

		Week 1: Tuesday 2 <sup>nd</sup> January – Friday 5 <sup>th</sup> January	Week 2: Monday 8 <sup>th</sup> January - Friday 12 <sup>th</sup> January	Week 3: Monday 15 <sup>th</sup> January - Friday 19 <sup>th</sup> January	Week 4: Monday 22 <sup>nd</sup> January -Friday 26 <sup>th</sup> January	Week 5: Monday 29 <sup>th</sup> January - Friday 2 <sup>nd</sup> February	Week 6: Monday 5 <sup>th</sup> February - Friday 9th February		
Holiday Dates		Inset: Tuesday 2 <sup>nd</sup> January Half Term: 12 <sup>th</sup> -16 <sup>th</sup> February							
Festivals and Celebrations/ Diary dates		4 <sup>th</sup> January: World Braille Day	6 <sup>th</sup> January: Epiphany 13 <sup>th</sup> January: Lohri	15 <sup>th</sup> January: Martin Luther King Day	24 <sup>th</sup> -25 <sup>th</sup> January: Tu B'Shevat/Arbor Day 25 <sup>th</sup> January: Burns Night	2 <sup>nd</sup> February: Candlemas	6-7 <sup>th</sup> February: Isra and Mi'raj 10 <sup>th</sup> February: Lunar New Year 10 <sup>th</sup> February: Chinese New Year		
Learning <sup>-</sup>	Theme	Traditional Tales							
Weekly Theme		Goldilocks and the Three Bears	Goldilocks and the Three Bears	The Gingerbread Man	The Gingerbread Man	Three Little Pigs	Chinese New Year		
Main Text		Goldilocks and the Three Bears	Goldilocks and the Three Bears	The Gingerbread Man	The Gingerbread Man	Three Little Pigs	Dragons in the city		
Adult- Led activity	Indoor Focus:	Communication and Language: Goldilocks and the Three Bears sequencing activity LO: Core: I can enjoy listening to longer stories and can remember much of what happens.  Role Play area: House with Goldilocks props and masks	Communication and Language: Goldilocks and the Three Bears sequencing activity LO: Core: I can enjoy listening to longer stories and can remember much of what happens.  Role Play area: House with Goldilocks props and masks	UTW:  Making Gingerbread People LO: Core: I can talk about the differences between materials and changes I notice.  Role Play area: House with Gingerbread man props and masks. Move house to black playground for children to 'RUN'	UTW:  Making Gingerbread People LO: Core: I can talk about the differences between materials and changes I notice.  Role Play area: House with Gingerbread man props and masks. Move house to black playground for children to 'RUN'	EAD: House building activity LO: Core: I can join different materials and explore different textures.  Role Play area: House with Three little pigs props and masks. Construction materials	EAD:  Making paper dragons  LO: Core: I can use one- handed tools and equipment.  Role Play area: House with Chinese props - pretend noodles, bowls etc		
	Outdoor Focus	Communication and Language: Castle LO: Core: I can use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver."  Role Play: adults to model play	Communication and Language: Castle LO: Core: I can use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver."  Role Play: adults to model play	Communication and Language: Castle LO: Core: I can use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver."  Role Play: adults to model play	Communication and Language: Castle LO: Core: I can use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver."  Role Play: adults to model play	Communication and Language: Castle LO: Core: I can use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver."  Role Play: adults to model play	Communication and Language: Castle LO: Core: I can use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver."  Role Play: adults to model play		



Communication and	Daily Story-time	Daily Story-time	Daily Story-time	Daily Story-time	Daily Story-time	Daily Story-time
Language	Share Goldilocks Story and	Share Goldilocks Story and	Share The Gingerbread	Share The Gingerbread man	Share Three Little Pigs	Share the Dragons in the
	favourite stories	favourite stories	man story and favourite	story and favourite stories	story and other favourite	city story and favourite
(Circle time)	LO: Core: I can enjoy	LO: Core: I can enjoy	stories	LO: Core: I can enjoy	stories	stories
	listening to longer stories	listening to longer stories	LO: Core: I can enjoy	listening to longer stories	LO: Core: I can enjoy	LO: Core: I can enjoy
	and can remember much of	and can remember much of	listening to longer stories	and can remember much of	listening to longer stories	listening to longer stories
	what happens.	what happens.	and can remember much of	what happens.	and can remember much of	and can remember much of
			what happens.		what happens.	what happens.
	Daily singing Time,	Daily singing Time,		Daily singing Time, (children		
	(children to choose from	(children to choose from	Daily singing Time,	to choose from song folder)	Daily singing Time, (children	Daily singing Time,
	song folder)	song folder)	(children to choose from		to choose from song folder)	(children to choose from
			song folder)	Learn Gingerbread man song		song folder)
	Learn Goldilocks song	Learn Goldilocks song		LO:	Sing Learn Three Little Pigs	
	LO:	LO:	Learn Gingerbread man	Core: I am beginning to be	song	Listen to some Chinese
	Core: I am beginning to be	Core: I am beginning to be	song	able to sing a large	LO:	music and songs
	able to sing a large	able to sing a large	LO:	repertoire of songs	Core: I am beginning to be	LO:
	repertoire of songs	repertoire of songs	Core: I am beginning to be		able to sing a large	Core: I am beginning to be
			able to sing a large	Learn Nursery rhymes (add	repertoire of songs	able to sing a large
	Learn Nursery rhymes (add	Learn Nursery rhymes (add	repertoire of songs	props).		repertoire of songs
	props)	props)		LO:	Learn Nursery rhymes (add	
	LO:	LO:	Learn Nursery rhymes (add	Core: I am beginning to know	props).	Learn Nursery rhymes (add
	Core: I am beginning to	Core: I am beginning to	props).	many rhymes	LO:	props).
	know many rhymes	know many rhymes	LO:		Core: I am beginning to know	LO:
			Core: I am beginning to		many rhymes	Core: I am beginning to
			know many rhymes			know many rhymes
Personal, Social and	Dreams and Goals: Week 1	Dreams and Goals: Week 1	<u>Dreams and Goals: Week 3</u>	Dreams and Goals: Week 3	Dreams and Goals: Week 4 -	<u>Dreams and Goals: Week 6</u>
Emotional Development	<u>- Challenge</u>	<u>- Challenge</u>	<u>- Setting a Goal</u>	- Setting a Goal	Obstacles and Support	<u>- Footprint Awards</u>
(JIGSAW)	<u>LO: Core</u> : I understand	LO: Core: I understand	<u>LO: Core</u> : I can set a goal	LO: Core: I can set a goal	LO: Core: I know some kind	<u>LO: Core</u> : I can feel proud
(J163AW)	what a challenge means	what a challenge means	and work towards it	and work towards it	words which can encourage	when I achieve a goal
					people	
Physical Development:	Goldilocks and the three	<u>Goldilocks</u> and the three	<u>Gingerbread man - running</u>	<u>Gingerbread man - running</u>	Three little pigs - 3 separate	<u>Chinese dragon - follow the</u>
Gross Motor skills	<u>bears story - Make a stage</u>	bears story - Make a stage	game (using track)	game (using track)	teams building large	<u>leader game</u>
57 555 133 751 Simme	to re-enact story with role	to re-enact story with role	LO: Core: I can start	LO: Core: I can start taking	construction houses	LO: Core: I can skip, hop,
	<u>play masks</u>	<u>play masks</u>	taking part in some group	part in some group activities	(outdoors)	stand on one leg and hold a
	LO: Core: I can collaborate	LO: Core: I can collaborate	activities which they make	which they make up for	LO: Core: I can collaborate	pose for a game like
	with others to manage	with others to manage	up for themselves, or in	themselves, or in teams.	with others to manage large	musical statues.
	large items, such as moving	large items, such as moving	teams.		items, such as moving a long	
	a long plank safely,	a long plank safely,			plank safely, carrying large	
					hollow blocks.	



	carrying large hollow blocks.	carrying large hollow blocks.				
	Daily Activ8: weeks 13-18	Daily Activ8: weeks 13-18	Daily Activ8: Weeks 13-18	Daily Activ8: Weeks 13-18	Daily Activ8: weeks 13-18	Daily Activ8: Weeks 13-18
	LO: Core: I can	LO: Core: I can	LO:	LO:	LO:	LO:
	increasingly be able to use	increasingly be able to use	Core: I can increasingly be	Core: I can increasingly be	Core: I can increasingly be	Core: I can increasingly be
	and remember sequences	and remember sequences	able to use and remember	able to use and remember	able to use and remember	able to use and remember
	and patterns of movements	and patterns of movements	sequences and patterns of	sequences and patterns of	sequences and patterns of	sequences and patterns of
	which are related to music	which are related to music	movements which	movements which are related	movements which are related	movements which
	and rhythm.	and rhythm.	are related to music and	to music and rhythm.	to music and rhythm.	are related to music and
			rhythm.			rhythm.
Physical Development:	Dough Disco	Dough Disco	Dough Disco	Dough Disco	Dough Disco	Dough Disco
Fine Motor skills	LO: Core I can use one-	LO: Core I can use one-	LO: Core I can use one-	LO: Core I can use one-	LO: Core I can use one-	LO: Core I can use one-
	handed tools and	handed tools and	handed tools and	handed tools and equipment	handed tools and equipment	handed tools and
	equipment	equipment	equipment			equipment
Literacy (Reading)	Goldilocks and the Three	Goldilocks and the Three	The Gingerbread man	The Gingerbread man	Three Little pigs	Dragons in the city
	Bears	Bears	LO:	LO:	LO:	LO:
	LO:	LO:	Core: I can engage in	Core: I can engage in	Core: I can engage in	Core: I can engage in
	Core: I can engage in	Core: I can engage in	extended conversations	extended conversations	extended conversations	extended conversations
	extended conversations	extended conversations	about stories, learning new	about stories, learning new	about stories, learning new	about stories, learning new
	about stories, learning new	about stories, learning new	vocabulary.	vocabulary.	vocabulary.	vocabulary.
	vocabulary.	vocabulary.	Focus: Where questions	Focus: Where questions	Focus: Where questions	Focus: What questions
	Focus: who questions	Focus: who questions				
Literacy (Writing)	Recognising and finding	Recognising and finding	Writing letters in name	Writing letters in name (with	Writing letters in name (with	Writing letters in name (on
	letters in name	letters in name	(with finger in sand trays,	finger in sand trays, using	lolly stick in salt)	whiteboard with pen)
	(magnetic letters and	(magnetic letters and	using name cards)	name cards)		
	matching to name card.	matching to name card.			LO: Core: I can write some	LO: Core: I can write some
	Writing first letter of	Writing first letter of	LO: Core: I can write some	LO: Core: I can write some	or all of the letters in my	or all of the letters in my
	name in salt tray)	name in salt tray)	or all of the letters in my	or all of the letters in my	name	name
	LO:	LO:	name	name		
	Core: I can write some or	Core: I can write some or				
	all of the letters in my	all of the letters in my				
	name	name				
Mathematics (Number)	Introduce Number of the	Introduce Number of the	Introduce Number of the	Introduce Number of the	Introduce Number of the	Introduce Number of the
	week:	week:	week:	week:	week:	week:
	Number 0	Number 1	Number 2	Number 3	Number 4	Number 5
	LO: I can show 'finger	LO: I can show 'finger	LO: I can show 'finger	LO: I can show 'finger	LO: I can show 'finger	LO: I can show 'finger
	numbers' up to 5.	numbers' up to 5.	numbers' up to 5.	numbers' up to 5.	numbers' up to 5.	numbers' up to 5.
	I can link numerals and	I can link numerals and	I can link numerals and	I can link numerals and	I can link numerals and	I can link numerals and
	amounts: for example,	amounts: for example,	amounts: for example,	amounts: for example,	amounts: for example,	amounts: for example,



	showing the right number	showing the right number	showing the right number	showing the right number of	showing the right number of	showing the right number
	of objects to match the	of objects to match the	of objects to match the	objects to match the	objects to match the	of objects to match the
	numeral, up to 5.	numeral, up to 5.	numeral, up to 5.			
	I can experiment with	I can experiment with	I can experiment with	I can experiment with their	I can experiment with their	I can experiment with
	their own symbols and	their own symbols and	their own symbols and	own symbols and marks	own symbols and marks	their own symbols and
	marks as well as numerals.	marks as well as numerals.	marks as well as numerals.	as well as numerals.	as well as numerals.	marks as well as numerals.
	I can solve real world	I can solve real world	I can solve real world			
	mathematical problems	mathematical problems	mathematical problems	mathematical problems with	mathematical problems with	mathematical problems
	with numbers up to 5.	with numbers up to 5.	with numbers up to 5.	numbers up to 5.	numbers up to 5.	with numbers up to 5.
Mathematics (Space,	Comparing sizes - bowls,	Comparing sizes - bowls,	Gingerbread man route	Gingerbread man route maps	Three little pigs door	<u>Chinese new year</u>
Shape and Measure)	beds and chairs (Goldilocks	beds and chairs (Goldilocks	<u>maps</u>	LO	numbers (subitising)	Lo: Core: I can begin to
Chape and Measure)	<u>props)</u>	<u>props)</u>	LO	Core: I can discuss routes	LO: Core: I can develop fast	describe a sequence of
	LO: Core: I can make	LO: Core: I can make	Core: I can discuss routes	and locations, using words	recognition of up to 3	events, real or fictional,
	comparisons between	comparisons between	and locations, using words	like 'in front of' and 'behind'.	objects, without having to	using words such as 'first',
	objects relating to size,	objects relating to size,	like 'in front of' and		count them individually	'then'
	length, weight and	length, weight and	'behind'.		('subitising').	
	capacity.	capacity.				
Understanding the	Porridge tasting (plain,	Porridge tasting (plain,	Smelly pots (ginger,	Smelly pots (ginger,	Straw, stick and house	Chinese new year
World	sweet and tasty)	sweet and tasty)	cinnamon etc)	cinnamon etc)	building	celebration video
World	LO: Core: I can talk about	LO: Core: I can talk about	LO: Core: I can Explore	LO: Core: I can Explore	LO: Core: I can ue all their	LO: Core: I can talk about
	the differences between	the differences between	collections of materials	collections of materials with	senses in hands-on	what I see, using a
	materials and changes they	materials and changes they	with similar and/or	similar and/or different	exploration of natural	wide vocabulary.
	notice.	notice.	different properties.	properties.	materials.	-
Expressive Arts and	When Goldilocks went to	When Goldilocks went to	Making gingerbread people	Making gingerbread people	Making three pigs houses	Chinese paper dragons
Design	the house of the bears	the house of the bears	LO: Core: I can join	LO: Core: I can join	LO: Core: I can join	LO: Core: I can join
3 co.ig.:	<u>song</u>	<u>song</u>	different materials and	different materials and	different materials and	different materials and
	Lo: Core: I can remember	Lo: Core: I can remember	explore	explore different textures.	explore different textures.	explore
	and sing entire songs.	and sing entire songs.	different textures.			different textures.
Religious Education	Continue with the class	Continue with the class	Continue with the class			
Religious Education	prayer and using the calling	prayer and using the calling	prayer and using the calling			
	used in worship to light the	used in worship to light the	used in worship to light the			
	candle	candle	candle	candle	candle	candle
	Focus on Kindness	Focus on Kindness	Focus on being respectful	Focus on being respectful	Focus on being respectful	Focus on resilience



Phonics	Letter of the week	Letter of the week	Letter of the week			
	S, s	А,. а	T, †	Р, р	I,i	N, n
6 11::: 1 1 :	Lo: Core: I can develop their	Lo: Core: I can develop their	Lo: Core: I can develop			
See additional planning	their phonological	their phonological	their phonological	phonological awareness	phonological awareness	their phonological
	awareness	awareness	awareness			awareness