



















	<b>Week 1</b> 20 <sup>th</sup> April	<b>Week 2</b> 27 <sup>th</sup> April	<b>Week 3</b> 4 <sup>th</sup> May (No Monday)	<b>Week 4</b> 11 <sup>th</sup> May	<b>Week 5</b> 18 <sup>th</sup> May	<b>Week 6</b>
<b>T</b>	<b>Topic - Real Life Superheroes</b>					
<b>?</b>	How can we be brave and help others like Saint George?	How do real-life superheroes help us, and how can we help others too?	Why do we celebrate special days like May Day and VE Day, and how do they bring people together?	How do real-life superheroes help us, and how can we help others too?	How do real-life superheroes help us, and how can we help others too?	How do real-life superheroes help us, and how can we help others too?
<b>Hook</b>	Hide a dragon footprint trail. Tell the chn a dragon has been spotted, so they must help Saint George.	Visit from a Police	Set up a surprise celebration (bunting, music, picnic) to introduce VE Day and May Day	Visit from the RNLI and a vet	Visit from a Dartmoor Rescue and dentist	Scientist and armed forces Toothbrush half term challenge
<b>Phonic</b>	<b>Phase 4:1</b> CVCC -ed/ed	<b>Phase 4:2</b> CVCC -ed/t	<b>Phase 4:3</b> CCVCC -ed/d	<b>Phase 4:4</b> CCCVC	<b>Assess and review week</b> R:13	<b>Phase 4:4</b> CCCVCc -er, -est
<b>Drawing Club</b>	<p><b>Story:</b> The Hairy Toe</p> <p><b>Vocabulary:</b> Windy Furry Ancient Fearful Undercover Creep Distant Swirling</p>	<p><b>Traditional Tale:</b> Hansel and Gretel</p> <p><b>Vocabulary:</b> Cunning Mysterious Delicious Lured Trapped Outwitted Triumphant</p>	<p><b>Video Clip:</b> Trapdoor <a href="https://www.youtube.com/watch?v=mluYB9YfzSI">https://www.youtube.com/watch?v=mluYB9YfzSI</a></p> <p><b>Vocabulary:</b> Stalking Smuggle Miniature Evade Grasp Foe Dozing Slink</p>	<p><b>Story:</b> Mixed</p> <p><b>Vocabulary:</b> Harmonious Triple Intelligent Boastful Squabble Divided Unique Populated</p>	<p><b>Traditional Tale:</b> Little Red Riding Hood</p> <p><b>Vocabulary:</b> Traipse Crafty Disguised Concealed Menacing Rescue Flee Gratitude</p>	<p><b>Video Clip:</b> Captain Pugwash <a href="https://www.youtube.com/watch?v=sJUzdPRxbEk">https://www.youtube.com/watch?v=sJUzdPRxbEk</a></p> <p><b>Vocabulary:</b> Joyful Hoist Lost Beware Observe Nervous Careful Munch</p>
						

Key	Fiction – A Superhero Like You - Dr Ranj Non-Fiction – people who help us					
Visit	<b>Nurse First Aider Police Cadet</b>	<b>Police</b>	<b>Caretaker Headteacher</b>	<b>RNLI Vet</b>	<b>Dartmoor Search and Rescue Dentist</b>	<b>Armed Forces Scientist</b>
Literacy Input	People Who Help Us ChatterPix Recording <b>Skills:</b> To talk about people who help us in the community and record a sentence using ChatterPix. <b>Knowledge:</b> I know that different people help us in our community and technology can be used to share ideas and information.	Police Visit Fact File Writing <b>Skills:</b> To write a simple fact file about the police using phonics to spell new words, correct letter formation and sentences that can be read by others. <b>Knowledge:</b> I know that fact files give information about real-life people and jobs, and I can use sounds and letters to write words and simple sentences clearly.	Caretaker and Headteacher Fact File <b>Skills:</b> To write a simple fact file about the caretaker and headteacher using phonics to spell new words, correct letter formation and sentences that can be read by others. <b>Knowledge:</b> I know that fact files give information about people and their roles in school, and I can use sounds and letters to write words and simple sentences clearly.	RNLI and Vet Fact File Writing <b>Skills:</b> To write a simple fact file about the RNLI and vets using phonics to spell new words, correct letter formation and sentences that can be read by others. <b>Knowledge:</b> I know that fact files give information about people who help us, and I can use sounds and letters to write words and simple sentences clearly.	Dartmoor Search and Rescue and Dentist Fact File Writing <b>Skills:</b> To write a simple fact file about Dartmoor Search and Rescue and dentists using phonics to spell new words, correct letter formation and sentences that can be read by others. <b>Knowledge:</b> I know that fact files give information about people who help us in different ways, and I can use sounds and letters to write words and simple sentences clearly.	Armed Forces and Scientist Fact File <b>Skills:</b> To write a simple fact file about the Armed Forces and scientists using phonics to spell new words, correct letter formation and sentences that can be read by others. <b>Knowledge:</b> I know that fact files give information about important jobs, and I can use sounds and letters to write words and simple sentences clearly.
Mark Making Table	 Superhero mark making	 Real life hero	 Choose it draw it write it – start with cvc. Add digraphs later in the week	 Choose it draw it write it – cvcc/ccvc spring	 read it, draw it, write it – cvcc/ccvc – ELS week 5 (ed)	 read it, draw it, write it – cvcc/ccvc – ELS week 6 (er and est)
Snipping Station	 Matching People Who Help Us <b>Skills:</b> To recognise and match people who help us to the job they do, including the vehicles and equipment they use. <b>Knowledge:</b> I know that people wear uniforms to show they have a special role, and I know different vehicles help people to do their jobs in emergencies.	 Police Car Shape Puzzle <b>Skills:</b> To cut and place shapes carefully to create a police car picture using fine motor and problem-solving skills. <b>Knowledge:</b> I know that police officers use police cars to help people and keep communities safe.	 Firefighter Shape Puzzle <b>Skills:</b> To cut, match and place shapes correctly to complete a picture puzzle using fine motor skills. <b>Knowledge:</b> I know that firefighters are heroes who help people and use special equipment and vehicles to keep us safe.	 RNLI Boat Shape Craft <b>Skills:</b> To cut and arrange shapes carefully to create different RNLI rescue boats using fine motor and creative skills. <b>Knowledge:</b> I know that the RNLI helps people stay safe at sea and uses special rescue boats to save lives.	 How to Brush Your Teeth Sequencing <b>Skills:</b> To cut out and order pictures correctly to show the steps for brushing teeth. <b>Knowledge:</b> I know that brushing my teeth in the correct order helps to keep them clean and healthy.	 People Who Help Us Split Pin Puppets <b>Skills:</b> To cut, join and manipulate puppet pieces using split pins to develop fine motor control and creativity. <b>Knowledge:</b> I know that people who help us have important jobs in the community and use different tools and uniforms to do their work.

Phonics table	 <p>Read and Match CVC Sentences  <b>Skills:</b> To read simple CVC sentences and match the correct picture.  <b>Knowledge:</b> I know that sounding out and blending words helps me to read and understand simple sentences.</p>	 <p>Sentence Detectives (colour the correct picture)  <b>Skills:</b> To read simple sentences and identify the matching picture using phonics and comprehension skills.  <b>Knowledge:</b> I know that words in a sentence give clues that help me understand and match the correct picture.</p>	 <p>Snip the Sentence  <b>Skills:</b> To cut and reorder words to build a simple CVCC/CCVC sentence correctly.  <b>Knowledge:</b> I know that sentences are made of words in a special order so they make sense when we read them.</p>	 <p>Sentence Detectives (stick the correct picture)  <b>Skills:</b> To read simple sentences and match the correct picture using phonics.  <b>Knowledge:</b> I know that reading the words carefully helps me choose the picture that matches the sentence.</p>	 <p>Missing Teeth Letters  <b>Skills:</b> To identify and add missing letters to complete words by using my phonics.  <b>Knowledge:</b> I know that letters work together to make words linked to keeping our teeth healthy, such as dentist, floss, brush and teeth.</p>	 <p>Sentence Detectives (stick the correct picture)  <b>Skills:</b> To read simple sentences and match the correct picture using phonics.  <b>Knowledge:</b> I know that reading the words carefully helps me choose the picture that matches the sentence.</p>
Mark making area	 <p>Create My Own Superhero ID Card  <b>Skills:</b> To draw and write ideas to create a superhero identity card using imagination and writing skills.  <b>Knowledge:</b> I know that superheroes help others and have special qualities.</p>	 <p>Police Incident Form Writing  <b>Skills:</b> To use imagination, robot arms to write words and simple sentences about a police incident.  <b>Knowledge:</b> I know that police officers help people by recording information.</p>	 <p>Fire Engine Labelling  <b>Skills:</b> To use robot arms and phonics knowledge to label parts of a fire engine using sounds and letters.  <b>Knowledge:</b> I know that fire engines carry special equipment that firefighters use to help people and put out fires.</p>	 <p>RNLI Boat Drawing and Writing  <b>Skills:</b> To draw a RNLI boat and write a simple sentence using phonics.  <b>Knowledge:</b> I know that RNLI boats help rescue people at sea and keep them safe in emergencies.</p>	 <p>Thank You Letters for Real-Life Superheroes  <b>Skills:</b> To use phonics to write a thank you letter to people who help us in the community.  <b>Knowledge:</b> I know that real-life superheroes help and care for people, and letters can be used to share thanks and kindness.</p>	 <p>Armed Forces Writing Activity  <b>Skills:</b> To use robot arms to write words and simple sentences about pictures of the Armed Forces.  <b>Knowledge:</b> I know that members of the Armed Forces help protect and support people in different ways.</p>



### People Who Help Us Writing Activity

**Skills:** To use phonics knowledge to write words and simple sentences about people who help us.

**Knowledge:** I know that different people help us in the community and I can use sounds I know to write about them.



### Build Police Sentences

**Skills:** To build a simple sentence about police pictures using Colourful Semantics.

**Knowledge:** I know that sentences need words in the correct order to make sense and describe what is happening in a picture.



### Firefighter Story Writing

**Skills:** To use pictures, a word bank and phonics knowledge to write a short story about a firefighter.

**Knowledge:** I know that firefighters help people in emergencies and I can use words and pictures to create my own story.



### Build RNLI Sentences and vet

**Skills:** To build simple sentences about the RNLI or vets using Colourful Semantics.

**Knowledge:** I know that the RNLI helps rescue people at sea. I know vets help animals. I know sentences need words in the correct order to make sense.



### Build Dentist Sentences

**Skills:** To build simple sentences about a dentist using Colourful Semantics.

**Knowledge:** I know that dentists help keep our teeth healthy and sentences need words in the correct order to make sense.



### Scientist Writing

**Skills:** To use phonics to write words that match the colour of the scientist's medicine bottle contents.


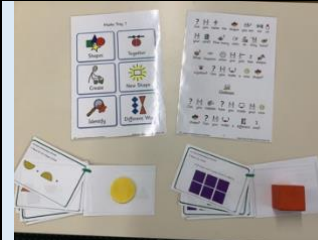


**Knowledge:** I know that scientists use different materials and ingredients to make medicines that help people.















### Build Firefighter Sentences

**Skills:** To build a simple sentence about firefighters using Colourful Semantics.

**Knowledge:** I know that sentences need words in the correct order to describe what firefighters do to help people.

Math	Building numbers past 10 Counting patterns beyond 10	Verbal counting 20 and beyond	How many now?	Manipulate Compose and decompose	Compose and decompose	Sharing and grouping week 1 of 2
Maths Table 1	 <p><b>Number Bingo to 20</b>  <b>Skills:</b> To recognise, match and mark numbers up to 20 using counting patterns and number formation skills beyond 10.  <b>Knowledge:</b> I know that numbers follow a pattern and continue after 10, and I can use counting to help me find and match numbers up to 20.</p>	 <p><b>Numicon Number Matching</b>  <b>Skills:</b> To match numerals to quantities using Numicon and other maths manipulatives to support counting and recognition.  <b>Knowledge:</b> I know that numbers represent amounts and I can use objects and Numicon to help me see and understand how many there are.</p>	 <p><b>Counting and matching with Numicon and Pom Poms</b>  <b>Skills:</b> To count objects accurately and match them to numerals using Numicon and manipulatives, with an extension to explore number bonds.  <b>Knowledge:</b> I know that numbers can be made in different ways and that counting objects helps me understand how numbers can be split and combined.</p>	 <p><b>Tangram Shape Pictures</b>  <b>Skills:</b> To use spatial awareness and problem-solving skills to select and arrange tangram shapes to create pictures.  <b>Knowledge:</b> I know that shapes can be combined and rotated to make different pictures and designs.</p>	 <p><b>2D Shape Completion</b>  <b>Skills:</b> To complete partially shown shapes by using problem-solving skills to identify and recognise the finished shape.  <b>Knowledge:</b> I know my 2D shapes and can name and recognise them.</p>	 <p><b>Grouping Objects into Sets</b>  <b>Skills:</b> To sort and organise objects into equal groups of 2 and 3 using bowls, cupcake tins and other containers, developing counting and grouping skills.  <b>Knowledge:</b> I know that objects can be grouped in different ways and that groups can help me to count and understand numbers.</p>
Maths Table 2	 <p><b>Number Track Race to 20</b>  <b>Skills:</b> To use a dice to count out and place counters accurately on a number track up to 20, developing counting and number recognition skills.  <b>Knowledge:</b> I know that numbers follow a sequence and I can use counting to move along a number track in order.</p>	 <p><b>Count and Write Numbers to 20</b>  <b>Skills:</b> To count sets of objects accurately up to 20 and write the correct numeral using visual clues.  <b>Knowledge:</b> I know that each number matches a specific amount and I can use counting to help me identify and write numerals correctly.</p>	 <p><b>Add Two Numbers</b>  <b>Skills:</b> To add two numbers up to 20 by using a spinner and building the total on ten frames.  <b>Knowledge:</b> I know that adding means combining two amounts together to find a total.</p>	 <p><b>Stickle Bricks Description Challenge</b>  <b>Skills:</b> To use clear descriptive language to explain a stickle brick model and listen carefully to recreate the design using positional and spatial language.  <b>Knowledge:</b> I know that shapes can be arranged in different ways and that listening to descriptions helps me recreate and understand a model.</p>	 <p><b>2D Shape Composing Challenge</b>  <b>Skills:</b> To combine 2D shapes to create new shapes and pictures, while counting and describing the shapes used.  <b>Knowledge:</b> I know that different 2D shapes can be joined together to make new shapes and designs.</p>	 <p><b>Vet Clinic Sharing and Grouping</b>  <b>Skills:</b> To share and group animal "patients" equally between vets using practical resources, exploring sharing into 2, 3 and 4 equal groups.  <b>Knowledge:</b> I know that sharing means splitting amounts fairly into equal groups and that different numbers can be grouped in different ways.</p>

Sensory Table	 <p><b>Saint George's Day</b>  <b>Skills:</b> To use a puppets and castle props to retell the story of George and the Dragon.  <b>Knowledge:</b> I know that Saint George is a hero from a traditional story who helps to defeat a dragon and protect the castle.</p>	 <p><b>Colour Mixing Scientist Lab</b>  <b>Skills:</b> To use pipettes to drop coloured water onto paper towel, mix colours and observe changes carefully.  <b>Knowledge:</b> I know that mixing different colours can create new colours and scientists observe changes during experiments.</p>	 <p><b>Fire Service Number Rescue to 20</b>  <b>Skills:</b> To use magnets to find hidden numbers in rice up to 20, recognise numerals, and say one more and one less than a given number.  <b>Knowledge:</b> I know that numbers up to 20 follow a pattern and I can use counting to find one more and one less.</p>	 <p><b>Scientist's Experiment</b>  <b>Skills:</b> To use a pipette to add drops of lemon juice to powder and carefully observe and describe any changes.  <b>Knowledge:</b> I know that scientists use tools to carry out experiments and that mixing substances can cause changes.</p>	 <p><b>Clean Teeth Brushing Activity</b>  <b>Skills:</b> To use toothbrushes to remove "marks" from teeth surfaces, developing fine motor control and hand-eye coordination.  <b>Knowledge:</b> I know that brushing my teeth helps to remove dirt and keep my teeth clean and healthy.</p>	 <p><b>Scientist's Colour Experiment</b>  <b>Skills:</b> To use tweezers to pick up and move cotton wool balls and pipettes to add and mix colours, observing changes carefully.  <b>Knowledge:</b> I know that scientists use different tools to explore materials and that mixing colours can create new colours and changes.</p>
Small World	 <p><b>Hospital</b>  <b>Skills:</b> To use small world resources to role-play hospital scenarios.  <b>Knowledge:</b> I know that hospitals are places where doctors and nurses help people when they are sick or injured.</p>	 <p><b>Recycling Centre</b>  <b>Skills:</b> To use small world resources to sort and role-play recycling activities.  <b>Knowledge:</b> I know that recycling centres help us sort rubbish into different materials to help protect the environment</p>	 <p><b>Small World Fire Station</b>  <b>Skills:</b> To use small world resources to role-play a fire station.  <b>Knowledge:</b> I know that fire stations are where firefighters work and prepare to help people in emergencies</p>	 <p><b>Coast Guard</b>  <b>Skills:</b> To use small world figures, boats and beach resources to role-play coast guard rescue scenarios.  <b>Knowledge:</b> I know that the coast guard helps people at the beach and sea to stay safe and uses boats and teamwork in emergencies</p>	 <p><b>Mountain Rescue</b>  <b>Skills:</b> To use small world resources to role-play mountain rescue scenarios.  <b>Knowledge:</b> I know that mountain rescue teams help people who are lost or injured in mountains and use special equipment to keep people safe.</p>	 <p><b>Road Safety</b>  <b>Skills:</b> To use small world resources to role-play road crossing scenarios.  <b>Knowledge:</b> I know that a lollipop person helps children cross the road safely and that we must follow road safety rules to stay safe.</p>

**Skill: Mould**



**Builder Role Play**

**Skills:** To mould wet sand to build structures such as houses.

**Knowledge:** I know that builders use materials like sand to create structures and that buildings need to be carefully made to stand up.



**Skill: Sieve**



**Beach Clean**

**Skills:** To use sieves to sift sand and separate materials.

**Knowledge:** I know that keeping beaches clean helps protect animals and the environment and that we can sort materials by filtering them.



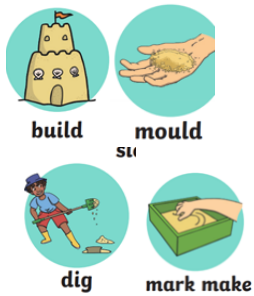
**Skill: Mould**



**Sand Artist Role Play**

**Skills:** To use wet sand to create patterns and sculptures.

**Knowledge:** I know that artists use different materials to create patterns and shapes and that sand can be moulded into different designs.



**Skill: Dig**



**Archaeologist Dig Site**

**Skills:** To carefully use brushes to uncover buried shells and stones.

**Knowledge:** I know that archaeologists dig and uncover objects that have been buried in the ground and must be careful not to damage them.



**Skill: Dig**



**Doctor Bone Repair**

**Skills:** To carefully remove and position bones onto a skeleton outline.

**Knowledge:** I know that doctors help people by understanding the human body and helping to fix injuries like broken bones.



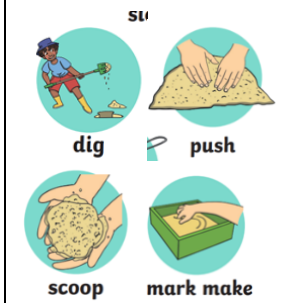
**Skill: Bury/Enclose**



**Search and Rescue Mission**

**Skills:** To search for and locate hidden people and animals.

**Knowledge:** I know that search and rescue teams help find missing people and animals and keep them safe in different environments.



Skill: Mixing



Hospital Hand Washing Station

**Skills:** To use water and soap materials to mix, wash and clean hands, developing understanding of hygiene routines and fine motor control.

**Knowledge:** I know that washing hands with soap helps remove germs and keeps people safe and healthy in places like hospitals.



Skill: Transporting



Water Transport Stations

**Skills:** To carefully transport pictures of fingerprints from the water using different tools.

**Knowledge:** I know that different tools can be used to move liquids carefully and that we can match and sort by colour.



Skill: Pouring



Firefighter Water Pump Challenge

**Skills:** To use an electric pump to pour and transport water, exploring different containers and comparing how quickly they fill.

**Knowledge:** I know that firefighters use water to put out fires and that different containers and tools can affect how quickly water is moved.



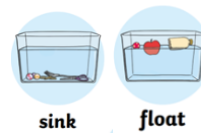
Skill: floating or sinking



RNLI Floating and Sinking Rescue

**Skills:** To explore and test different materials by predicting, observing and sorting whether objects float or sink during RNLI role play activities.

**Knowledge:** I know that RNLI lifeguards and rescue teams help people at sea and that some objects float on water while others sink.



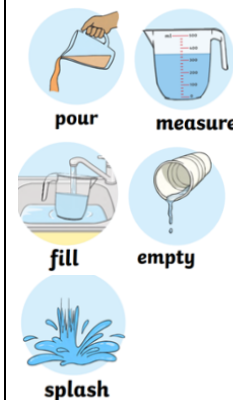
Skill: Filling



Emergency Vehicle Car Wash

**Skills:** To fill and transport water using containers to wash emergency vehicles.

**Knowledge:** I know that emergency vehicles help people in urgent situations and need to be kept clean so they are ready to help.



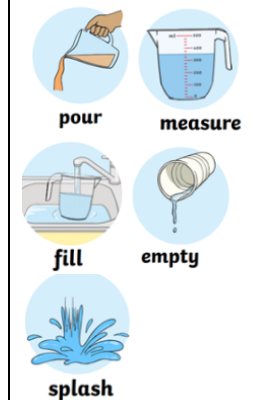
Skill: Pouring



Veterinary Animal Wash Station

**Skills:** To use pouring skills to wash toy animal.

**Knowledge:** I know that vets help care for animals and keep them clean and healthy.



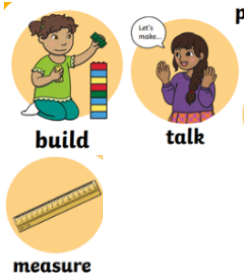
**Skills: spatial awareness**



**Block Tower Builders**

**Skills:** to build and balance a tower using up to 20 wooden blocks.

**Knowledge:** I know that structures need balance and stability and that blocks can be arranged in different ways to build tall constructions.



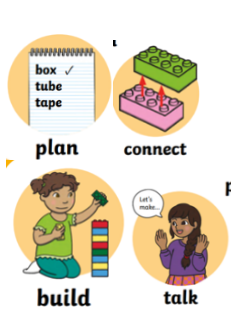
**Skills: construct with a purpose in mind**



**Marble Run Construction**

**Skills:** To design and construct a marble run with a clear purpose.

**Knowledge:** I know that objects can be designed and built to make things move in different ways and that we can change our designs to improve them.



**Skill: create a structure**



**Bridge & Road Challenge**

**Skills:** To create and combine materials such as tape and lolly sticks to build bridges.

**Knowledge:** I know that structures need to be strong and stable and that changes can be made to improve and fix designs if they do not work.



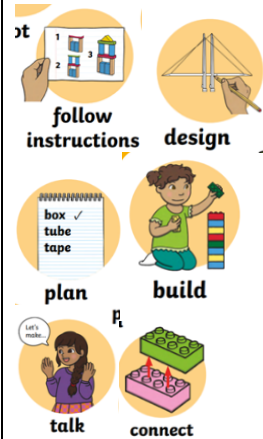
**Tool: construct with a purpose in mind**



**Rescue Vehicle with Moblo**

**Skills:** to build a vehicle using Moblo pieces, following a plan or creating their own design.

**Knowledge:** I know that vehicles used for rescue have special features to help people in emergencies and designs must match their purpose.



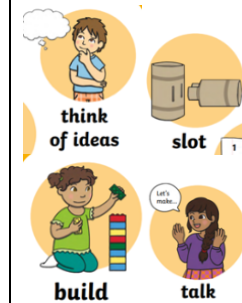
**Skills: spatial awareness**



**Magnetite Structures**

**Skills:** to build towers and connect structures using Magnetiles.

**Knowledge:** I know that shapes can be connected in different ways to build structures like towers and bridges and that some designs are stronger than others.



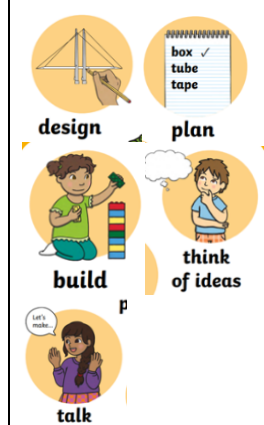
**Skill: create a structure**



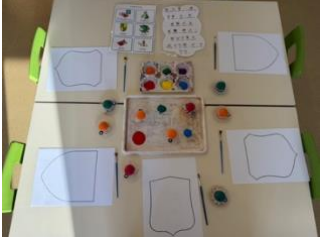
**Emergency Access Structure**

**Skills:** To design and build a structure such as a ladder using construction materials.

**Knowledge:** I know that real-life superheroes like firefighters and paramedics use equipment and structures to safely reach people in emergencies.



Skill: Painting/Printing



Saint George's Day Shield Design

**Skills:** To use stamps and paint to create patterns and designs for a Saint George's Day shield.

**Knowledge:** I know that shields were used by knights for protection and that Saint George is linked to stories about bravery and heroes.

Skill: Printing



Police Finger Painting

**Skills:** To mix powder paint with water to create police finger prints.

**Knowledge:** I know that colours and materials can be mixed to create artwork and that police officers help people in the community.

Skill: Painting



Fire Painting

**Skills:** To observe pictures of fire and use lines, colours and patterns to create paintings that show the movement of flames.

**Knowledge:** I know that artists can use colour, pattern and brush movements to represent how things look and move, such as fire.

Skill: DT / Joining



Junk Model Boats

**Skills:** To design and construct boats using junk modelling materials, exploring different ways to join and attach materials together.

**Knowledge:** I know that boats are built using different materials and strong joins help structures stay together.

Skill: Artist /Draw/ Paint



Mondrian-Inspired Line and Colour Art

**Skills:** To use rulers to draw straight lines and paint shapes using primary colours.

**Knowledge:** I know that artists like Piet Mondrian use lines, shapes and primary colours to create simple but bold artwork.

Skill: collaborative



Mystery Reveal Painting

**Skills:** To draw with a white crayon and use watercolour paint to reveal hidden images.

**Knowledge:** I know that some materials resist paint and can be used to create hidden or "mystery" pictures that appear when paint is added.

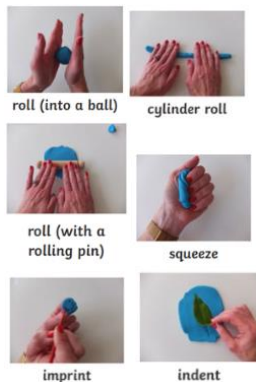
**Skill: moulding**



Dragon Loose Parts

**Skills:** To use moulding skills with malleable materials and loose parts to create a dragon.

**Knowledge:** I know that materials can be shaped and changed to make models and that dragons are imaginary creatures that can be designed in different ways.



roll (into a ball)

cylinder roll

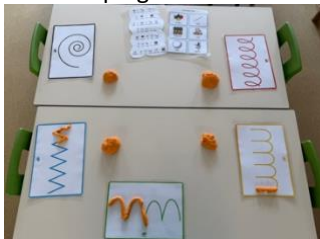
roll (with a rolling pin)

squeeze

imprint

indent

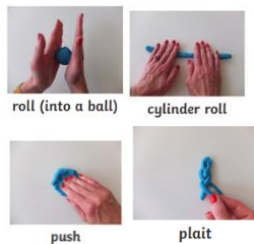
**Skill: shaping**



Copy the patterns and lines

**Skills:** To roll, push and shape malleable materials to copy lines and patterns.

**Knowledge:** I know that materials can be shaped in different ways to make patterns and designs.



roll (into a ball)

cylinder roll

push

plait

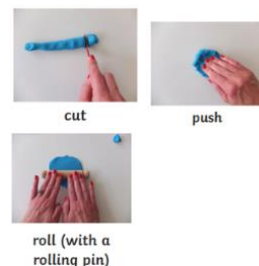
**Skill: cutting**



Fire Shape Cutting and Loose Parts

**Skills:** To use cutting tools and fire-themed shape cutters to create and assemble fire-related designs.

**Knowledge:** I know that shapes can be cut and joined to make new designs and that fire has different shapes and patterns that can be represented in art.



cut

push

roll (with a rolling pin)

**Skill: rolling**



Dandelion Dough Exploration

**Skills:** To roll, push, squeeze and press dough. Use loose parts and dandelions to create imprints and patterns.

**Knowledge:** I know that materials like dough can be changed by pressing, rolling and squeezing to make different shapes and patterns.



imprint

indent

push

squeeze

roll (into a ball)

cylinder roll

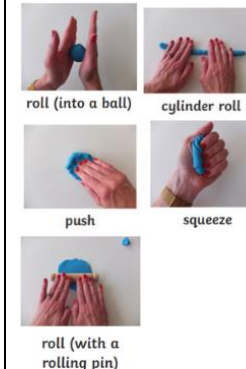
**Skill: moulding**



Bakery Role Play

**Skills:** To use moulding skills with malleable materials to create bakery items.

**Knowledge:** I know that bakers use ingredients to make food items such as bread, cakes and pastries.



roll (into a ball)

cylinder roll

push

squeeze

roll (with a rolling pin)

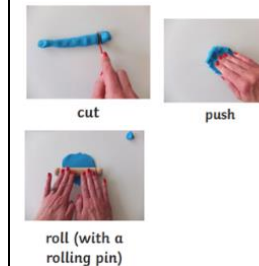
**Skill: cutting**



Cutting dough

**Skills:** To use scissors, knives and shape cutters safely to cut and shape malleable materials.

**Knowledge:** I know that materials can be cut into different shapes and sizes and tools help us change and create new forms.



cut

push

roll (with a rolling pin)



**Hospital/doctor surgery**

**Skills:** To be able to re-enact what might happen at the hospital or doctors surgery.

**Knowledge:** I know that we go to the hospital/GP when we don't feel very well.

**Literacy:** telephone messages, doctor badges, medical reports.

**Maths:** Counting patients (teddies/dolls) Number recognition (patient numbers)

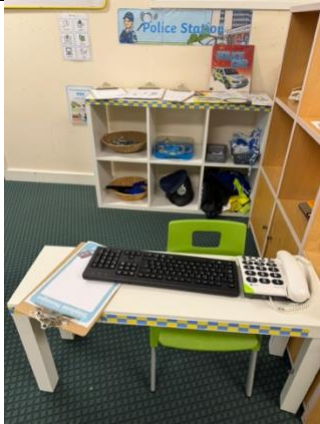
Comparing sizes (big/small, tall/short)

Counting heartbeats (1–20)

Simple adding ("1 more patient") Simple taking away ("1 patient goes home") Using maths words (more, less, next, first, full, empty)



Real life superhero dressing up



**Police station**

**Skills:** To be able to re-enact what might happen in a police station.

**Knowledge:** I know that police officers help people and police officers are often based in a station.

**Literacy:** name badges, telephone messages, incident report, crime report, Labelling the policeman.

**Maths:** Counting cars, officers, clues, footprint or objects. Simple adding ("1 more officer") Simple taking away ("1 car leaves") Comparing (big/small, more/less) Position words (in, out, behind, next to) Using maths words (more, less, first, next, full, empty)



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**Vet Clinic**

**Skills:** To be able to re-enact what might happen in a vet clinic.

**Knowledge:** I know that vets help animals and vet clinics are where animals go to be checked, treated and cared for.

**Literacy:** Name badges, appointment forms, phone messages, animal records, labelling animals and vet equipment.

**Maths:** Counting animals, vets, tools, and supplies. Simple adding ("1 more animal"), simple taking away ("1 animal leaves"), comparing (big/small, more/less), position words (in, out, behind, next to), using maths language (more, less, first, next, full, empty).



**Dentist Surgery**

**Skills:** To be able to re-enact what might happen in a dentist surgery.

**Knowledge:** I know that dentists help people take care of their teeth and a dentist surgery is where people go for check-ups and treatment.

**Literacy:** Appointment books, patient records, name badges, labelling dental equipment, writing simple messages and notes.

**Maths:** Counting teeth models, patients, tools and appointments. Simple adding ("1 more patient"), simple taking away ("1 patient leaves"), comparing (big/small, more/less), position words (in, out, behind, next to), using maths language (more, less, first, next, full, empty).






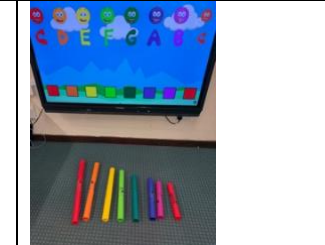










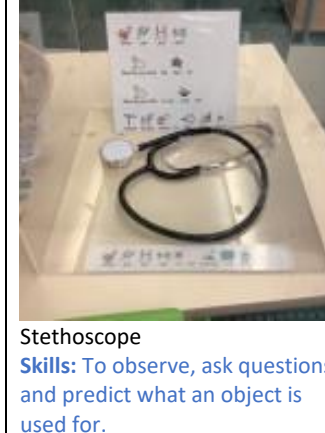

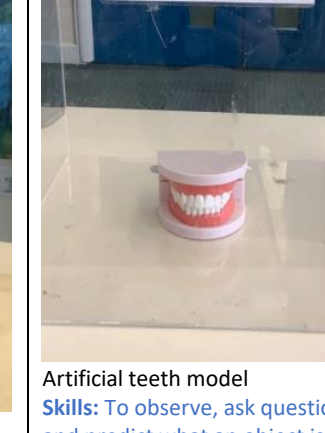
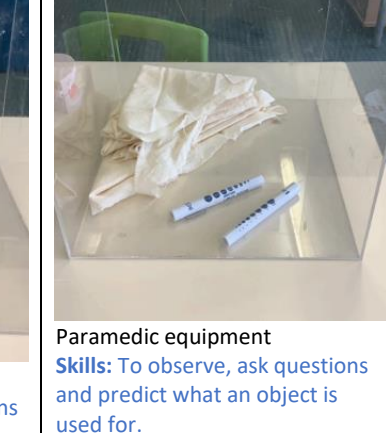
**Science Lab**

**Skills:** To be able to re-enact what might happen in a science laboratory.

**Knowledge:** I know that scientists work in a science lab to investigate, test and explore different materials and changes.

**Literacy:** Recording observations, labelling equipment, chemical order form, writing simple experiment results, using symbols, name badges, and simple instructions.

**Maths:** Counting materials and equipment, measuring amounts, simple adding ("1 more test tube"), simple taking away ("1 beaker removed"), comparing (more/less, big/small), position words (in, out, next to, behind), using maths language (full, empty, same, different, more, less).

<p>IWB / Technology</p>	 <p>Police tools Walkie talkies and cameras</p>	 <p>Lightbox and transparent letters to write names.</p>	 <p>Dancing ribbons – Gross motor mark making.</p>	 <p>Boom - whackers. Follow the rhythm.</p>	 <p>Microscope – explore the natural world</p>	 <p>QR codes nursery rhymes</p>
<p>Book Area</p>	 <p>Real-life super hero themed books.</p>	 <p>Real-life super hero themed books.</p>	 <p>Real-life super hero themed books</p>	 <p>Real-life super hero themed books.</p>	 <p>Real-life super hero themed books.</p>	 <p>Real-life super hero themed books.</p>
<p>Look and See Curiosity Cube-</p>	 <p>Nurse Scrubs <b>Skills:</b> To observe, ask questions, predict and record ideas about an object. <b>Knowledge:</b> I know that different people use special clothing for their jobs.</p>	 <p>Handcuffs <b>Skills:</b> To observe, ask questions and predict what an object is used for. <b>Knowledge:</b> I know that objects have different uses and people use them in different jobs.</p>	 <p>Stethoscope <b>Skills:</b> To observe, ask questions and predict what an object is used for. <b>Knowledge:</b> I know that objects have different uses and people use them in different jobs.</p>	 <p>Lab equipment <b>Skills:</b> To observe, ask questions and predict what an object is used for. <b>Knowledge:</b> I know that objects have different uses and people use them in different jobs.</p>	 <p>Artificial teeth model <b>Skills:</b> To observe, ask questions and predict what an object is used for. <b>Knowledge:</b> I know that objects have different uses and people use them in different jobs.</p>	 <p>Paramedic equipment <b>Skills:</b> To observe, ask questions and predict what an object is used for. <b>Knowledge:</b> I know that objects have different uses and people use them in different jobs.</p>



Maths - Numbers to 20



Maths - Bug number spot



Maths - natural objects and tens frame.



Tangram Shape Pictures



Maths: Number bonds - Addition



Maths: grouping and sharing



Dragon stencils



Washing dirty pots and pans.



Vehicle construction



People who help us - cut



Catch the loom bands on the chopstick



Balls and labels - transporting



Castle colouring



Cloud observation station



Phonics - Park and read



Painting on textures surfaces.



Clean the painted Tray



Construction - Wooden Bricks.



Sand mark making



Den building



Rescue a cat - problem solving



Make own road signs



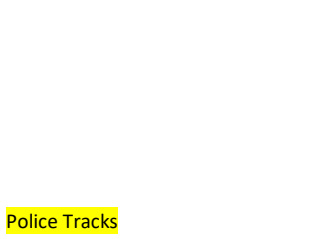
Construction Role Play



Sharing a story.



People who help us mark making



Police Tracks






















Fire mark making



Rescue the dinosaurs



Ducks, water and drainpipes.

						
	Spring tea – Blossom	Mark Making with chalk	Outdoor weaving.	Construction - Building a boat	Boomwhackers	Stage and instruments
Outside – Adult Led						
	Re-planting tomatoes, peas, beans and broccoli into bigger pots.	Planting sunflower seeds. The big sunflower race!	Fire services – spray out the fire.	RNLI Boats	What is happening under the ground printing.	Pool noodle and loose parts construction.
Outside Tuff 1						
	Loose parts. Build flowers. Labels.	Investigation of fruit. Include unfamiliar fruit e.g. pomgranite. Also include tomato for conversation starter.	Flower potion making – solar power fountains	Colour mixing	Dandelion tea	Bubble painting
Outside Tuff 2						
	Design and build your own garden.	Police theme: Nature crime scene.	Caretaker theme - build a wall to help slow the flow of water.	River Rescue / Water Transport	Vet Clinic for Woodland Animals	Fix the broken items?



**Earth Day Nature Art**

**Skills:** To collect and arrange natural materials such as leaves to create an Earth image.

**Knowledge:** I know that Earth Day is about caring for our planet.

**Other Earth Day Activities:**



Collaborative collage.  
Sand/soil build land etc



Chalk and loose parts.



**Nature Rubbing**

**Skills:** To use crayons and paper to create rubbings of leaves and trees.

**Knowledge:** I know that natural materials like leaves and bark have different textures that can be seen through rubbing.



**Cairn Building**

**Skills:** To carefully select, balance and stack natural materials to build a cairn, developing coordination, balance and problem-solving skills.

**Knowledge:** I know that cairns are stacked stones that can be used as markers and that materials need to be balanced to stay stable.



**Clay Tree Faces**

**Skills:** To use clay to create faces on trees.

**Knowledge:** I know that natural materials can be used to make art.



**Bug Hunt**

**Skills:** To explore the natural environment to find and observe minibeasts, developing observation and investigation skills.







**Knowledge:** I know that different minibeasts live in nature and can be found in different habitats.






**Bug Hotel Building**

**Skills:** To collect natural materials and build a bug hotel in a plastic bottle.

**Knowledge:** I know that bugs need safe places to live and that we can create habitats using natural materials.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Marvellous Monday (Science) LAU, PSED</p>	<p><b>Flying teabag (National Tea Day – 21<sup>st</sup> April)</b></p>  <p>Light a teabag at the top. It fills the inside with hot air and so it floats upwards – the same concept as how a hot air balloon works.</p> <p><b>Skills:</b> To be able to make predictions about what will happen</p> <p><b>Knowledge:</b> I know that fire is dangerous and can burn things.</p>	<p><b>Cola and mentos</b></p>  <p>Mentos put into a cola bottle. Watch the cola fountain. Physical, not a chemical reaction due to the tiny holes on the outside of the mentos and nothing “new” being created.</p> <p><b>Skills:</b> To be able to make predictions about what will happen when the mentos are put inside the cola.</p> <p><b>Knowledge:</b> I know that when two things are put together, there is sometimes a reaction.</p>	<p><b>Magical potions</b></p>  <p>Hot water on a dish. Skittles placed around the edge with the water touching them (just).</p> <p><b>Skills:</b> To be able to make predictions about what will happen to the skittles when mixed with hot water.</p> <p><b>Knowledge:</b> I know that the sweet has colouring on it hence why it is going to disperse.</p>	<p><b>Does gas weigh anything?</b></p>  <p>Weigh bottles of fizzy drink. Open to the bottles to release gas. Close it and shake then release. Re-weigh. Repeat.</p> <p><b>Skills:</b> To be able to create a hypothesis and explain my reasoning for it before we conduct an experiment to test it.</p> <p><b>Knowledge:</b> I know that the fizzy drinks have gas in them (that I can see as bubbles) to make them fizzy.</p>	<p><b>Robotic Hand</b></p>  <p>Making a hand using cardboard, straws and string to demonstrate how the muscles in the palm and forearm control the tendons to move fingers.</p> <p><b>Skills:</b> To be able to understand how parts of my anatomy work.</p> <p><b>Knowledge:</b> I know that bees collect pollen and my hand can move in different ways for different purposes.</p>	<p><b>Dancing picture</b></p>  <p>Make a white board pen picture (of a person, for example) float and dance.</p> <p>Draw with a white board marker on a plate, pour warm water on it and the picture lifts to the top of the water. When you “jiggle” the plate, the picture “dances”.</p> <p><b>Skills:</b> To be able to identify why the drawing reacts and moves.</p> <p><b>Knowledge:</b> I know that the whiteboard pen reacts to water.</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PSHE</p>	<p><b>Self-regulation: Listening and following instructions.</b></p> <p><b>Lesson 1 – Simon says</b></p> <p><b>Learning objective:</b> To understand why it is important to listen carefully.</p> <p><b>Activity:</b> In this activity, children play listening-based games such as ‘Simon Says’ and ‘Noisy Neighbour’ to develop their listening skills, helping them understand the importance of careful listening for learning, communication, and staying safe.</p>	<p><b>Lesson 2 – listening to a story</b></p> <p><b>Learning Objective:</b> To listen attentively to a story. To talk about and retell parts of a story they have deep familiarity with.</p> <p><b>Activity:</b> In this activity, children build on their listening skills by engaging with a story and then taking part in group tasks that develop comprehension, recall, and retelling through discussion, role-play, and drawing key events from the beginning, middle, and end.</p>	<p><b>Lesson 3 – Pass the whisper</b></p> <p><b>Learning Objective:</b> To understand why it is important to listen carefully. To understand why it is important to tell the truth and think about the feelings of others.</p> <p><b>Activity:</b> In this activity, children play listening and communication games such as ‘Pass the whisper’ to understand how messages can change, helping them recognise the importance of careful listening, honesty, and kindness when sharing information about others.</p>	<p><b>Lesson 4 – obstacle course</b></p> <p><b>Learning objective:</b> To follow instructions involving several ideas or actions. To persevere when things are difficult.</p> <p><b>Activity:</b> In this activity, children work in teams to complete obstacle courses, practising careful listening, following instructions, and teamwork, while reflecting on how support from others can help them succeed in challenging tasks.</p>	<p><b>Lesson 5 – blindfolded walk</b></p> <p><b>Learning objective:</b> To follow instructions involving several ideas or actions. To give simple instructions.</p> <p><b>Activity:</b> In this activity, children work in pairs to complete an obstacle course with one child blindfolded and the other giving instructions, helping them develop clear communication, careful listening, and trust while reflecting on the challenges of guiding and being guided.</p>

RE	<p><i>Why is the word "God" special to Christians?</i></p> <p><b>What is wondrous about the world and what can we do to help?</b></p>  <p>Activity: Create a picture using recycled materials.</p>	<p><i>Why is the word "God" special to Christians?</i></p> <p><b>What does the word "God" mean and why are Christians thankful for Him?</b></p>  <p>Activity: Draw things you are thankful for – some things from the natural environment (flowers/animals) and others that are not (family/toys etc).</p>	<p><i>Why is the word "God" special to Christians?</i></p> <p><b>What do Christians say about God as the creator?</b></p>  <p>Activity: Order which parts of the world were made on which day according to Christians by creating a concertina world story.</p>	<p><i>Why is the word "God" special to Christians?</i></p> <p><b>What do Christians say about God as the creator, and how do they praise Him?</b></p> <p>Activity: Design your own world and think about what you would like in it and how it would be.</p>	<p><i>Why is the word "God" special to Christians?</i></p> <p><b>What do non-religious people think about the world?</b></p> <p>Activity: Go for a nature walk to discuss the wondrous and puzzling things in the world. Draw the things we like the most.</p>	<p><i>Why is the word "God" special to Christians?</i></p> <p><b>How do we appreciate each other?</b></p> <p>Activity: Friendship circle. Sit in a circle and say something kind to each other such as "you are kind to me".</p>
KUW input	<p>Visitor:</p> <ul style="list-style-type: none"> <li>- Nurse</li> <li>- First Aider</li> <li>- Police Cadet</li> </ul>	<p>Visitor:</p> <ul style="list-style-type: none"> <li>- Police</li> </ul>	<p>Visitor:</p> <ul style="list-style-type: none"> <li>- Headteacher</li> <li>- Caretaker</li> </ul>	<p>Visitor:</p> <ul style="list-style-type: none"> <li>- RNLI</li> <li>- Physician associate</li> <li>- vet</li> </ul>	<p>Visitor:</p> <ul style="list-style-type: none"> <li>- Dartmoor search and rescue</li> <li>- Paramedic</li> <li>- dentist</li> </ul>	<p>Visitor:</p> <ul style="list-style-type: none"> <li>- Armed Forces</li> <li>- Scientist</li> </ul>
celebrations	<p>22<sup>nd</sup> April – Earth Day 23<sup>rd</sup> April – St George's Day</p>		<p>4<sup>th</sup> May – May Day 8<sup>th</sup> May – VE day 9<sup>th</sup> May – World Fairtrade Day</p>	<p>11<sup>th</sup> May – National Children's Day 11<sup>th</sup> May – KS2 SAT's week 12<sup>th</sup> May – International Nurses' Day 14<sup>th</sup> May – Ascension Day</p>	<p>Walk to school week 21<sup>st</sup>-23<sup>rd</sup> – Shavuot 24<sup>th</sup> May Pentecost 27<sup>th</sup> May Eid-Al-Adha</p>	