

Spring 1 Key Driver Question: What happens at night when I am asleep?														
<p>Literacy Focus Text: Peace at Last</p> <p>Linked EOD Texts: Owl babies The Gruffalo's Child People who help us (non fiction) Handa's noisy night The Proudest Blue (PSED)</p> <p>Linked Rhymes/songs: Cold and Frosty Morning A Wise old Owl Bat bat come under my hat Wow its night time</p>	<p>SEND Alternative text: That's not my owl That's not my bat Foxes Socks Rabbits nap Badgers Band</p> <p>Differentiation of speech expectations</p> <table border="1" data-bbox="510 371 1102 692"> <tr> <td>Who?</td> <td>What doing?</td> <td></td> <td></td> </tr> <tr> <td>Who?</td> <td>What doing?</td> <td>What?</td> <td></td> </tr> <tr> <td>Who?</td> <td>What doing?</td> <td>What?</td> <td>Where?</td> </tr> </table>	Who?	What doing?			Who?	What doing?	What?		Who?	What doing?	What?	Where?	<p>ELGs</p> <p>NW: Explore the natural world around them making observations and drawing pictures of plants and animals NW: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experience and what has been read in class. NW: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. S: Participate in class discussions, offering their ideas C: Anticipate – where appropriate – key events in stories; C: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play BIE: Invent, adapt and recount narratives and stories with peers and their teacher. W: writes words/sentences using sounds they have been taught</p>
Who?	What doing?													
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Taught Vocabulary: owl, badger, bat, fox, hedgehog, nocturnal, hibernate, winter, evergreen, hunt, forest, dark, light, night, morning, ice, freeze, snow														
First 100 words taught: Mum, Dad, brother, family, baby, cat, coat, hat, socks, tv, light, tree, grass, there, in, on, off, bath, bed, house, light, phone tv														
Cold task: Caption about a given picture-who+what doing		Hot task: Caption about a given picture: Who+what doing (The/is/has)												
Our Big Create:														
At the end of this theme, children will create a large scale representation of a winter woodland at night time using natural materials.														
Enrichment: Ins: Ambulance man and police. Library bus. Outs: library visit to look for non-fiction books														
PSED Sequence: My Emotions Saying how they were independent during their play.														
<p>Week 1: All children will know what the word worry means and reflect on own experiences (Rubys worry) KP: All children will say which learning cog they used (Independent iguana and Collaborative cat)</p>	<p>Week 2: All children will know what the word worry means and reflect on own experiences (Rubys worry) KP: All children will say which learning cog they used (Independent iguana and Collaborative cat)</p>	<p>Week 3: All children will say what the word angry means and reflect on own experiences. KP: All children will say which learning cog they used (Independent iguana and Collaborative cat)</p>												
<p>Week 4: All children will say what the word angry means and reflect on own experiences. KP: All children will say which learning cog they used (Independent iguana and Collaborative cat)</p>	<p>Week 5: All children will use the emotions thermometer to talk about a feeling they have had this week and a solution. KP: All children will say which learning cog they used (Independent iguana and Collaborative cat)</p>													

Communication and Language Sequence: Story Invention

<p>Week 1: One dark night.... Who+what (nocturnal animal)+whatdoing+Where</p>	<p>Week 2 One dark night.... Suddenly</p>	<p>Week 3 One dark night.... Nocturnal animal + What doing + where (appropriate setting)</p>
<p>Week 4: One dark night.... Next event-What+what doing</p>	<p>Week 5 One dark night.... Next event-What+what doing</p>	<p>Week 6 One dark night.... SO.....What+what doing-The end</p>

Literacy Sequence: Peace at last T4W

<p>Week 1 Adult led: Literacy T4W Text focus: Non-fiction week Shared writing focus: Caption to share information from a photo (owl) Sentence level writing focus: Orally rehearse a sentence before writing What+ What doing (The/is) Aims: All Children will; What+what doing Know what a forest is Know what a photo is Know that a forest has trees and how the trees change Say 3 signs of winter Name 3 animals that come out at night time Some children might Know what a caption is Describe the changes we might see in winter Know what is meant by the word hunt. Explain the word 'Nocturnal'. Name 3 parts of one of the animals (tail/wing/spike)</p>	<p>Week 2 Adult led: Literacy T4W Text focus: Imitate Sensory story tray/book to retell Shared writing focus: Caption to share information from a photo (bat) What+ What doing (The/is) Sentence level writing focus: Orally rehearse a sentence before writing What+ What doing (The/is) Aims: All Children will; Show interest in the new story Know the main character is a bear family Know that the story takes place at night time Say the family names in the story (mummy, baby) Say three events that happen in the story. Draw a picture to represent the story. Make marks that represent an idea about bats Some children might; Retell the story using Pie Corbitt actions and language. Create a story map to represent the story. Write a caption using the everyday word 'the'. Write a caption about bats with finger spaces</p>	<p>Week 3 Adult led Literacy T4W Text focus: Imitate Learn the Story map and actions Shared writing focus: Caption to share information from a photo (fox). What+ What doing (The/is). Sentence level writing focus: Orally rehearse a sentence before writing What+ What doing (The/is) Finish my word and then a finger space Aims: all children will: Name the whos and whats in the story Say the repeated refrain Show in own way (verbal or gesture) the next event in the story Make marks to represent an the characters in the story Copy actions to retell the story Play with puppets to show the story sequence Make marks to share a caption about a fox Some children might; Retell the story using actions and words Answer why questions about the story Put the puppets in the right order to tell the story Represent the story using pictures and letters as labels.</p>
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<p>Week 4 Adult led T4W Text focus: Innovate Change the characters and setting Shared writing focus: Caption to share information from a photo (hedgehog) What+ What doing (The/is) Sentence level writing focus: Orally rehearse a sentence before writing What+ What doing (The/is) Finish my word and then a finger space Aim: All Children will; Give one idea to change the 'what' character based on what we have learnt about Nocturnal animals and families Join in with the new repeated refrain Order the events in the story using props Draw the new characters using their own representations Make marks about hedgehogs with some emergent writing Some children might; Make suggestions to change the characters in the story Change the 'where' in the story Order the events in the story with the new characters and whats. Make links between new knowledge about the night and their own ideas Write a simple caption about hedghogs Draw the new story map</p>	<p>Week 5 T4W Text focus: Innovate Learn the new story Shared writing focus: Caption to share information from a photo (cat) What+ What doing (The/is) and Sentence level writing focus: Orally rehearse a sentence before writing What+ What doing (The/is) Finish my word and then a finger space Full stops. Aims: All Children will; Put the props in the correct order of the new story; add words or gestures. Say a who and what doing sentence to say what is happening in the story. Change one character independently (box up) Make own writing about cats showing an awareness of letters for meaning Some children might Make their own innovations using the box up grid. Retell the new stories with props and story maps. Retell the new story with actions Draw their own story map Write a caption about cats for NF book</p>	<p>Week 6 Non fiction week: big create Shared writing focus: Shared writing focus: Caption to share information from a photo What+ What doing (The/is) Sentence level writing focus: Orally rehearse a sentence before writing What+ What doing (The/is) Finish my word and then a finger space Focus on sentence conjunctions (and) Aims: All Children will; Know what a forest is Name 5 things that happen at night when they are asleep Say a who-what doing sentence to give a caption for a photograph. Say one person that might help us at night time Represent ideas through pictures and emergent writing to give ideas about a photo for our display Some children might Describe a nocturnal animal. Say what a nocturnal animal will do at night (hunt) Say a who-whatdoing-and what doing sentence to describe a given photo Write a caption to describe a photo for our display</p>

Understanding the World Sequence: Nocturnal animals (night and day)Signs of Winter.

Range of farm Non fiction texts (NA library box)

<p>Week 1 All children will know the difference between day and night. All children will reflect on their own experiences of what happens at night time. All children will talk about what outside looks like in the morning in winter and make observations of this at home. Some children will think of key features of a night sky through observations.</p>	<p>Week 2 All children will know that in winter the trees lose their leaves. All children will talk about their clothes in winter and how they are different. All children will use the words snow, rain, frost, ice, cold to describe winter and explore these words outside. Some children will talk about the changes they see in winter in the morning and night.</p>	<p>Week 3 All children will know that some animals only come out at night time. All children will name 4 animals that come out at night time. All children will say 4 animals that are not nocturnal. All children will understand the word hunt. Some children will talk about animals that hibernate in winter time and why. Some children will use the word nocturnal to talk about animals.</p>
<p>Week 4 All children will talk about what nocturnal animals do during the day and relate to own self. All children will know which animals are hunted at night. Some children will talk about why bats make the noises that they make.</p>	<p>Week 5 All children will choose an animal to add to our night display and explain why they chosen that animal.</p>	

In the Moment Investigation: Ice and snow: Children will know the changes that happen with heat and cold. They will describe the process through outdoor exploration and experiment.

People, Culture and Community Sequence: People who help us/Chinese New Year

Range of non fiction books

Topsy and Tim series (dentist/doctor)

Jojo and Gran gran celebrate Lunar New Year

<p>Week 2: All children will say the occupations of their families and talk about jobs in their community. All children will name jobs that they would like to do. All children will talk about people that have to work during the night time. Some children will use the word emergency.</p>	<p>Week 3-4 All children will explore a paramedic, fire fighter, police and doctor. All children will know that these people also work through the night and why. All children will say what each job involves. Some children will talk about these jobs in their community and reflect on experiences.</p>	<p>Week 5 All children will know that some people celebrate lunar new year around the world. All children will look at maps to see where this is celebrated. All children will learn the story of the zodiac year race. Some children will understand that they don't celebrate this and why. Some children will talk about how it its celebrated.</p>
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Fine Motor sequence: Perfect writing position

<p>Week 1 Pattern: loops All children will write the sound spelling g.</p>	<p>Week 2 Pattern: nnnnnnn All children will write the sound spelling h</p>	<p>Week 3 Pattern: loops All children will write the sound spelling d</p>
<p>Week 4 Pattern: eeeeeee All children will write the sound spelling e</p>	<p>Week 5 Pattern: curved sticks All children will write the sound spelling f</p>	<p>Week 6 Pattern: zig zags All children will write the sound spelling v</p>

EAD Sequence: working towards representing an animal through joining materials

<p>Week 1 All children will explore drawing animals and including features such as eyes, legs, tails.</p>	<p>Week 2 All children will explore use scissors to make changes to materials such as strips for legs.</p>	<p>Week 3 All children will use given gummy shapes to create bases for their animal bodies.</p>
<p>Week 4 All children will use ripping techniques to create representations from tissue paper.</p>	<p>Week 5 All children will create a representation of a nocturnal animal using all skills taught.</p>	

Possible Paths of Play

<p>Create (Mark Making) Word read Writing FM CL EAD</p> <p>Caption and pictures of learning Nocturnal animal mini books Chalk winter tree pictures Chalk winter scene pictures Animal homes explore Labels for the giant winter scene Owl baby story maps Peace at last story maps Big draw</p>	<p>Create (DT) Word read writing EAD FM CL</p> <p>Hedgehog matchstick pictures Collage with winter natural materials Explore of the colour orange and black creating bats and foxes. Cotton wool owl pictures What is sat on my branch? Stick Scenes</p>	<p>Relax Word reading Comprehension PCC/PP CL</p> <p>Nocturnal animal books Nocturnal animal puppets Tree trunk letters Owl baby sequencing with puppets Animal magazines Animal key words Winter scenes and winter based books</p>
<p>Messy CL M EAD</p> <p>Ice sculptures Fake snow Ice experiments Sand winter scene with naturals Stick paints for winter scene Adding naturals to playdough (evergreen)</p>	<p>Construct CL EAD PSED</p> <p>Building shelters for nocturnal animals Making a natural woodland scene with natural resources-adding small world animals. Mini dens with sticks Cars on the ice role play Own story inventions Emergency vehicles</p>	<p>Imagine EAD PSED Comprehension CL</p> <p>Owl baby puppets Nocturnal animal tea party Peace at last role play Doctors Nurses Vets</p>
<p>Maths Number Numerical Pattern 3,4,5 composition Comparison of numbers Dice frames 5 speckled frogs 5 aliens Positional language Shape arrangements Collections Parties</p>	<p>Phonics Word Reading</p> <p>Lists of cvc words that start with all units covered Symbol search, flash cards, Word build with units SW books if appropriate Characters from dandelion books: read, write, play</p>	<p>Finger Gym Fine Motor</p> <p>Coloured pegs (sort link) Dough out every day Pipe cleaner wraps Nails and wood threading</p>
<p>Outdoors Move Gross Motor</p>	<p>Outdoors Create NW/PCC</p>	<p>Outdoors messy Gross motor</p>

<p>PSED Footwork and balance Jump and land Running safely linked to story</p>	<p>Maths CL EAD Word read Winter sculptures Mud café ice creams Words outside for word hunt Stream play Role play: wasjing cars, taxis. Takeaways, Creating dams Ducks in the winter? Explore Ice Bird watch (migration)</p>	<p>Fine motor EAD Word Reading Paint Mud and water Paintbrush large scale Chalk words and letters Water words Sand castle cakes Flags</p>
<p>Outdoors: Imagine/Construct EAD PCC/PP CL PSED Takeaways Cafes Lunar new year hunt Car wash Taxis</p>	<p>Outdoors Funky Fingers Fine Motor PSED Wood Work: nail and board with lid #Ice smash</p>	<p>Outdoor Maths, maths maths! Number Numerical pattern Make collections Count Sticks Order size Fill and pour: capacity Problems in the pit</p>

