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| Around the world & Space W1& 2 – Father’s Day Mr. Men Wonders of the World Solar System amazing space adventures Literacy Phonics phase 1 & 2 2-3 year olds (Birth to three) (Intent)Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props 3-4 year olds (intent)Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” Make marks on their picture to stand for their name. Rising 5’s (3-4 year olds) (intent) Engage in extended conversations about stories, learning new vocabulary. Mathematics 2-3 year olds (Birth to three) (Intent)Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. 3-4 year olds (intent)Show ‘finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Rising 5’s (3-4 year olds) (intent)Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc |  Jungle W3-4 - Moving up week Monkey puzzle Dear Zoo David AttenboroughLiteracy Phonics 3 & 42-3 year olds (Birth to three) (Intent)Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. 3-4 year olds (intent)Develop their phonological awareness, so that they can: * spot and suggest rhymes
* count or clap syllables in a word
* recognise words with the same initial sound, such as money and mother

Rising 5’s (3-4 year olds) (intent) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name. Mathematics 2-3 year olds (Birth to three) (Intent)Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. 3-4 year olds (intent)Make comparisons between objects relating to size, length, weight and capacity. **Rising 5’s (3-4 year olds) (intent)**Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ | Seaside W5-6 - Beach trip The Singing Mermaid What the ladybird heard at the seaside Literacy Phonics 5 & 62-3 year olds (Birth to three) (Intent)Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. 3-4 year olds (intent)Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name. Rising 5’s (3-4 year olds) (intent) Write some letters accurately. Mathematics 2-3 year olds (Birth to three) (Intent)Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles 3-4 year olds (intent)Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Rising 5’s (3-4 year olds) (intent)Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern  |

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|  W7 TBC Literacy - Phonics phase 72-3 year olds (Birth to three) (Intent)Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. 3-4 year olds (intent)Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Point out print in the environment and talk about what it means. Suggestions: on a local walk, point out road signs, shop names and door numbers. Rising 5’s (3-4 year olds) (intent) Understand the five key concepts about print: * print has meaning
* print can have different purposes
* we read English text from left to right and from top to bottom
* the names of the different parts of a book
* page sequencing

Mathematics 2-3 year olds (Birth to three) (Intent)Compare amounts, saying ‘lots’, ‘more’ or ‘same’. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. 3-4 year olds (intent)Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy **Rising 5’s (3-4 year olds) (intent)**Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’  |