

Date, Context and Key Texts	Key Questions/ Learning Objectives/ Tasks	N.C Objectives	Key Outcomes
<p>Week 3</p> <p>17.9.18</p> <p>Out of an Egg</p> <p>Key Texts: Egg Drop by Mini Grey The Odd Egg by Emily Gravett</p>	<p>Chn come in and see footprints, <i>Who do you think made these footprints? Why do you think that? Where do they lead us? Do you want to follow? Why?</i></p> <p>Follow the footprints and find an egg. <i>What is it? How did it get there? Who might have left it there? What might be inside the egg? Why do you think that? What clues did you use?</i> Chn draw and write what they think it may be.</p> <p>Share the stories</p> <p>EUMM: Children are asked to create their own eggs using marbling inks. <i>What colour will you use for you special egg? Why? What is in your egg? Can you talk about it?</i></p> <p>THE WORLD: <i>What hatches out of an egg? What do you think is inside the egg? How are you going to look after your egg? How could we keep it warm?</i></p> <p>On the Thursday night, teachers to cut the egg and show an eye looking out. On the Friday, the children look at it and try to work out what it might be. Children write predications to show what they think might be in the egg.</p> <p>HEALTH AND SELF CARE: <i>Why do we eat eggs? What is your favourite way to eat eggs? Can you eat all eggs?</i></p> <p>Taste different types of eggs and decide on their favourite – create pictogram to show that different children like different things.</p>	<p>Writing 30-50</p> <ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. <p>Writing 40-60</p> <ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. <p>EUMM 30-50</p> <ul style="list-style-type: none"> Explores colour and how colours can be changed. <p>EUMM 40-60</p> <ul style="list-style-type: none"> Explores what happens when they mix colours. <p>H & S.C 40-60</p> <ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. <p>The World 30-50</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. <p>Developing an understanding of growth, decay and changes over time.</p> <ul style="list-style-type: none"> Shows care and concern for living things and the environment. 	<p>Writing Outcomes:</p> <ul style="list-style-type: none"> * Written prediction of what is inside the egg – annotated by adults <p>Core and Foundation Subjects Outcomes:</p> <ul style="list-style-type: none"> * Ink egg * Drawing of a prediction of what is inside the egg * Class nest * Egg tasting * Egg pictogram * Egg discussions – videos

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<p>Week 4</p> <p>24.9.18</p> <p>Dastardly Dragons</p> <p>Key Texts:</p>	<p>On Monday, the children come in to see the egg having hatched and a dragon being there.</p> <p>UTW: <i>What do we know about dragons? What can dragons do? What other dragons have we seen before in stories and film?</i> Show some clips from different films so the children get to see some dragons (Shrek, How to Train your Dragon, Pete’s Dragon) Collect language and ideas.</p> <p>CL: Read George and the Dragon and put actions to the story. <i>Is the dragon a friendly dragon? How do you know?</i> Children retell story using actions. Video</p>	<p>UTW 40-60</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>CL 30-50</p> <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. 	<p>Writing Outcomes:</p> <ul style="list-style-type: none"> * Describe /label dragon eye * Video of chn retelling story <p>Core and Foundation</p>

<p>The Egg by M.P.Robertson</p> <p>George and the Dragon by</p>	<p>SSM: <i>How big do you think our dragons will grow? Do you think they will be bigger than a child/adult/house etc? Order different dragons from pictures. Test shape knowledge for baseline.</i></p> <p>EUMM: <i>Can you use pastel and chalks to create the dragon's eye? Have you ever used these before? How do you use pastels and chalks? How are they the same? How are they different?</i></p> <p>PSED: <i>How can we teach the dragons the Beacon View Seven? Show photographs of dragons misbehaving and getting up to mischief. What names could you give the dragons? How could their names reflect their personality?</i></p> <p>PSED: <i>Have you ever scared felt like the dragon? What are you scared of? What do you do if you are scared? Who can help you?</i></p> <p>PD: <i>How will you move like a dragon?- flying; swooping, creeping etc Could you be a tiny dragon; sea dragon; snow dragon? How might these dragons move differently to each other?</i></p>	<ul style="list-style-type: none"> • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how.</i> • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g, <i>'This box is my castle.'</i> <p>SSM: 30-50</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <ul style="list-style-type: none"> • Shows awareness of similarities of shapes in the environment. <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <ul style="list-style-type: none"> • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. <i>'round'</i> and <i>'tall'</i>. <p>SSM 40—60</p> <ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. <p>PSED 30-50</p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. <p>PSED 40-60</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. <p>PD: 30-50</p> <p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>PD 40-60</p> <ul style="list-style-type: none"> • Experiments with different ways of moving. 	<p>Subjects</p> <p>Outcomes:</p> <ul style="list-style-type: none"> * Discussion around Beacon view Seven * Eye picture * Dragon movement Photo
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<p>Week 5</p> <p>1.10.18</p> <p>Key Texts: George and the Dragon.</p>	<p>CL: <i>Can you name the different parts of a dragon? How are they different/similar to humans? What does each part do? Why do they have wings/claws etc?</i> As a class, model how to choose different parts of a dragon and make own. Model naming dragon and deciding what he/she is going to be like. -create collage of class dragon for display.</p> <p>EUMM: Chn use what they have learnt about dragons to create their own – choose different parts, put them together and then colour mix to paint their dragon. <i>What do you want your own individual dragon to look like? Why? What is your dragon going to be like?</i></p> <p>Use the book from last week George and the Dragon and collect language from it to support own writing. Model describing class dragon. <i>What word could we use to describe their tail/claws/eyes? etc</i> Chn then describe their own dragon and start to write words/sentences to describe it. Long claws, scaly skin, green eyes etc Children to write up description for learning journey.</p> <p>EAD: <i>What is the best music for your dragon/ How would you change the music for the different types of dragons?</i> Children explore using different instruments to make a variety of sounds to describe the dragons' movements.</p> <p>SSM: 2d shapes recap and language. <i>Can you remember the name for this shape? What properties does this shape have? How could you remember its name?</i> Create dragons using 2d shapes. <i>Which shape would be better suited for the head/legs? etc</i></p>	<p>C & L 40-60:</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p>EUMM 30-50:</p> <ul style="list-style-type: none"> • Beginning to be interested in and describe the texture of things. <p>EUMM 40-60:</p> <ul style="list-style-type: none"> • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p>EAD (BI) 30-50:</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. <p>EAD (BI) 40-60:</p> <ul style="list-style-type: none"> • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 	<p>Writing Outcomes:</p> <ul style="list-style-type: none"> * Description of own dragon <p>Core and Foundation Subjects Outcomes:</p> <ul style="list-style-type: none"> * Class collage of a dragon * Individual dragons * learn a song * create a dragon dance * 2d shape dragon

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<p>Week 6</p> <p>8.10.18</p> <p>Key Texts:</p> <p>Tell me a dragon by Jackie Morris</p>	<p>ENGLISH:</p> <p>Look at the book <i>Tell me a Dragon</i>. <i>What do you think this book might be about? How do you know? As the book's being read, question children to check their understanding. What is this dragon like? How do we know? Is this dragon different? How is he different?</i> The children then use the book to help them decide what their dragon is like.</p> <p>Chn to write about their own dragon. <i>What information are you going to include?</i></p> <p>Chn to create a page each for a book on dragons (encyclopaedia)</p> <p>B.I Chn create illustrations for their books. What do you want to include in your illustration?</p> <p>SSM: Create a pattern for their dragon?</p> <p>Share book</p>	<p>Writing 30-50</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p>WRITING 40-60</p> <ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together. • Begins to break the flow of speech into words. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels captions. • Attempts to write short sentences in meaningful contexts. 	<p>Writing Outcomes:</p> <ul style="list-style-type: none"> * Each child creates their own page for an encyclopaedia on dragons <p>Core and Foundation Subjects Outcomes:</p> <ul style="list-style-type: none"> * illustration of a dragon * Create a pattern * building up vocabulary

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<p>Week 7</p> <p>15.10.18</p> <p>Key Texts: Zog Goes to School by Julia Donaldson</p>	<p>ENGLISH: Read Zog and focus on word work and sentence construction using CVC writing- Rhyming words to go with zog (log, bog, tog, dog) For exceeding, choose another name for a dragon and repeat e.g. Zen (den, men, len, Ken, Phen)</p> <p>SSM: Positional language- where is the dragon going? Hide and seek- where is he? In, beside, in front of, next to, behind. When might you need to use these words?</p> <p>PSED: Link to school values and how to be a good friend like Princess Pearl. <i>How are you a good friend? Why is it important to know?</i> Chn create a thought bubble to explain how to be a good friend. They can they use this when they struggle to be good friends at break time etc.</p>	<p>WRITING 40-60:</p> <ul style="list-style-type: none"> • Continues a rhyming string. <p>READING 30-50:</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <p>READING 40-60</p> <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p>PSED SC & A 30-50</p> <ul style="list-style-type: none"> • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. <p>PSED SC & A 40-60</p> <ul style="list-style-type: none"> • Can describe self in positive terms and talk about abilities 	<p>Writing Outcomes:</p> <ul style="list-style-type: none"> • lists of rhyming words * CVC words <p>Core and Foundation Subjects Outcomes:</p> <ul style="list-style-type: none"> *hide and seek with Zog *PSED- how to be a good friend, how to be respectful, responsible, resilient.
Half Term			

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<p>Week 8</p> <p>29.10.18</p> <p>Key Texts:</p> <p>Dragons Take Flight Rapunzel Room on a broom by Julia Donaldson</p>	<p>ENGLISH:</p> <p>A postcard is delivered to Year R from the princesses asking for the children’s help. They want to borrow their class dragons. Can dragons help? Did Zog help Princess Pearl? How? How else could dragons help princesses? Go to Rapunzel first because she is stuck in a tower.</p> <p>Read part of Rapunzel, pack bag for dragon. <i>What kinds of things does our dragon need to take with him/her to help Rapunzel?</i></p> <p>Decide on what their dragon needs to take with him. <i>Will he be hungry while he is away? What kinds of foods could we pack for him? Could he take lots of sweets and chocolates? Why not?</i></p> <p>Pack him a healthy lunch box with egg sandwiches and send him off. (build up over the coming weeks to include: blanket, nest of straw, teddy to keep him company, tooth brush, flannel etc)</p> <p>Children given pictures of Rapunzel in the tower and have to label and fill in speech bubbles – <i>How might Rapunzel feel when she sees the dragon? What might the dragon say to the princess and vice versa?</i></p> <p>SSM- ordering towers by height. <i>What does height mean? Why might we want to measure the height of something? Why might we want to compare the height of things? Why might the dragon want to know the height of the towers? What words could we use to describe height? What else could we measure and compare the height of?</i> Measure and compare their heights.</p> <p>31.10.18 – guided reading and Halloween activities based on Room on the Broom by Julia Donaldson</p> <p>ENGLISH:</p> <p>Thursday – receive a postcard from the class dragon telling them how their week is going and what is wrong e.g. I loved my lunch but now I have smelly breath – How could we help our dragon? What might we remember to pack next time? Next week add a tooth brush and toothpaste to his bag and remind children of importance of brushing teeth and consequences of not doing this)</p> <p>Friday – Dragon returns and tells the children how Rapunzel escaped without his help. (read the end of the story) Dragon explains Rapunzel gave him some gifts for trying to help.</p> <p>Look at what is in his bag (what are the objects? Chn predict – Rapunzel’s hair because it is so strong – in case he ever needs strong rope, 2 goblets as his reward, piece of bunting to use as a bow in his hair.)</p> <p>Use the class display to show the dragon’s journey from one princess to another.</p>	<p>Writing 30-50</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p>WRITING 40-60</p> <ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together. • Begins to break the flow of speech into words. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels captions. • Attempts to write short sentences in meaningful contexts. <p>READING 30-50</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <p>READING 40-60</p> <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p>H & S.C 40-60</p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. 	<p>Writing Outcomes:</p> <ul style="list-style-type: none"> * Speech bubbles for Rapunzel and the dragon * List of what you could put in a healthy lunchbox <p>Core and Foundation Subjects Outcomes:</p> <ul style="list-style-type: none"> *Height chart/tower ordering on sugar paper * Questions written – who is tallest/shortest etc. * Pictures of the objects the dragon brought back with what they could be used for * Map to show dragon’s journey to visit the princesses. <p>*celebrations- dress up/Halloween</p>

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<p>Week 9</p> <p>5.11.18</p> <p>Key Texts:</p> <p>Beauty and the Beast.</p>	<p>ENGLISH:</p> <p>Children get a text from Belle asking if they have forgotten her. She needs their dragon's help to help her escape from the beast. <i>Can dragons help? How? Read part of Beauty up until she is stuck in the tower. What could our dragon do? What will he/she need to take with them? What do we need to remember from last week? Pack bag for dragon</i></p> <p>Decide on what their dragon needs to take with him. <i>What else does he need to keep him healthy? (pack tooth brush and toothpaste, flannel and soap, polish for his horn, deodorant) Send dragon off.</i></p> <p>TECHNOLOGY:</p> <p>Children reply to Beauty via text saying dragon is on his way. <i>What will we need to say to Belle? How could we reassure her? Why do people send texts? What is the difference between a text and letter? When might you send a text and when might you send a letter?</i></p> <p>WRITING:</p> <p>Thursday – receive a postcard from the class dragon telling them how their week is going and what is wrong e.g. I am nice and clean now but I am so tired. <i>How could we help the dragon? What do you need to sleep well at night? Why do we need sleep? How does it help our bodies?</i> It is cold at night and not comfortable. Next week add a teddy, pillow, blanket, story)</p> <p>Friday – Dragon returns and tells the children how Belle didn't need his help because the beast turned out to be nice after all and they lived happily ever after. (read the end of the story) Dragon tells the children that Belle sent some gifts back to say thank you for trying to help. Look at what is in his bag (<i>What are the objects? What could they be used for?</i> Chn predict – Beauty's favourite book as a gift because she loves reading, a rose to remember her by, chip because he snuck in the bag and wanted an adventure.)</p> <p>Use the class display to show the dragon's journey from one princess to another.</p> <p>SSM:</p> <p>using everyday language related to time</p>	<p>READING 30-50</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <p>READING 40-60</p> <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p>UTW 30-50</p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <ul style="list-style-type: none"> • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers <p>UTW 40-60</p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p>Early Learning Goal</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>H & SC 40-60</p> <ul style="list-style-type: none"> • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. 	<p>Writing Outcomes:</p> <ul style="list-style-type: none"> *List of items in dragon's bag * Text message reply <p>Core and Foundation Subjects Outcomes:</p> <ul style="list-style-type: none"> * Written predictions for what objects might be for * daily teeth brushing – children able to say why it is important * time language/daily routine

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<p>Week 10</p> <p>12.11.18</p> <p>Key Texts:</p> <p>Cinderella</p>	<p>ENGLISH:</p> <p>Children get a letter from Cinderella crying because she cannot go to the ball. She needs the dragon’s help to do her chores so that she can get ready in time. <i>Can our dragon help? How?</i> Read part of Cinderella up until the sisters go to the ball without her (rip her dress). Pack bag for dragon</p> <p>Decide on what their dragon needs to take with him. <i>Remember – he had bad breath so what so we need to pack for him? What else does he need to keep him healthy?</i> (pack tooth brush and toothpaste, flannel and soap, polish for his horn, deodorant) <i>How are we going to make sure he sleeps well when he is away? What shall we include? Why is sleep important?</i> Send dragon off. Now he needs to pack dancing shoes in case he goes to the ball. <i>Why do people dance? Is dancing good for you? Why? What other types of exercise do we do? What footwear do we need?</i></p> <p>Children reply to Cinderella via letter saying dragon is on his way. <i>What are they going to say?</i></p> <p>Thursday – receive a postcard from the class dragon telling them how their week is going and what is wrong e.g. I feel fit and healthy but now I need to hydrate. <i>How could we help dragon? What do you need to stay healthy? What drinks are healthy, which ones are unhealthy? How does water/milk help our bodies?</i></p> <p>H&SC: Look at sugar in drinks. <i>Is there sugar in drinks? Why? How can you tell how much sugar is in drinks? Is sugar good for you? What does it do?</i> Look at colour coded labels and show what the amount of sugar in each drink looks like, e.g. 6g, 8g etc. Children compare and order the amount of sugar in each drink. <i>What would happen if you only drank lots of drinks with sugar in? Discuss teeth and body effects. Link back to looking after our teeth and brushing the properly.</i></p> <p>WRITING:</p> <p>Friday – Dragon returns and tells the children how Cinderella didn’t need his help because the Fairy Godmother magically appeared and saved the day (read the end of the story) . Dragon explains that Cinderella sent back some gifts to say thank you for coming to help. Look at what is in his bag (what are the objects? Chn predict –a glass slipper, a pumpkin, a mouse, a wand. <i>Were they in the story? What were they used for?</i></p> <p>Use the class display to show the dragon’s journey from one princess to another.</p> <p>SSM: Capacity- Cinderella needs help to clean the outdoor classroom. <i>How many cups will it take to fill the cleaning buckets? Clean the breakfast bowls?</i></p>	<p>H & SC 40-60</p> <ul style="list-style-type: none"> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. <p>Writing 30-50</p> <ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. <p>WRITING 40-60</p> <ul style="list-style-type: none"> Can segment the sounds in simple words and blend them together. Begins to break the flow of speech into words. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels captions. Attempts to write short sentences in meaningful contexts. <p>READING 40-60</p> <ul style="list-style-type: none"> Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. 	<p>Writing Outcomes:</p> <ul style="list-style-type: none"> *write a letter to Cinderella <p>Core and Foundation Subjects Outcomes:</p> <ul style="list-style-type: none"> * capacity-filling buckets/cups * healthy/unhealthy drinks – chart to compare amounts of sugar *designing new shoes (sporty/dancing)

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<p>Week 11</p> <p>19.11.18</p> <p>Key Texts:</p> <p>Princess and Pea</p>	<p>WRITING:</p> <p>Children get a post card from Princess and the Pea. She needs the dragon's help as she is so tired and she cannot get to sleep.</p> <p><i>Can the dragons help? How?</i> Read part of the Princess and the pea story up until she can feel something in her bed.</p> <p>Pack the bag for the dragon. Decide on what their dragon needs to take with him. <i>Remember – he was very thirsty, so what do we need to pack for him? What else does he need to keep him healthy?</i> (pack tooth brush and toothpaste, flannel and soap, polish for his horn, deodorant) Send dragon off. Children write a postcard to the princess to tell her the dragon is on his way and how he is going to help her.</p> <p>Thursday – receive a postcard from the class dragon telling them how their week is going and that they feel amazing.</p> <p>Friday – Dragon returns and tells the children how the Princess did not need his help because she found a pea in her mattress.</p> <p>Read the end of the story. <i>How does the princess feel when she finds the pea? Why is being able to sleep important?</i> Recap how the dragon felt when he couldn't sleep. <i>How can the children help themselves get a good night's sleep? How it would make them feel?</i></p> <p>Look at what is in his bag (what are the objects?) Peas, bowl, spoon and some money.</p> <p>Children to pretend to be the Pea: <i>What would they say if they were stuck and squashed in between mattresses?</i></p> <p>Use the class display to show the dragon's journey from one princess to another.</p> <p>EUMM: <i>Can you make your own special pea for your pea display? What might it look like? What will be different about your pea?</i></p> <p>SSM: Money- <i>Why did the princess send back money? Do people get paid for jobs? What does money do?</i> Children look at and name coins. They start to match some coins to others. E.g. 1 x 1p coins are the same as 2p.</p>	<p>Writing 30-50</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p>WRITING 40-60</p> <ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together. • Begins to break the flow of speech into words. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels captions. • Attempts to write short sentences in meaningful contexts. 	<p>Writing Outcomes:</p> <ul style="list-style-type: none"> *List of belongings in the dragon's bag. * Postcard to the princess * Children to write a speech bubble for the pea. <p>Core and Foundation Subjects Outcomes:</p> <ul style="list-style-type: none"> * naming coins, spending coins in a shop * Designing a clay pea

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<p>Week 12</p> <p>26.11.18</p> <p>Key Texts: Recipe Books?</p> <p>Preparations for Nativity Begin</p>	<p>What did the dragon bring back for us? Peas What could we do with the peas? Make Pea soup. Children to support mixing the ingredients and adults to cook this. Children to try the pea soup? Discussion: Did they like the soup? Why/Why not? Do you think the dragon will like the pea soup?</p> <p>W: Children to write the instructions for the dragon so he can make his own pea soup.</p> <p>SSM: What do you think weighs more than 10/20 peas?</p>		<p>Writing Outcomes:</p> <ul style="list-style-type: none"> *Instructions on how to make Pea soup. *Clay peas <p>Core and Foundation Subjects Outcomes:</p> <ul style="list-style-type: none"> * Exploring weight with peas * Cooking with peas

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<p>Week 13/14</p> <p>3.12.18-10.12.18</p> <p>Key Texts: Story of Christmas</p>	<p>P&C: Children to be introduced to the story of Christmas and why Christmas is such an important celebration for many people.</p> <p>Literacy: Read/watch the story of Christmas.</p> <p>W: Children to have a picture of themselves in costume for the Nativity play, Children to write about who they were and what they did in the story.</p> <p>EUMM: Children to make Christmas cards for their families.</p>		<p>Writing Outcomes:</p> <ul style="list-style-type: none"> * personalise a picture of themselves in their costumes with a caption. <p>Core and Foundation Subjects Outcomes:</p> <ul style="list-style-type: none"> * Christmas card

Date, Context and Key Texts	Key Questions/ Learning Objectives/ Tasks	N.C Objectives	Key Outcomes
<p>Week 14</p> <p>17.12.18</p> <p>Key Texts: Story of Christmas</p>	<p>Literacy: Read stories about Christmas. What would they like for Christmas?</p> <p>W: Children to write a letter/list to Father Christmas identifying what they would like for Christmas.</p> <p>EUMM: Children to make a Christmas decoration out of salt dough and then paint it when it is dry.</p> <p>P&C: How do you and your family celebrate Christmas? Do we all celebrate Christmas? Do we all celebrate Christmas in the same ways?</p>		<p>Writing Outcomes: *Letter/List to Father Christmas</p> <p>Core and Foundation Subjects Outcomes: *Christmas decoration *Quote about how they celebrate Christmas with their families.</p>