writing.</i>	Draw the vegetables that Grandad grows in his garden and begin to write the initial sounds. <i>I will form some lower-case and capital letters correctly.</i> <i>I will write some or all of my name.</i> <i>I will use some of my print and letter knowledge in my early writing.</i>	Explore the characters in the story and begin to label them eg, hen, cat, pig, dog, duck. <i>I will form some lower-case and capital letters correctly.</i> <i>I will write some or all of my name.</i> <i>I will use some of my print and letter knowledge in my early writing.</i>	Teach how to use a cvc word phoneme frame. Children to begin to write a cvc word. <i>I will form some lower-case and capital letters correctly.</i> <i>I will write some or all of my name.</i> <i>I will use some of my print and letter knowledge in my early writing.</i>	Draw a detailed picture of the Big Bad Wolk and write 'big' 'bad'. <i>I will form some lower-case and capital letters correctly.</i> <i>I will write some or all of my name.</i> <i>I will use some of my print and letter knowledge in my early writing.</i>
Little Wandle	Little Wandle Week 1. s,a,t,p.	Little Wandle Week 2 i,n,m,d	Little Wandle Week 3 g,o,c,k	Little Wandle Week 4 ck,e,u,r	Little Wandle Week 5 h,b,f,l	Little Wandle Review Week and assessments.	Review and consolidation Week
Handwriting	Name writing practise <i>I will use a comfortable grip with good control when holding pens and pencils.</i> <i>I will form some lower-case and capital letters correctly.</i>	Unit 1: Practising patterns Horizontal lines, Vertical lines, Wavy lines, Circles	Unit 1: Practising patterns Up curves, Down curves, Mixed-height curves, Letter C	Unit 1: Practising patterns Spirals, Crosses, Turrets, Diagonals	Unit 1: Practising patterns Zig-zags, Sideways V, Letter X, Triangles	Unit 2: Curly letter family c, a, d	Unit 2: Curly letter family g, o, q
RHE	New routines, establish expectations and learn our new friends names. <i>I will build constructive and respectful relationships.</i> <i>I will see myself as a valuable individual.</i>	Introduce the mood monsters using character toys. Children are encouraged to talk about their family and who lives in their house. <i>I will build constructive and respectful relationships.</i> <i>I will see myself as a valuable individual.</i> <i>I will express my feelings and consider the feelings of others.</i>		Learning about who is there to help us at school. How can we ask for help? <i>I will build constructive and respectful relationships.</i> <i>I will see myself as a valuable individual.</i>	Supertato and Superworm stories at home time- discuss how we can help others. Link to the Little Red Hen <i>I will build constructive and respectful relationships.</i> <i>I will see myself as a valuable individual.</i>	Telling someone something good about themselves- What makes you special? Mirror activity- 'Things I like about me'. <i>I will build constructive and respectful relationships.</i>	How can you be a kind friend? What makes a good friend? Activity <i>I will build constructive and respectful relationships.</i> <i>I will see myself as a valuable individual.</i>

			I will express my feelings and consider the feelings of others.	I will express my feelings and consider the feelings of others.	I will see myself as a valuable individual.	
Science Weekly reach out reporter and explorify Weather board daily	A range of investigation resources to explore in the investigation station. I will describe what I see, hear and feel whilst outside. I will explore the natural world around me.	Learning facial features and body parts, Identifying similarities and differences between each other and children in other parts of the world. Identify senses and link to body parts. 'I've got a body song'. I know some similarities and differences between the natural world around me and contrasting environments. Zoom in Zoom Out– Sweet and shiny Zoom in Zoom Out – Healthy skin	Making faces using natural materials. I know some similarities and differences between the natural world around me and contrasting environments. TAPS- Pumpkin 'see, notice, wonder'. Explorify – Zoom in Zoom Out– Orange and tasty RSPB - Sensing the world	Making fruit and vegetable faces for harvest. I will describe what I see, hear and feel Explorify – Zoom in Zoom Out– In the fields	Go on a season walk 'Autumn'. Set up an investigation station for Autumn including collected materials, magnifying glasses, small world animals etc. I understand the effect of changing seasons on the natural world around me. I understand some important process and changes in the natural world around me, including the seasons. RSPB challenge- Trees, leaves and seeds. Explorify – Zoom in Zoom Out– Grey scales	Using the outdoor areas explore trees- Maple, ash, cherry trees. I understand the effect of changing seasons on the natural world around me. Explorify – Zoom in Zoom Out– Spikey Spikes Zoom in Zoom Out– Thin strands
Computing	I know how to follow simple oral instructions. Following the school routine and following adult requests.	I know the reason for rules. Discuss the reasons for rules. Link back to learning and behaviour values, classroom expectations.		I can begin to use artist effects to express my ideas. J2E paint self-portrait.	I am beginning to know right from wrong to stay safe online. Read Webster's Email. How can we stay online?	I am beginning to know right from wrong to stay safe online. Share Acceptable Use Policy – identify who keeps us safe at home and at school.

Art Objective end points Key learning-objective Art Knowledge and vocab	I will explore, use and refine a variety of artistic effects to express my ideas and feelings. I know how to draw for different purposes: self portraits. Pencil control to be assessed. Pencil grip Self portrait: (draw, features, shape, form, line)	I know how to use drawing to represent ideas like movement, sound or texture. I know how to do mark-making. Links with handwriting - Mark-making, colour, Line, movement, wavy, broken, zig zag, fast, slow. Listen to music and respond. imagination, self-expression,	I will explore, use and refine a variety of artistic effects to express my ideas and feelings. I know how to show different emotions in my drawings and paintings, like happiness, sadness, fear etc. I can paint to express my emotions. I know about primary colours. Colour recognition, fine motor skills, nurture curiosity, reflecting & talking. self-expression, emotional and visual literacy	I will explore, use and refine a variety of artistic effects to express my ideas and feelings. Printing I know how to make simple stamps to create repeating pattern. I know how to draw to represent (show), to observe (look), imagine or express, and begin to give my marks meaning. (press, print) Look, show, line, shape, form, pencil, pen, pencil grip, posture.	I know how to draw from different sources on different surfaces, levels and scales like Molly Hasland. I know how to draw from my finger tips, my wrist, my elbow, my shoulder, my body. line, shape, form, space
Art activity	Children to draw a self portrait. These will be used to make a class display.	Movement Maps <u>Movement Maps</u> (AA) Draw from imagination and to express ideas.	Cauliflower Cards designs <u>To Colour....</u> (AA) Can you taste, smell, feel, colour? How does it make you feel/ move? painting, textiles, texture, colour, primary colours. Make a painting to express how you feel.-linking to the 'Colour monster'. Make mood monster puppets. Evaluation, crit, year group exhibition: Share their creations, explaining the process they have used.	<u>Hands, Feet and Flowers</u> (AA) Print with your body background -Autumn colours. In foreground draw to show (represent): fruits and vegetables. Observational drawings of fruit and vegetables. Blend, smudge chalk to fill around fruit and vegetables Print with <u>plasticine</u> and objects. -printing fruit and vegetables./ autumn items like pine cones/ acorns/leaves	USE OUR BODIES TO MAKE ART (EYFS AA) <u>SPIRALS</u> Create drawings using finger tips, wrists, elbow, shoulders, hips, using a range of materials,. draw, line: wavy, broken, spiral, mark-making. Chalk, oil pastel. smudging, blending, tools, materials, shape, form. Make drawings using your body – make spiral drawings. Be inspired by <u>Molly Haslund</u>. Develop drawings. Make snail drawings.
D&T (in provision -Art focus this half term)	Adults to model using the resources in the creative workshop. I will explore, use and refine a variety of artistic effects to express my ideas and feelings.	Cutting skills assessment – support seating position and the grip. I will use a range of small tools, including scissors, paint brushes and cutlery. Continue to develop Fine motor skills -activities- daily opportunities- threading, playdough with tools, cutting tray- paper/other materials for children to snip and cut. I will use a range of small tools, including scissors, paint brushes and cutlery.			Design and make a new house for the three little pigs. Use a fan to test your build. I will create collaboratively, sharing ideas, resources and skills.

Understanding the world- Geography/History	Adults to model using the resources in the investigation station.		Staff to share photographs of their families. Compare similarities and differences to children's own families. Core books- All are welcome, Our class is a family. Talking about the children's own place in society and belonging to a family The family book- Todd Parr I will talk about the lives of people around me and their roles in society.		Learning about harvest and how harvesting vegetables has changed over the years (using horses and carts to combine harvesters) Discuss weather in the UK I will understand the past through settings, characters and events encountered in books read in class and storytelling.		Explore photographs and maps of Chaddesden. Look at aerial views of school. What do the children notice? Introduce house related vocabulary as in curriculum, what is the same and what is different. Core books-A squash and a squeeze, You choose, In every house on every street. I know where I live and that school is in Chaddesden in the city of Derby. I know about different types of houses and I can talk about the type of house I live in. I know where the school is using Google maps.	
	RE F2:which people are special and why? Question Objective Activity		Who is special to you and why? Talk about people who are special to them and what makes them special? Draw a picture of our family. Why are they special to us and who else is special to us? Invite Mrs Diffin into our classroom to ask her what she likes and dislikes about her job- what does she do to cope with the difficult parts of her job? Who is special to her?	What is a good friend like? How can you show that you are a good friend? Identify some qualities of a good friend. Reflect on the question- am I a good friend? Meet Dennis the puppet and tell him all the ways he could be a good friend in our classroom. Use puppets or adults to Act out ways to be a good friend. Be good friend detectives- through the week spot people who are being good friends- reward or take photos for display. Make link with mood monsters and colour monster story- how do they make us feel.	What stories did Jesus tell about being a friend and caring for others? Recall and talk about stories of Jesus as a friend to others using new vocabulary. Visit from Jason, the Vicar from ST Marys church. See what items are important to Christians. Take photos during the visit. Make a thank you card for Jason. Tell stories from the bible- see RE plan. Bible story.	What stories do special people tell from another religion? recall stories about special people in other religions and talk about what we can learn from them. Know some similarities and differences between religious communities in Britain. Use persona dolls with a religious identify to engage pupils as they think about belonging to a faith. Explore the RE bags. Watch the RE films for 4-7s from the BBC: www.bbc.co.uk/teach/class-clips-video/religions-of-the-world/zfxwpg8 -Jewish story of Moses -Buddhist story of Siddhartha -Sikh stories		

Real PE	Unit 1A Personal							
	Learning Behaviour  Personal Follow Instructions Expected - I enjoy working on simple tasks with help. Exceeding - I can follow instructions and practise safely. - I can work on simple tasks by myself. Fundamental Movement Skills  Coordination Footwork  Static Balance One Leg Balance  Bike  Pirate In this unit, the children will develop and apply their footwork and one leg balance through focused thematic stories, songs and games.  Emerging I can explore footwork and one leg balance movements  Expected I can complete some yellow challenges  Exceeding I can complete all yellow challenges							
Music	Learning a range of familiar nursery rhymes and songs. <i>I can sing in a group or on my own. Increasingly matching the pitch and following the melody I can sing a range of well-known nursery rhymes and songs.</i> Introduce beat baby <i>I can begin to keep a steady beat.</i>	Listen to ‘No place like home’ by Kerry Andrew – EYFS six week lesson plan Lesson 1 - Classical Music for Early Years / KS1 - Ten Pieces - BBC Teach <i>I know how to listen attentively, move to and talk about music, expressing my feeling and responses.</i>	Listen to ‘No place like home’ by Kerry Andrew Lesson 2	Listen to ‘No place like home’ by Kerry Andrew Lesson 3	Listen to ‘No place like home’ by Kerry Andrew Lesson 4	Listen to ‘No place like home’ by Kerry Andrew Lesson 5 Learn the song ‘Hello how are you?’ matching the pitch.. <i>I can sing in a group or on my own. Increasingly matching the pitch and following the melody. I can sing a range of well-known nursery rhymes and songs.</i>	Listen to ‘No place like home’ by Kerry Andrew Lesson 6 Core music text- ‘The listening walk’ by Paul Showers. Introduce active listening and local environment sounds. <i>I can listen attentively, move to and talk about music, expressing my feelings and responses.</i>	