

|                                               |                                            | <u>Week 1:</u> Monday 19 <sup>th</sup> February - Friday 23 <sup>rd</sup> February                                                             | <u>Week 2:</u><br>Monday 26 <sup>th</sup><br>February – Friday<br>1 <sup>st</sup> March                       | <u>Week 3:</u><br>Monday 4 <sup>th</sup> March –<br>Friday 8 <sup>th</sup> March                                                      | <u>Week 4:</u><br>Monday 11 <sup>th</sup> March<br>– Friday 15 <sup>th</sup> March                           | <u>Week 5:</u><br>Monday 18 <sup>th</sup> March –<br>Friday 22 <sup>nd</sup> March                                | <u>Week 6</u> :<br>Monday 25 <sup>th</sup> March -<br>Thursday 28 <sup>th</sup> March                                                                        |  |  |
|-----------------------------------------------|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Holiday Dates                                 |                                            | End of term Thursday 28th March Easter holidays: Friday 29 <sup>th</sup> March - Friday 12 <sup>th</sup> March Start of term Monday 15th April |                                                                                                               |                                                                                                                                       |                                                                                                              |                                                                                                                   |                                                                                                                                                              |  |  |
| Festivals and<br>Celebrations/<br>Diary dates |                                            |                                                                                                                                                | St. David's Day - 1 <sup>st</sup><br>March                                                                    | WORLD BOOK DAY - 7 <sup>th</sup> March Maha Shivaratri - 8 <sup>Th</sup> March Mother's Day - 10th March Ramadan begins on 10th March | St. Patrick's Day - 17 <sup>th</sup><br>March                                                                | Purim 23rd to 24 <sup>th</sup> March<br>Palm Sunday 24 <sup>th</sup> March<br>Holi 24th to 25 <sup>th</sup> March | Maundy Thursday 28 <sup>th</sup> March<br>Good Friday 29 <sup>th</sup> March<br>Holy Saturday 30 <sup>th</sup> March<br>Easter Sunday 31 <sup>st</sup> March |  |  |
| Learnin                                       | g Theme                                    | World of wonder                                                                                                                                |                                                                                                               |                                                                                                                                       |                                                                                                              |                                                                                                                   |                                                                                                                                                              |  |  |
| Weekly                                        | Theme                                      | Frog Life Cycle                                                                                                                                |                                                                                                               | Mother's Day and<br>Butterfly Life cycle                                                                                              | St. Patricks Day and<br>Butterfly Life cycle                                                                 | Spring/Easter and<br>Chick life cycle                                                                             |                                                                                                                                                              |  |  |
| Main To                                       | ext                                        | Growing Frogs by Vivienne French                                                                                                               |                                                                                                               | The hungry caterpillar by Eric Carle                                                                                                  |                                                                                                              | Six little chicks by Jez Alborough                                                                                |                                                                                                                                                              |  |  |
| Adult-<br>Led<br>activity                     | Indoor<br>Focus:<br>Individual<br>Targets: | Literacy: LO: Core: I can write some or all of my name forming some of the letters correctly.                                                  | Literacy: LO: Core: I can write some or all of my name forming some of the letters correctly.                 | Literacy: LO: Core: I can write some or all of my name forming some of the letters correctly.                                         | Literacy: LO: Core: I can write some or all of my name forming some of the letters correctly.                | Literacy:  LO: Core: I can write some or all of my name forming some of the letters correctly.                    | Literacy: LO: Core: I can write some or all of my name forming some of the letters correctly.                                                                |  |  |
|                                               |                                            | Maths:  LO: Core: I can recognise, order and match numeral to quantity for numerals up to 5  Role Play: Garage                                 | Maths:  LO: Core: I can recognise, order and match numeral to quantity for numerals up to 5 Role Play: Garage | Maths:  LO: Core: I can recognise, order and match numeral to quantity for numerals up to 5  Role Play Garage                         | Maths:  LO: Core: I can recognise, order and match numeral to quantity for numerals up to 5 Role Play Garage | Maths:  LO: Core: I can recognise, order and match numeral to quantity for numerals up to 5  Role Play Garage     | Maths:  LO: Core: I can recognise, order and match numeral to quantity for numerals up to 5  Role Play Garage                                                |  |  |
|                                               | Outdoor<br>Focus                           | Kole Flay. Oul age                                                                                                                             | Kole riay. Ourage                                                                                             | Kole Flay but age                                                                                                                     | Kole Flay our age                                                                                            | Kole Flay our age                                                                                                 | Note i luy oul uye                                                                                                                                           |  |  |



| Share Frog stories flower to stories stories stories such forms and flower stories stories such forms and flower stories such forms and flower stories and con remember much of what happers.    Deby singing Time (children to choose from song folder)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                         | Daily Story-time                     | Daily Story-time                     | Daily Story-time                      | Daily Story-time                | Daily Story-time                       | Daily Story-time                        |
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| ## stories   Core   Cor | Communication           | Daily Story Time                     | Dully Story Time                     | Bany Story-Time                       | Bully Story-Time                | Daily Story-Time                       | Bully Story-Time                        |
| Core: I can enjoy listening to larger stories and can remember much of what happers.   Deally singing Time (children to choose from song folder)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | and Language            | Share Frog stories favourite         | Share Frog stories favourite         | Share Caterpillar, Butterfly          | Share Caterpillar, Butterfly    | Share Chick Life cycle, Easter,        | Share Chick Life cycle, Easter,         |
| Istancing to longer stories and can or an examelate much of what happens.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | and Language            |                                      |                                      |                                       |                                 |                                        |                                         |
| and can remember much of what happens.    Daily singing Time (children to choose from song folder)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | (Circle time)           |                                      |                                      | 1 <u> </u>                            |                                 | v                                      |                                         |
| what happens.    Daily singing Time (children to choose from song folder)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | (Circle Time)           |                                      |                                      | 1                                     | 1                               |                                        |                                         |
| Daily singing Time (children to choose from song folder)  Leon 5 little speckled frogs Sang LO: Care: I am beginning to be able to sing a large repertoire of songs  Lean Nursery rhymes (add props) Lo: Care: I am beginning to be able to sing a large repertoire of songs  Lo: Care: I am beginning to be able to sing a large repertoire of songs  Lo: Care: I am beginning to be able to sing a large repertoire of songs  Lean Nursery rhymes (add props) Lo: Care: I am beginning to be able to sing a large repertoire of songs  Lean Nursery rhymes (add props) Lo: Care: I am beginning to know many rhymes  many rhymes  Introduce Show and Tell Circle Time: LO: Care: I can beginning to know many rhymes  many rhymes  Med 1: My Family and Mel Core I can thing from home about Frogs  Personal, Social and Emotional Development  (JIGSAW)  See additional planning  Social and Emotional Development  (JIGSAW)  See additional planning  Core I and planning  Lear Nursery rhymes (and props) Lo: Care: I can home sond thing from home and and tell you about my family solve friendship propolems when they cour and I understand of bottom for thoose from song folder)  Learn Nursery rhymes (add props) Lo: Care: I am beginning to know many rhymes  Introduce Show and Tell Circle Time: Core I can show something from home about Frogs  Week 1: My Family and Mel Core: I can thou to make friends and I can tell you about my family See additional planning  See additional planning  Development  (JIGSAW)  See additional planning  David time (children to choose from song folder)  Learn Nursery charge (additional planning to know many rhymes  and learn Nursery rhymes (add props) Lo: Care: I am beginning to be able to sing a large repertoire of songs  Learn Nursery rhymes (add props) Lo: Care: I am beginning to keale to sing a large repertoire of songs  Learn Nursery rhymes (add props) Lo: Care: I am beginning to know many rhymes  I throduce Show and Tell Core: I can show many rhymes  I throduce Show and Tell Core: I can show the song loci.  Learn Nursery rhymes  |                         |                                      |                                      |                                       |                                 | much of what happens.                  | remember much of what happens.          |
| Daily singing Time (children to choose from song folder)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                         | what happens.                        | what happens.                        | паррепз.                              | паррепз.                        | Daily sinaina Time (children to choose | Daily sinaina Time (children to         |
| to choose from song folder)  Learn 5 little speckled frogs gong  Locare: I am beginning to be able to sing a large repertoire of songs  Learn Nursery rhymes (add props)  Learn Nursery rhymes (add props)  Learn Nursery rhymes (add props)  Locare: I am beginning to know many rhymes  Learn Nursery rhymes (add props)  Locare: I am beginning to know many rhymes  Introduce. Show and Tell Circle Time:  Loc Core: I can share something from home about Frogs  Personal, Social and Emotional  Development (JJIGSAW)  See additional planning  To choose from song folder)  Learn Slittle speckled frogs gong  Learn the Caterpillor on a leaf song  Lear |                         | Daily singing Time (children         | Daily singing Time (children         | Daily singing Time (children to       | Daily singing Time (children to |                                        |                                         |
| Learn Sittle speckled frogs Song Lo: Core: I am beginning to be able to sing a large repertoire of songs  Learn Nursery rhymes (add props) Learn Nursery rhymes (add props) Learn Nursery rhymes (add props) Lo: Core: I am beginning to know many rhymes  Introduce. Show and Tell Circle Time: Lo: Core: I can share something from home about frogs and Emotional Development (JIGSAW)  See additional planning  Lo: Core: I fam beginning to be able to sing a large repertoire of songs  Learn Nursery rhymes (add props) Lo: Core: I am beginning to know many rhymes  Introduce. Show and Tell Circle Time: Lo: Core: I can share something from home about frogs and Emotional Development (JIGSAW)  See additional planning  Lo: Core: I and peginning to know many show and I can with the solut of the things I like about my friends  Lo: Core: I can the Caterpillar on a leaf song Lo: Core: I am beginning to be able to sing a large repertoire of songs  Learn Nursery rhymes (add props) Lo: Core: I am beginning to know many rhymes  Learn Nursery rhymes (add props) Lo: Core: I am beginning to know many rhymes  Learn Nursery rhymes (add props) Lo: Core: I am beginning to know many rhymes  Learn Nursery rhymes (add props) Lo: Core: I am beginning to know many rhymes  Learn Nursery rhymes (add props) Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Learn Nursery rhymes (add props) Lo: Core: I am beginning to know many rhymes  Learn Nursery rhymes (add props) Lo: Core: I am beginning to know many rhymes  Learn Nursery rhymes (add props) Lo: Core: I am beginning to know many rhymes  Learn Nursery rhymes (add props) Lo: Core: I am beginning to know many rhymes  Learn Nursery rhymes (add props) Lo: Core: I am beginning to know many rhymes  Learn Nursery rhymes (add props) Lo: Core: I am beginning to know many rhymes  Learn Nursery rhymes (add props) Lo: Core: I am beginning to know many rhymes  Learn Nursery rhymes (add props) Lo: Core: I am beginning to know many rhymes  Learn Nursery rhymes (add props) Lo |                         |                                      |                                      |                                       | `                               | , ,                                    | , , , , , , , , , , , , , , , , , , , , |
| Song LO: Core: I am beginning to be able to sing a large repertoire of songs Learn Nursery rhymes (add props) LO: Core: I am beginning to be able to sing a large repertoire of songs Learn Nursery rhymes (add props) LO: Core: I am beginning to be able to sing a large repertoire of songs Learn Nursery rhymes (add props) LO: Core: I am beginning to be able to sing a large repertoire of songs Song Learn Nursery rhymes (add props) LO: Core: I am beginning to be able to sing a large repertoire of songs Song Learn Nursery rhymes (add props) LO: Core: I am beginning to be able to sing a large repertoire of songs Song Learn Nursery rhymes (add props) LO: Core: I am beginning to be able to sing a large repertoire of songs Song Learn Nursery rhymes (add props) LO: Core: I am beginning to be able to sing a large repertoire of songs Song Lo: Core: I am beginning to be able to sing a large repertoire of songs Song Learn Nursery rhymes (add props) LO: Core: I am beginning to be able to sing a large repertoire of songs Song Learn Nursery rhymes (add props) LO: Core: I am beginning to be able to sing a large repertoire of songs Songs Learn Nursery rhymes (add props) LO: Core: I am beginning to be able to sing a large repertoire of songs Songs Learn Nursery rhymes (add props) LO: Core: I am beginning to be able to sing a large repertoire of songs Songs Learn Nursery rhymes (add props) LO: Core: I am beginning to be able to sing a large repertoire of songs Songs Learn Nursery rhymes (add props) LO: Core: I am beginning to be able to sing a large repertoire of songs Songs Learn Nursery rhymes (add props) LO: Core: I am beginning to know many rhymes Introduce Show and Tell Circle Time: LO: Core: I can share something from home about cateryllars Lo: Core: I am beginning to know many rhymes Introduce Show and Tell Circle Time: LO: Core: I can share something from home about septime to know many rhymes Something from home about septime to know many rhymes Something from home about septime to know many rhymes Something from home about  |                         |                                      |                                      |                                       |                                 | Learn the Spring chicken song          | Learn the Spring chicken song           |
| LC: Core: I am beginning to be able to sing a large repertoire of songs  Learn Nursery rhymes (add props) LO: Core: I am beginning to know many rhymes  Learn Nursery rhymes (add props) LO: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I and beginning to know many rhymes  Lo: Core: I and beginning to know many rhymes  Lo: Core: I and beginning to know many rhymes  Lo: Core: I and beginning to know many rhymes  Lo: Core: I and beginning to know many rhymes  Lo: Core: I and  |                         | <u>Learn 5 little speckled frogs</u> | <u>Learn 5 little speckled frogs</u> | Learn the Caterpillar on a leaf       | Learn the Caterpillar on a leaf |                                        |                                         |
| Core: I am beginning to be able to sing a large repertoire of songs  Learn Nursery rhymes (add props) LO: Core: I am beginning to be able to sing a large repertoire of songs  Learn Nursery rhymes (add props) LO: Core: I am beginning to know many rhymes  Learn Nursery rhymes (add props) LO: Core: I am beginning to know many rhymes  Introduce Show and Tell Circle Time: LO: Core: I con share something from home about Frogs  Personal , Social and Emotional Development (JIGSAW)  See additional planning  Core: I am beginning to be able to sing a large repertoire of songs  Songs  Songs  Learn Nursery rhymes (add props) Lo: Core: I can beginning to be able to sing a large repertoire of songs  Learn Nursery rhymes (add props) Lo: Core: I am beginning to know many rhymes  Learn Nursery rhymes (add props) LO: Core: I am beginning to be able to sing a large repertoire of songs  Learn Nursery rhymes (add props) LO: Core: I am beginning to be able to sing a large repertoire of songs  Learn Nursery rhymes (add props) LO: Core: I am beginning to be able to sing a large repertoire of songs  Learn Nursery rhymes (add props) LO: Core: I am beginning to be able to sing a large repertoire of songs  Learn Nursery rhymes (add props) LO: Core: I am beginning to know many rhymes  Mel Core: I am beginning to know many rhymes  Introduce Show and Tell Circle Time: LO: Core: I can share something from home about carepillars Something from home about props) LO: Core: I can share something from home about carepillars Something from home about a sign of spring or Easter  Introduce Show and Tell Circle Time: LO: Core: I can share something from home about a sign of spring or Easter  Introduce Show and Tell Circle Time: LO: Core: I can share something from home about a sign of spring or Easter  Something from home about a sign of spring or Easter  Personal , Social And Emotional  An |                         |                                      |                                      |                                       |                                 |                                        | , <del></del>                           |
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| repertoire of songs  Learn Nursery rhymes (add props) LO: Core: I am beginning to know many rhymes  Introduce Show and Tell Circle Time: LO: Core: I can share something from home about Frogs  Personal, Social and Emotional Development (JIGSAW)  See additional planning  repertoire of songs  Learn Nursery rhymes (add props) Learn Nursery rhymes (add props) Learn Nursery rhymes (add props) Lo: Core: I am beginning to know many rhymes  songs  songs  songs  Learn Nursery rhymes (add props) LO: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Introduce Show and Tell Circle Time: LO: Core: I can share something from home about a sign of spring or Easter  Something from home about a sign of spring or Easter  Week 1: My Family and Mel LO: Core: I can share something from home about a sign of spring or Easter  Week 2: Make friends, never ever break friends Part 2 LO: Core: I can thry to solve friendship problems when they occur and I understand  Occur and I understand  Occur and I understand  Props) LO: Core: I am beginning to know many rhymes  Lo: Core: I am beginning to know many rhymes  Introduce Show and Tell Circle Time: LO: Core: I can share something from home about a sign of spring or Easter  Introduce Show and Tell Circle Time: LO: Core: I can share something from home about a sign of spring or Easter  Something from home about something from home about a sign of spring or Easter  LO: Core: I know how to to something from home about a sign of spring or Easter  LO: Core: I know how to to make friends, never ever break friends Part 2 LO: Core: I know how to solve friends Part 2 LO: Core: I can thry to solve friends Part 2 LO: Core: I can thry to solve friends Part 2 LO: Core: I can thry to solve friends Part 2 LO: Core: I can thry to solve friends Part 2 LO: Core: I can thry to solve friends Part 2 LO: Core: I can thry to solve friends Part 2 LO: Core: I can thry to solve friends Part 2 LO: Core: I can thry to solve friends Part 2 |                         |                                      |                                      |                                       | , <u>——</u>                     | Learn Nursany rhymas (add props)       | songs                                   |
| Learn Nursery rhymes (add props) LO: Core: I am beginning to know many rhymes many rhymes Lo: Core: I am beginning to know many rhymes many rhymes  Lo: Core: I am beginning to know many rhymes many rhymes  Lo: Core: I am beginning to know many rhymes many rhymes  Lo: Core: I am beginning to know many rhymes many rhymes  Lo: Core: I am beginning to know many rhymes many rhymes  Lo: Core: I am beginning to know many rhymes many rhymes  Lo: Core: I am beginning to know many rhymes many rhymes  Lo: Core: I am beginning to know many rhymes many rhymes  Lo: Core: I am beginning to know many rhymes many rhymes  Lo: Core: I am beginning to know many rhymes many rhymes  Lo: Core: I am beginning to know many rhymes many rhymes  Lo: Core: I am beginning to know many rhymes many rhymes  Lo: Core: I am beginning to know many rhymes  Introduce Show and Tell Circle Time: LO: Core: I can share something from home about softling from home about caterpillars  Lo: Core: I can share something from home about caterpillars  Lo: Core: I can share something from home about caterpillars  Lo: Core: I can share something from home about caterpillars  Lo: Core: I can share something from home about caterpillars  Lo: Core: I can share something from home about caterpillars  Lo: Core: I can share something from home about caterpillars  Lo: Core: I can share something from home about caterpillars  Lo: Core: I can share something from home about caterpillars  Lo: Core: I can share something from home about caterpillars  Lo: Core: I can share something from home about caterpillars  Lo: Core: I can share something from home about caterpillars  Lo: Core: I can share something from home about caterpillars  Lo: Core: I can share something from home about caterpillars  Lo: Core: I can share something from home about caterpillars  Lo: Core: I can share something from home about caterpillars  Lo: Core: I can share something from home about somethin |                         | 3 3                                  | , , ,                                | , , , , , , , , , , , , , , , , , , , | , ,                             |                                        | Learn Nursery rhymes (add               |
| Learn Nursery rhymes (add props)   LO:   Core: I am beginning to know many rhymes   LO:   Core: I am beginning to know many rhymes   LO:   Core: I am beginning to know many rhymes   LO:   Core: I am beginning to know many rhymes   LO:   Core: I am beginning to know many rhymes   LO:   Core: I am beginning to know many rhymes   LO:   Core: I am beginning to know many rhymes   LO:   Core: I am beginning to know many rhymes   LO:   Core: I am beginning to know many rhymes   LO:   Core: I am beginning to know many rhymes   LO:   Core: I am beginning to know many rhymes   LO:   Core: I am beginning to know many rhymes   LO:   Core: I can share something from home about Frogs   LO:   Core: I can share something from home about props   LO:   Core: I can share something from home about   LO:   Core: I can share something from home about   Core: I can share something from home about   LO:   Core: I can share something from home about   Core: I can share something from home about   Core: I can share something from home about   LO:   Core: I can share something from home about   LO:   Core: I can share something from home about   Core: I can share something from    |                         | reper for e of songs                 | Topol Toll 6 of Soligs               | Songs                                 | 301193                          | l <del></del>                          |                                         |
| LO: Core: I am beginning to know many rhymes  Introduce Show and Tell Circle Time: LO: Core: I can share something from home about Frogs  Personal, Social and Emotional Development (JIGSAW) See additional planning  LO: Core: I am beginning to know many rhymes  LO: Core: I am beginning to know many rhymes  LO: Core: I am beginning to know many rhymes  LO: Core: I am beginning to know many rhymes  LO: Core: I am beginning to know many rhymes  LO: Core: I am beginning to know many rhymes  LO: Core: I am beginning to know many rhymes  LO: Core: I am beginning to know many rhymes  LO: Core: I am beginning to know many rhymes  Introduce Show and Tell Circle Time: LO: Core: I can share something from home about caterpillars  Week 1: My Family and Mel LO: Core: I know how to make friends, never ever break friends Part 2 LO: Core: I know how to make friends Part 2 LO: Core: I know how to make friends Part 2 LO: Core: I know how to many rhymes  LO: Core: I am beginning to know many rhymes  Introduce Show and Tell Circle Time: LO: Core: I can share something from home about caterpillars  Week 1: My Family and Mel LO: Core: I know how to many rhymes  LO: Core: I can share something from home about caterpillars  Week 3: Make friends, never ever break friends Part 2 LO: Core: I know how to make friends Part 2 LO: Core: I know how to solve friendship problems when they occur and I understand  Development (JIGSAW)  See additional planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                         | <u>Learn Nursery rhymes (add</u>     | Learn Nursery rhymes (add            | <u>Learn Nursery rhymes (add</u>      | Learn Nursery rhymes (add       | , <u> </u>                             | <del></del>                             |
| Core: I am beginning to know many rhymes    Core: I am beginning to know many rhymes   Core: I am beginning to know many rhymes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         | props)                               | props)                               | props)                                | props)                          | •                                      | Core: I am beginning to know            |
| many rhymes    many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   many rhymes   LC: Core: I can share something from home about 2 core: I can share something from home about 2 core: I can share something from home about 2 core: I can share something from home about 2 core: I can share something from home about 3 sign of spring or Easter   C: Core: I can share something from home about 2 core: I can share something from home about 3 sign of spring or Easter   C: Core: I can share something from home about 2 core: I can share something from home about 3 sign of spring or Easter   C: Core: I can share something from home about 3 sign of spring or Easter   C: Core: I can share something from home about 3 sign of spring or Easter   C: Core: I can share something from home about 3 sign of spring or Easter   C: Core: I can share something from home about 4 sign of spring from home about 4 sign of spring or Easter   C: Core: I can share something from home about 4 sign of spring or Easter   C: Core: I can share something from home about 4 sign of spring   C: Core: I can share something from home about 4 sign of spring   C: Core: I can share something from home about 4 sign of spring   C: Core: I can share something from home about  |                         |                                      | <del></del>                          |                                       |                                 | Introduce Show and Tell Circle         | many rhymes                             |
| Introduce Show and Tell Circle Time: LO: Core: I can share something from home about Frogs  Personal, Social and Emotional Development (JIGSAW)  See additional planning  Introduce Show and Tell Circle Time: LO: Core: I can share something from home about Frogs  Introduce Show and Tell Circle Time: LO: Core: I can share something from home about Frogs  Week 1: My Family and Mel LO: Core: I know how to make friends, never ever break friends Part (JIGSAW)  See additional planning  Introduce Show and Tell Circle Time: LO: Core: I can share something from home about caterpillars  Week 2: Make friends, never ever break friends, never ever break friends Part Core: I know how to make friends and I can tell you about my family  See additional planning  Introduce Show and Tell Circle Time: LO: Core: I can share something from home about something from home about caterpillars  Week 3: Make friends, never ever break friends Part 2 LO: Core: I know how to make friends Part 2 LO: Core: I know how to solve friendship problems when they occur and I understand  Occur and I understand  Introduce Show and Tell Circle Time: LO: Core: I can share something from home about something from home about Bullying Part 1 LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to me  Calm Me time to manage my feelings  With my friends                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                         |                                      |                                      |                                       | , <del></del>                   |                                        |                                         |
| Introduce Show and Tell Circle Time: LO: Core: I can share something from home about Frogs  Personal, Social and Emotional Development (JIGSAW)  Introduce Show and Tell Circle Time: LO: Core: I can share something from home about Frogs  Introduce Show and Tell Circle Time: LO: Core: I can share something from home about Frogs  Week 1: My Family and Me! LO: Core: I know how to make friends, never ever break friends Part 1 LO: Core: I can there something from home about a sign of spring or Easter  Week 3: Make friends, never ever break friends, never ever break friends Part 2 LO: Core: I can there something from home about a sign of spring or Easter  Week 3: Make friends, never ever break friends, never ever break friends Part 2 LO: Core: I know how to make friends Part 2 LO: Core: I can thelp of the best friends we can be LO: Core: I know how to solve friendship problems when they occur and I understand  See additional planning  Introduce Show and Tell Circle Time: LO: Core: I can share something from home about sign of spring or Easter  Week 3: Make friends, never ever break friends, never ever break friends Part 2 LO: Core: I can share something from home about a sign of spring or Easter  Week 4: Falling Out and Bullying Part 1 LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to mand a feel upset and hurt and I can use Calm Me time to manage my feelings  Week 6: Being the best friends made of the some about some or Easter  Week 4: Falling Out and Bullying Part 1 LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to made of the some about a sign of spring or Rom home about a sign of some something from home about a sign of some something from home about a sign of some something from home about a sign of som |                         | many rhymes                          | many rhymes                          | many rhymes                           | many rhymes                     | 1                                      |                                         |
| Circle Time: LO: Core: I can share something from home about Frogs   LO: Core: I can share something from home about Frogs   Circle Time: LO: Core: I can share something from home about Frogs   Circle Time: LO: Core: I can share something from home about Frogs   Circle Time: LO: Core: I can share something from home about frogs   Circle Time: LO: Core: I can share something from home about caterpillars   Co: Core: I can share something from home about a sign of spring or Easter      Personal, Social and Emotional And Emotional Development (JIGSAW)   LO: Core: I know how to make friends and I can tell you about my family   LO: Core I can share something from home about a sign of spring or Easter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         | Introduce Show and Tall              | Introduce Show and Tall              | Introduce Show and Tall               | Introduce Show and Tall         | nome about Chicks/Eggs                 |                                         |
| LO: Core: I can share something from home about Frogs  Personal, Social and Emotional Development (JIGSAW)  See additional planning  LO: Core: I can share something from home about Frogs  LO: Core: I can share something from home about caterpillars  LO: Core: I can share something from home about something from home about caterpillars  LO: Core: I can share something from home about something from home ab |                         |                                      |                                      |                                       |                                 |                                        |                                         |
| Personal, Social and Emotional Development (JIGSAW)  See additional planning  Frogs  Frogs  Frogs  Caterpillars  Butterflies  Week 1: My Family and make friends, never ever break friends, never ever break friends Part 2  LO: Core: I know how to make friends and I can tell you about my family  See additional planning  Frogs  Frogs  Frogs  Caterpillars  Butterflies  Week 3: Make friends, Meek 4: Falling Out and Bullying Part 1  LO: Core: I know how to thelp others to feel part of a group and I can tell you some of the things I like about my friends  Solve friendship problems when they occur and I understand  Frogs  Butterflies  Week 4: Falling Out and Bullying Part 1  LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to manage my feelings  Calm Me time to manage my feelings  Week 6: Being the best friends we can be treat others with respect and I know what to say and do if somebody is mean to manage my feelings  Calm Me time to manage my feelings  Week 6: Being the best friends make friends, never ever break friends part 2  LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to me  Calm Me time to manage my feelings  Week 6: Being the best friends we can be to treat others with respect and I know what to say and do if somebody is mean to manage my feelings  The core: I know how to treat others with respect and I know what to say and do if somebody is mean to manage my feelings  The core: I know how to treat others with respect and I know what to say and do if somebody is mean to manage my feelings                                                                                                                                                                                                                                                                                                                                                                                                                                             |                         |                                      |                                      |                                       |                                 |                                        | , , , , , , , , , , , , , , , , , , , , |
| Personal, Social and Emotional and Emotional Development  (JIGSAW)  See additional planning  Week 1: My Family and Mel                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                         | something from home about            | something from home about            | something from home about             | something from home about       |                                        |                                         |
| Mel LO: Core: I know how to make friends and I can tell you about my family  Development (JIGSAW)  See additional planning  Mel LO: Core: I know how to make friends, never ever break friends Part 1 LO: Core: I know how to solve friendship problems when they occur and I understand  Mel LO: Core: I know how to break friends, never ever break friends Part 2 LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to me feelings  Mel LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to me feelings  Mel LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to me  Mel LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to me  Mel LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to me  Mel LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to me  Mel LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to me  Mel LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to me mean to to treat others with respect and I know what to say and do if somebody is mean to mean to mean to to treat others with respect and I know what to say and do if somebody is mean to mean to mean to to treat others with respect and I know what to say and do if somebody is mean to mean to to treat others with respect and I know what to say and do if somebody is mean to mean to to treat others with respect and I know what to say and do if somebody is mean to mean to to treat others with respect and I know what to say an |                         | Frogs                                | Frogs                                | caterpillars                          | Butterflies                     |                                        |                                         |
| and Emotional Development (JIGSAW)  See additional planning  LO: Core: I know how to solve friendship problems when they occur and I understand  Make Friends, never ever break friends, never ever break friends Part 2 LO: Core: I know how to make friends and I can try to solve friendship problems when they occur and I understand  Make Friends, never ever break friends Part 2 LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to me  LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to me  Thends we can be LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to me  Thends we can be LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to me  Thends we can be LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to me  Thends we can be LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to me  Thends we can be LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to me  Thends we can be LO: Core: I know how to treat others with respect and I know what to say and do if somebody is mean to me  The core is know how to treat others with respect and I know what to say and do if somebody is mean to me  The core is know how to treat others with respect and I know what to say and do if somebody is mean to me  The core is know how to thelp myself and others when we feel upset and hurt and I can use to the some and I know what to say and do if somebody is mean to me  The core is know how to the provide and I know what to say and do if somebody is mean to me to the solution and I know what to say and do if somebody is mean to me to the solution and I know what to say and do if somebody is mean to me to the solution and I know what to say and do if somebody is mean to me to the solution and I know wha | Personal Social         | Week 1: My Family and                | Week 2: Make friends,                | Week 3: Make friends,                 | Week 4: Falling Out and         | Week 5: Falling Out and                | Week 6: Being the best                  |
| make friends and I can tell you about my family  The problems when they occur and I understand  The problems when the problems when they occur and I understand  The problems when the problems when they occur and I understand  The problems when the problems when the problems when they occur and I understand  The problems when the problems when the problems when they occur and I understand  The problems when the problems when the problems when they occur and I understand  The problems when the problems when they occur and I understand  The problems when the problems when they occur and I understand  The problems when the problems when the problems when they occur and I understand  The problems when the problems when the problems when they occur and I understand  The problems when the problems when they occur and I understand  The problems when the problems when they occur and I understand  The problems when the problems when the problems when they occur and I understand  The problems when the | rersonal, Social        | <u>Me!</u>                           | make friends, never                  | make friends, never ever              | Bullying Part 1                 | Bullying Part 2                        | friends we can be                       |
| The second tell you about my family  The second  | and Emotional           | LO: Core: I know how to              | ever break friends Part              | break friends Part 2                  | LO: Core: I know how to         | LO: Core: I know how to help           | LO: Core: I know and show               |
| (JIGSAW)  solve friendship problems when they occur and I understand |                         | make friends and I can               | <u>1</u>                             | <u>LO: Core:</u> I can help           | treat others with respect       | myself and others when we feel         |                                         |
| (JIGSAW) problems when they some of the things I like me feelings with my friends  See additional planning occur and I understand about my friends                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Development             | tell you about my family             | LO: Core I can try to                | others to feel part of a              | and I know what to say and      | upset and hurt and I can use           | relationship and I can work             |
| See additional planning occur and I understand about my friends                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | •                       |                                      | solve friendship                     | group and I can tell you              | do if somebody is mean to       | Calm Me time to manage my              | together and enjoy being                |
| occ additional planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | (JIGSAW)                |                                      | problems when they                   | some of the things I like             | me                              | feelings                               | with my friends                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | See additional planning |                                      | occur and I understand               | about my friends                      |                                 |                                        |                                         |
| how to make friends if I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | . 3                     |                                      | how to make friends if I             |                                       |                                 |                                        |                                         |
| feel lonely                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                         |                                      | feel lonely                          |                                       |                                 |                                        |                                         |



|              |                                          | T                                                  | T                                              | T                                         |                                                                    |                                                  |
|--------------|------------------------------------------|----------------------------------------------------|------------------------------------------------|-------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------|
| Physical     | Cosmic Yoga: Frank the                   | Lily pad Frog hopping                              | Butterfly life cycle:                          | Butterfly fabric dance                    | Duck, Duck Goose game                                              | Egg/ball skills                                  |
| ·            | Frog                                     | game                                               | Action game                                    | LO: Core: I can use                       | LO: Core: I can start taking                                       | LO: Core I can continue to                       |
| Development: | LO: Core: I can continue to develop my   | LO: Core: I can skip,<br>hop, stand on one leg and | LO: Core: I am<br>increasingly able to use and | large-muscle movements to                 | part in some group activities                                      | develop my movements and develop my control when |
| Gross Motor  | movements, including                     | hold a pose for a game.                            | remember sequences and                         | wave flags and streamers.                 | which they make up for themselves, or in teams.                    | using a ball.                                    |
|              | developing my balancing                  | noid a pose for a game.                            | patterns of movements                          |                                           | meniserves, or in realis.                                          | asing a ban.                                     |
| skills       | skills.                                  |                                                    | which are related to music                     |                                           |                                                                    |                                                  |
|              |                                          |                                                    | and rhythm.                                    |                                           |                                                                    |                                                  |
|              | Daily Activ8: week 21-22                 | Daily Activ8: Weeks 21-                            | Daily Activ8: Weeks 23-24                      | Daily Activ8: weeks 23-24                 | Daily Activ8: Weeks 25-26                                          | Daily Activ8: Weeks 25-26                        |
|              | LO: Core: I can                          | 22                                                 | LO:                                            | LO:                                       | LO:                                                                | LO:                                              |
|              | increasingly be able to                  | LO:                                                | Core: I can increasingly be                    | Core: I can increasingly be               | Core: I can increasingly be able                                   | Core: I can increasingly be                      |
|              | use and remember                         | Core: I can increasingly                           | able to use and remember                       | able to use and remember                  | to use and remember sequences                                      | able to use and remember                         |
|              | sequences and patterns                   | be Core able to use and                            | sequences and patterns of                      | sequences and patterns of                 | and patterns of movements                                          | sequences and patterns of                        |
|              | of movements which                       | remember sequences and                             | movements which                                | movements which                           | which are related to music and                                     | movements which are related                      |
|              | are related to music and                 | patterns of movements                              | are related to music and                       | are related to music and                  | rhythm.                                                            | to music and rhythm.                             |
|              | rhythm.                                  | which are related to                               | rhythm.                                        | rhythm.                                   |                                                                    |                                                  |
|              |                                          | music and rhythm.                                  |                                                |                                           |                                                                    |                                                  |
|              |                                          |                                                    |                                                |                                           |                                                                    |                                                  |
| Physical     | <u>Dough Disco</u>                       | <u>Dough Disco</u>                                 | <u>Dough Disco</u>                             | <u>Dough Disco</u>                        | <u>Dough Disco</u>                                                 | <u>Dough Disco</u>                               |
| •            | 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                                      | LO: Core I can use one-                          |
| Development: | handed tools and                         | handed tools and                                   | handed tools and                               | handed tools and                          | tools and equipment                                                | handed tools and equipment                       |
| Fine Motor   | equipment                                | equipment Folded paper frog craft                  | equipment                                      | equipment  Butterflies and coloured       | Chi la Life La Anti-                                               | Hatching chick peg puppet                        |
|              | Flip Frog game<br>LO: Core: I can use my | LO: Core: I can use my                             | Threading bead caterpillars                    |                                           | Chick Lifecycle cutting activity I can use my fine motor skills to | ratching chick peg puppet craft                  |
| skills       | fine motor skills to use                 | fine motor skills to use                           | LO: I can use my fine                          | counters activity I can use my fine motor | use one-handed tools and                                           | I can use my fine motor                          |
|              | one-handed tools and                     | one-handed tools and                               | motor skills to use one-                       | skills to use one-handed                  | equipment                                                          | skills to use one-handed                         |
|              | equipment.                               | equipment.                                         | handed tools and                               | tools and equipment                       | equipment                                                          | tools and equipment                              |
|              | -4                                       |                                                    | equipment                                      |                                           |                                                                    | Toole and equipment                              |
| Litanacy     | Growing Frogs by                         | Growing Frogs by                                   | The very hungry caterpillar                    | The very hungry caterpillar               | Six Chicks by Jez Albrorough                                       | Six Chicks by Jez                                |
| Literacy     | <u>Vivienne French</u>                   | <u>Vivienne French (with</u>                       | by Eric Carle                                  | by Eric Carle                             | LO:                                                                | Albrorough                                       |
| (Reading)    | <u>LO:</u>                               | props)                                             | LO:                                            | LO:                                       | <u>Core:</u> I can engage in extended                              | LO:                                              |
|              | <u>Core:</u> I can engage in             | LO:                                                | <u>Core:</u> I can engage in                   | <u>Core:</u> I can engage in              | conversations about stories,                                       | <u>Core:</u> I can engage in                     |
|              | extended conversations                   | Core: I can engage in                              | extended conversations                         | extended conversations                    | learning new vocabulary.                                           | extended conversations                           |
|              | about stories, learning                  | extended conversations                             | about stories, learning new                    | about stories, learning new               |                                                                    | about stories, learning new                      |
|              | new vocabulary.                          | about stories, learning                            | vocabulary.                                    | vocabulary.                               |                                                                    | vocabulary.                                      |
|              |                                          | new vocabulary.                                    |                                                |                                           |                                                                    |                                                  |
|              |                                          |                                                    |                                                |                                           |                                                                    |                                                  |
|              |                                          | l .                                                | l .                                            | l .                                       | l                                                                  |                                                  |



| Literacy    | Practice writing the     | <u>Practice writing the</u> | Writing name in Mother's          | <u>Practice writing the</u>  | <u>Practising writing the letter of</u>                   | <u>Practising writing the letter</u> |
|-------------|--------------------------|-----------------------------|-----------------------------------|------------------------------|-----------------------------------------------------------|--------------------------------------|
| •           | letter of the week in    | letter of the week in       | <u>Day cards</u>                  | <u>letter of the week in</u> | the week in mini egg cloud                                | of the week in mini egg              |
| (Writing)   | green salt with chalk    | green salt with chalk       | <u>LO: Core:</u> I can write some | glittery salt with           | <u>dough</u>                                              | <u>cloud dough</u>                   |
| •           | LO:                      | LO:                         | or all of the letters in my       | <u>butterfly wands</u>       |                                                           | LO:                                  |
|             | Core: I can write some   | Core: I can write some      | name                              | LO:                          | LO:                                                       | Core: I can write some letters       |
|             | letters accurately.      | letters accurately.         |                                   | Core: I can write some       | Core: I can write some letters                            | accurately.                          |
|             |                          |                             |                                   | letters accurately.          | accurately.                                               |                                      |
| Mathematics | Introduce Number of the  | Introduce Number of         | Introduce Number of the           | Introduce Number of the      | Introduce Number of the week:                             | Introduce Number of the              |
|             | week:                    | the week:                   | week:                             | week:                        |                                                           | week:                                |
| (Number)    |                          |                             |                                   |                              | Number 1                                                  |                                      |
|             | <u>Number 5</u>          | Number 4                    | <u>Number3</u>                    | Number 2                     | LO: I can show 'finger numbers'                           | <u>Number 0</u>                      |
|             | LO: I can show 'finger   | LO: I can show 'finger      | LO: I can show 'finger            | LO: I can show 'finger       | up to 5.                                                  | LO: I can show 'finger               |
|             | numbers' up to 5.        | numbers' up to 5.           | numbers' up to 5.                 | numbers' up to 5.            | I can link numerals and amounts:                          | numbers' up to 5.                    |
|             | I can link numerals and  | I can link numerals and     | I can link numerals and           | I can link numerals and      | for example, showing the right                            | I can link numerals and              |
|             | amounts: for example,    | amounts: for example,       | amounts: for example,             | amounts: for example,        | number of objects to match the                            | amounts: for example,                |
|             | showing the right number | showing the right number    | showing the right number          | showing the right number     | numeral, up to 5.                                         | showing the right number of          |
|             | of objects to match the  | of objects to match the     | of objects to match the           | of objects to match the      | T                                                         | objects to match the                 |
|             | numeral, up to 5.        | numeral, up to 5.           | numeral, up to 5.                 | numeral, up to 5.            | I can experiment with my own symbols and marks as well as | numeral, up to 5.                    |
|             | I can experiment with my | I can experiment with my    | I can experiment with my          | I can experiment with my     | numerals.                                                 | I can experiment with my             |
|             | own symbols and marks    | own symbols and marks       | own symbols and marks             | own symbols and marks        |                                                           | own symbols and marks                |
|             | as well as numerals.     | as well as numerals.        | as well as numerals.              | as well as numerals.         | I can solve real world mathematical problems with         | as well as numerals.                 |
|             | I can solve real world   | I can solve real world      | I can solve real world            | I can solve real world       | numbers up to 5.                                          | I can solve real world               |
|             | mathematical problems    | mathematical problems       | mathematical problems             | mathematical problems        | ·                                                         | mathematical problems with           |
|             | with numbers up to 5.    | with numbers up to 5.       | with numbers up to 5.             | with numbers up to 5.        |                                                           | numbers up to 5.                     |
|             | Too Many Frogs IWB       | More or Less Frog game      | Caterpillar number                | Butterfly subitising spot    | IWB Teddy bear and egg                                    | Easter egg numeral and               |
|             | Counting game            | LO: Core: I can compare     | ordering and missing              | matching game                | numeral to quantity matching                              | quantity matching game               |
|             | LO: Core: I can link     | quantities using language:  | number IWB game                   | LO: Core: I can develop      | game                                                      | LO:Core: I can link numerals         |
|             | numerals and amounts:    | 'more than', 'fewer than'.  | LO: Core: I can solve real        | fast recognition of up to 3  | LO: Core: I can link numerals and                         | and amounts: for example,            |
|             | for example, showing the |                             | world mathematical                | objects, without having to   | amounts: for example, showing                             | showing the right number of          |
|             | right number of objects  |                             | problems with numbers up          | count them individually      | the right number of objects to                            | objects to match the                 |
|             | to match the numeral, up |                             | to 5.                             | ('subitising').              | match the numeral, up to 5.                               | numeral, up to 5.                    |
|             | to 5.                    |                             |                                   |                              |                                                           |                                      |
|             |                          |                             |                                   |                              |                                                           |                                      |
|             |                          |                             |                                   |                              |                                                           |                                      |



| Mathematics (Change Change | Where is Frog positional Language game                                                                                   | Hide and seek frog<br>game                                                                                                                                                     | Caterpillar comparing<br>length                                                                                                     | Butterfly pattern<br>matching game                                                                                                                                                                                  | Weighing scales and eggs<br>activity                                                                                  | How many eggs game (estimating quantity skills)                                                               |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| (Space, Shape and Measure) | LO: Core: I can understand position through words alone – for example, "The bag is under the table," – with no pointing. | LO: Core: I can discuss<br>routes and locations,<br>using words like 'in front<br>of' and 'behind'.                                                                            | LO: Core: I can make<br>comparisons between<br>objects relating to length                                                           | LO: Core: I can talk about<br>and identify the patterns<br>around them. For example:<br>stripes on clothes, designs<br>on rugs and wallpaper. Use<br>informal language like<br>'pointy', 'spotty', 'blobs',<br>etc. | LO: Core: I can make<br>comparisons between objects<br>relating to weight                                             | LO: Core: I can make comparisons between objects relating to capacity.                                        |
| Understanding<br>the World | Frog Life cycle animation LO: Core: I can talk about what they see, using a wide vocabulary.                             | St Davids Day celebrations (cbeebies) LO: Core: I know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | Caterpillar-butterfly life cycle PowerPoint LO: Core: I can understand the key features of the life cycle of a plant and an animal. | St Patricks Day First festival celebrations (Cbeebies) LO: Core I know that there are different countries in the world and talk about the differences they have experienced or seen in photos.                      | Chick life-cycle power point LO: Core: I can understand the key features of the life cycle of a plant and an animal.  | My first Easter celebration (cbeebies)  LO: Core I can talk about what I see, using a wide vocabulary.        |
| Expressive Arts and Design | Folded paper frog craft LO: Core: I can use my fine motor skills to use one-handed tools and equipment.                  | Egg box frog craft LO: Core I can join different materials and explore different textures.                                                                                     | Moving caterpillar craft LO: Core I can join different materials and explore different textures.                                    | Moving butterfly craft LO: Core I can create closed shapes with continuous lines and begin to use these shapes to represent objects.                                                                                | Hatching chick peg puppet craft Lo: Core: I can use my fine motor skills to use one-handed tools and equipment        | Chocolate nests LO: Core I can talk about the differences between materials and changes they notice.          |
| Religious<br>Education     | Continue with the class prayer and using the calling used in worship to light the candle  Focus on Kindness              | Continue with the class prayer and using the calling used in worship to light the candle  Focus on Kindness                                                                    | Continue with the class prayer and using the calling used in worship to light the candle  Focus on being respectful                 | Continue with the class prayer and using the calling used in worship to light the candle Focus on being respectful                                                                                                  | Continue with the class prayer<br>and using the calling used in<br>worship to light the candle<br>Focus on resilience | Continue with the class prayer and using the calling used in worship to light the candle  Focus on resilience |
| Phonics                    | Letter of the week<br>N, n                                                                                               | Letter of the week<br>M, m                                                                                                                                                     | Letter of the week<br>D, d                                                                                                          | Letter of the week<br>G, g                                                                                                                                                                                          | Letter of the week<br>O, o                                                                                            | Letter of the week<br>C, c                                                                                    |
| See additional planning    | Lo: Core: I can develop<br>their phonological<br>awareness                                                               | Lo: Core: I can develop<br>their phonological<br>awareness                                                                                                                     | Lo: Core: I can develop<br>their phonological<br>awareness                                                                          | Lo: Core: I can develop<br>their phonological<br>awareness                                                                                                                                                          | Lo: Core: I can develop their phonological awareness                                                                  | Lo: Core: I can develop their<br>phonological awareness                                                       |