



Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Settling In</b> Looking after our class and rules Feelings—Colour Monster <b>MN</b> — Matching objects <b>Talk For Writing</b> — Three Billy Goats Gruff Finding Name Baseline Assessments	<b>Settling In</b> <b>Art</b> —Self Portraits Looking after our Class and rules Feelings—Colour Monster <b>MN</b> — Simple patterns <b>Talk For Writing</b> — Three Billy Goats Gruff Finding Name Baseline Assessments	<b>Settling In</b> <b>Art</b> —Self Portraits <b>MN</b> — Subitise 1, 2, 3 <b>Start Phonics Phase 2</b> — s, a, t, p <b>Talk For Writing</b> — Goldilocks and he Three Bears Baseline Assessments	<b>Taking Care of our selves</b> <b>Art</b> —Our family—Sketches of Family Our Bodies Doctors and Nurses <b>MN</b> — Counting to 5 (cardinal) <b>Phonics Phase 2</b> — i, n, m, d <b>Talk For Writing</b> —Goldilocks and the Three Bears	<b>Taking Care of Ourselves</b> <b>Art</b> —Our family—Sketches of Family Eating Healthily Dentist <b>MN</b> — Composition of numbers 1-5 <b>Phonics Phase 2</b> — g, o, c, k <b>Talk For Writing</b> — The Three Little Pigs	<b>Harvest</b> <b>Art</b> —Colour mixing <b>MN</b> — Subitising to 4 <b>Phonics Phase 2</b> — ck, e, u, r <b>Tricky words</b> —to, the <b>Talk For Writing</b> —The Three Little Pigs	<b>Pets</b> <b>Art</b> —Drawing pet or pet they would like to have <b>MN</b> — Comparing amounts <b>Phonics Phase 2</b> — h, b, f, ff, l, ll, ss <b>Trick Words</b> —no, go, I <b>Talk For Writing</b> — Dear Zoo	<b>Pets</b> <b>Art</b> —Drawing pet or pet they would like to have <b>MN</b> — Circles and Triangles <b>Phonics Phase 2</b> — <b>Recap Phase 2</b> <b>Trick Words</b> —no, go, I <b>Talk For Writing</b> — Dear Zoo

**Key Texts Guided Reading:** All Kinds of People, Family and Me, Colour and Me!, Odd Socks, The Colour Monster, Have you filled your bucket today? Supertato, Going to the dentist, Why should I brush my teeth, Lazy ninja, Florence Nightingale, Pumpkin Soup  
**Talk For Writing:** Three Billy Goats Gruff, Goldilocks and the Three Bears, The Three Little Pigs, Dear Zoo

### EYFS Areas of Focus

CL	PSED	PD	Lit	Maths	UTW	EAD
<p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand how to listen carefully and why listening is so important.</p> <p>Use talk to help work out problems and organise thinking and activities</p> <p>Engage in story times.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of community.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations. Increasingly follow rules, understanding why they are important.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: Rolling, Crawling, Walking, Jumping, Running, Hopping, Skipping, Climbing.</p> <p>Start taking part in some group activities which they make up for themselves or in teams. Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- Regular physical activity</li> <li>- Healthy eating</li> <li>- Tooth brushing</li> <li>- Sensible amounts of 'screen time'</li> <li>- Having a good sleep routine</li> <li>- Being a safe pedestrian</li> </ul> <p>Further develop the skills they need to manage the school day successfully</p> <ul style="list-style-type: none"> <li>- Lining up and queuing</li> <li>- Meal times</li> <li>- Personal hygiene</li> </ul>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- Print has meaning</li> <li>- Print can have different purposes</li> <li>- We read English text from left to right and from top to bottom.</li> <li>- The names of the different parts of a book</li> </ul> <p>Page sequencing</p> <p>Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> <li>- Spot and suggest rhymes</li> <li>- Count or clap syllables in a word</li> <li>- Recognise words with the same initial sound, such as money and mother.</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Read individual letters by saying the sounds for them. Twinkle Phonics Phase 2</p> <p>Write some or all of their name.</p>	<p>Talk about and identify the patterns around them. For example, stripes on clothes. Use informal language like 'pointy', 'spotty', and 'blobs'.</p> <p><b>White Rose Maths</b></p> <p><b>Match and sort</b> –  Match objects which are the same shape/ colour/size/pattern etc  Sort a collection of objects into groups of the same attributes e.g. shape, size, colour.</p> <p><b>Compare amounts</b> –  Once children can sort objects into sets, can they compare these sets (fewest, most, equal)  Comparing size, mass, capacity  Make simple patterns ABAB</p>	<p>Begin to make sense of their own life-story and their families history.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing.</p>