



Our Topic – Superheroes and People who help us!

		Week 1 Wk bg 5/1	Week 2 12/1	Week 3 19/1	Week 4 26/1	Week 5 2/2	Week 6 9/2	Any other information
Weekly Theme		Superheroes Traction Man	Superheroes Supertato	Superheroes Superworm/ It's a good thing there are earth worms	People who help us (our local superheroes) Firefighters and the Police Chinese New Year	People who help us (our local superheroes) Doctors	Chinese New Story vocab Arrive, cheerful, tousling, reunited, charming	Police visit and Firefighter visit. Superhero den- costumes, passcodes, laptops etc.
Key texts		Traction Man Character speechbubbles, Traction Man attributes/ labelling – strong, powerful etc. Equipment list, one page of story – what is the problem? Story map.	Supertato Character speechbubbles How to catch the evil pea sentences using sounds already known Evil pea soup instructions (bossy words and ordering)	Superworm Re-telling their own part to the story – what could happen on their journey to school? It's a good thing there are earth worms Worm facts Simple sentences linked to sounds taught	People who help us book Firefighters Police	People who help us book Doctors	Chinese New Year	Other reception book spine books to cover this term; Mr.Gumpy's Outing, Six dinner sid, Whatever Next Albot Talbot the Master of Disguise Superheroes are everywhere
Literacy	Rec	Reading and writing in line with RWI group Name writing Rhyming words Reading and writing captions and simple sentences (linked to RWI stage) Lists	Reading and writing in line with RWI group Name writing Rhyming words Reading and writing captions and simple sentences (linked to RWI stage) Lists Labelling Recount/story maps	Reading and writing in line with RWI group Name writing Rhyming words Reading and writing captions and simple sentences (linked to RWI stage) Lists Labelling Recount/story maps	Reading and writing in line with RWI group Name writing Rhyming words Reading and writing captions and simple sentences (linked to RWI stage) Lists Labelling Non fiction – writing facts	Reading and writing in line with RWI group Name writing Rhyming words Reading and writing captions and simple sentences (linked to RWI stage) Lists Labelling	Reading and writing in line with RWI group Name writing Rhyming words Reading and writing captions and simple sentences (linked to RWI stage) Lists Labelling	The aim by the end of the spring term in RWI is for children to; Know all set 1 sounds speedily Fred talk most words Read Alien (nonsense words)

		Labelling Recount/story maps Character speechbubbles	Character speechbubbles	Character speechbubbles		Non fiction – writing facts	Labelling Non fiction – writing facts	Read words containing special friends (set 1 digraphs)
	F1	Ten Little Superheroes (Linked activities) Name writing Story vocab Lair Plotting Fate victory	Ten Little Superhero (Linked activities) Name writing Story vocab Lair Plotting Fate victory	You Choose (Linked activities) Name writing Story vocab Jungle City Frame castle	You Choose (Linked activities) Name writing Story vocab Jungle City Frame castle	Peace at Last (Linked activities) Name writing Story vocab Hour, tired, snore, refrigerator, uncomfortable	Peace at Last (Linked activities) Name writing Story vocab Dairy, gate, bundle of hay, skinny, bony	Other F1 book spine books to cover this term; Hairy McClary Feelings
Rhyme of the Week		Ten in a bed	Ten green bottles	Simple Simon	The Grand Old Duke of York	The Muffin Man	Consolidation	If you can practise these rhymes at home, this would be a great help!
Phonics	Rec	Read Write Inc Phonics Programme						
	F1	Nursery Read Write Inc Phonics Programme / Phase 1 letters and sounds						
Maths Reception – Mastering number Programme (see separate planning and overviews)								
Maths Number, Numeric al Patterns, Shape, Space and Measure s	Rec	Mastering Number Session Subitising Subitise within 5 focusing on die patterns Match numerals to quantities within 5	Mastering Number Session Counting, ordinality and cardinality Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number	Mastering Number Session Composition Focus on 5	Mastering Number Session Composition Focus on 6 and 7 as '5 and a bit'	Mastering Number Session Composition Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal	Shapes, space, measure	
	F1	C - Saying numbers in a sequence Counting forwards and backwards to 10 Counting songs/number rhymes Focus on 5 C - Counting: tagging each	C - Counting: tagging each objects with one number word Counting forwards and backwards to 10 using numerals to support Counting objects – focus on 5 (from a large pile of objects) Counting objects of different sizes – count out 5	Co - Identifying groups with the same number of things Groups consisting of an equal number of things. Chn can check groups are equal by matching objects on a one-to-one basis. Comparison between groups; some have an unequal amount	Co – Comparing numbers and reasoning Comparing actual numbers and explaining which is more e.g. Which box of sweets would you choose? Unfair sharing by a puppet Comparing numbers/groups of objects that are far apart, near to, and next to each other (up to 5) E.g. 1 and 5.	Co – Knowing the one more than/one less than relationship between counting numbers Support chn to recognise that if they add one, they will get the next number or if one is taken away they will get the number before. Label groups with the correct numerals; do chn	Consolidation	

		objects with one number word Counting forwards and backwards to 10 Counting objects 5 (touching each object, counting into a tens frame)	Counting things that can not be seen (sounds, actions, words)	Chn to convert two unequal groups into two that have the same number		spot error if a group is mislabelled. Make predictions in stories/rhymes; what happens if one duck swims away? One duck joins back?		
UW Science Geography History	Everyday materials and their properties/appropriate uses How can we change materials? (Forces) Changes to materials over time - decay	Changes to materials; freezing Cooking – changing state, melting	Magnets Worms – compost, change in materials overtime (compost- how do worms help?)	Role of people in society/community – where are these local facilities? History of firefighters and police; changes to uniform, equipment, vehicles Jo - How to stay safe – 999/Stranger Danger	Role of people in society/community – where are these local facilities? History of doctors; changes to uniform, equipment, vehicles	Chinese New Year (Lunar New Year) – where is China? How do people celebrate the Chinese New Year?		
Reception Key topic vocab *On vocab mats	Hero Materials Waterproof Hard wearing Compost (Recap vocab from previous materials – materials, hard, soft, rough, smooth, names of materials)	Hero Melt Freeze (Recap vocab from previous materials - cold, hot, float, sink) Textile Clothing Cut Stick Sew Running stitch (joining) Template Hygience	Hero Magnets Magnetic Attracts Push Pull	Local Community Emergency Then/Now/Ago/In the past Before/after History	Transport Local Community Emergency Then/Now/Ago/In the past Before/after History New/Old Uniform Equipment New/Old Uniform Equipment Transport	Chinese New Year China Language Mandarin		
F1 Key topic vocab *On vocab mats	Materials Twist Push Press Pull Bend	Melt Freeze Hot Cold	Magnet Push Pull	Police/police station Fire service/fire station Fire engine Help Safe	Same Different Doctor/nurse Doctors surgery Hospital Ambulance Family Help Safe	Chinese New Year		

Technology Computing and e-safety	E-Safety – Online bullying, relationships and well-being	Coding					
PSED SCARF (Me and my Relationships)	Ongoing - Zones of regulation, Tough tortoise						
	Valuing Difference I'm special, you're special	Valuing Difference Same and Different		Valuing Difference Same and different families			
C&L *Topic specific vocabulary taught each topic session	Show and tell Monday Family box Friday Nursery rhyme of the week Tapestry news Vocabulary mats Chatty Words F1 – Touch, bend, rough, costume, rescue Rec- Grumpy, similar	Show and tell Monday Family box Friday Nursery rhyme of the week Tapestry news Vocabulary mats Chatty Words F1 – Slippery, Melt, Freezing Rec – Boiled, Greedy	Show and tell Monday Family box Friday Nursery rhyme of the week Tapestry news Vocabulary mats Chatty Words F1 – half, round Rec- Greedy, pale	Show and tell Monday Family box Friday Nursery rhyme of the week Tapestry news Vocabulary mats Chatty Words F1 – Flat, bumpy, round, glow Rec- Similar, reflect	Show and tell Monday Family box Friday Nursery rhyme of the week Tapestry news Vocabulary mats Chatty Words F1 – Half, flat, touch Rec- Reflect, demolish	Show and tell Monday Family box Friday Nursery rhyme of the week Tapestry news Vocabulary mats Chatty Words F1 – costume, silky Rec- luxury, delicious	
RE	Stories from the bible Soocial Jewish and Christian Stories						
PD including gross and fine motor skills and PE	Rec	Gross – Gymnastics Core skills; Bilateral integration and reinforcement of other core skills from Aut 1 and Aut 2					
	F1	Gross – PE (gymnastics focus) Core skills; shoulder girdle, body awareness, movement from left to right, bilateral motor coordination Fine – Funky fingers, funky bodies, dough disco, name writing					
EAD -Art -DT -Music	Rec	Litchenstein – Printing different marks with paint; shapes, colour, lines (create own Litchenstein style painting) Textiles – Superhero cape for vegetables (plan, make and evaluate) – include a simple running stitch around the edge of the cape Food – Preparing 'evil pea' soup – hygiene linked to food prep		Drawing self – face and body	Chinese New Year art and cooking		

	F1	<p>Art</p> <p>Drawing</p> <ul style="list-style-type: none"> • Experiment with blocks, materials, colours and marks. Make marks, draw circles and lines. • Draw faces enclosed spaces with increasing detail. Gives meaning to marks. • Use drawing to represent own ideas and feelings. <p>Painting</p> <ul style="list-style-type: none"> • Explores colour and how colours can be changed. • Colour mixing <p>DT</p> <p>Modelling/Collage/Textiles</p> <ul style="list-style-type: none"> • Beginning to be interested in and describe the texture of things • Experiment to create different textures. Use glue spatulas and glue sticks with support. • Manipulate materials to achieve a planned effect. • Select materials and use simple tools appropriately. Snips paper • Fastening materials together in different ways (mainly glue and Sellotape / masking tape) 	
	Musi c	Weekly singing session with Mr.Starr Weekly Sing Up music session	

*Please note that these plans are subject to change. Sometimes we adapt or alter depending on the children's interests.