

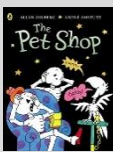
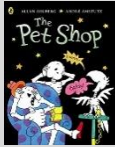












Theme: Funnybones

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Text	Funnybones 	Funnybones 	The Pet Shop 	The Pet Shop 	Give the Dog a Bone 	Give the Dog a Bone 	Bumps in the night 
Communication and Language	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important Learn new vocabulary Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives. Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases Engage in storytimes. Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 						
	<p>Make Talk Rules</p> <p>Pictures/videos of emotions on IWB for discussion/response</p> <p>Snack table- conversation opportunities</p> <p>Read Funnybones- make puppets to retell the story</p>						
PSED	<ul style="list-style-type: none"> See themselves as a valuable individual Build constructive and respectful relationships https://www.coramlifeeducation.org.uk/scarf/ Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally Think about the perspectives of others Manage their own needs 						
Activity		<u>SCARF</u> <u>All about me</u>	What Makes me Special	Me and my Special People	Who can help me	My feelings	My feelings 2
PD Fine Motor	<ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons 						

Activities	<p><u>Funky fingers</u></p> <p>Children make a loose parts face.</p> 	<p><u>Funky fingers</u></p> <p>Children make a loose parts skeleton- e.g. ear buds</p> 	<p><u>Funky fingers</u></p> <p>Children make outline of skeleton face with stickers</p> 	<p><u>Funky fingers</u></p> <p>Children squeeze the ball/face and feed it with pasta/bones</p> 	<p><u>Funky fingers</u></p> <p>Children use tweezers to pick up bead and put on skeleton hand.</p> 	<p><u>Funky fingers</u></p> <p>Children use tweezers to collect all the spooky bones</p> 	<p><u>Funky fingers</u></p> <p>Make a dog skeleton with moveable parts</p> 
PD Gross Motor Outdoor/Hall	<ul style="list-style-type: none"> Revise and refine the fundamental skills they have already acquired: rolling, waking, running, skipping, crawling, jumping, hopping, climbing Progress towards a more fluent style of moving, with developing control and grace Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 						
	Sports coaches	<i>Outdoors – Plastic climbing frame</i> <i>Number line with discs</i> Sports coaches	Sports coaches	Sports coaches	Sports coaches	Sports coaches	Sports coaches
PD Health	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene 						
Reading	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter–sound correspondences Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment 						
	<i>Book sharing /handling in small groups (lilac stage)</i> <i>Expectations for looking after school books.</i> <i>Make individual my body book</i>	Phase 1/2 <i>Rigby Star reading books.</i>	Phase 1/2 <i>Rigby Star reading books.</i>	Phase 1/2 <i>Rigby Star reading books.</i>	Phase 1/2 <i>Rigby Star reading books.</i>	Phase 1/2 <i>Rigby Star reading books.</i>	Phase 1/2 <i>Rigby Star reading books.</i>
Phonics	Phase 1 <i>Initial letter sounds – alliteration with Names</i>	s-a-t a as I	p-i-n-m is it in an I	d-g-o-c- and on not into can no go	k-ck-e-u to get got the put	r-h-b-f if off big had his him but back	l-ff-l-ss of dad mum up
Writing	<ul style="list-style-type: none"> Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense 						
Writing Outcomes	Collage names – initial letter/whole names Reading cloakroom tags and understanding labelling – make own name label. Name and picture for learning Journal.	Oral Prediction – Funnybones – clues Author/Illustrator/Front Cover/Blurb <i>Read Funnbones Story Children</i>	Funnybones story Sequence pictures	<i>Book: Funnybones: The Pet Shop</i> Using props/puppets retell story Rehearsing story- talk for writing	Describe the main features of the Dark, dark house. What do you see? Adjectives to describe Large windows, Red roof etc	Draw a story map of Funnybones (collaborative)	Re-tell Funnybones (orally/with actions/or written)

