Themes/Inter ests/Lines of Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	
Quality Texts	Goldilocks and the Three Bears	Goldilocks and the Three Bears	The Gingerbread Man	Summer non-fiction	Lucy and Tom at School	The Three
Shared Read Texts	Goldilocks and Just the One Bear	Ghanaian Goldilocks	Biscuit Bear	The Proudest Blue	My Great Grandpa	The Thre Big Bad
Enrichment	Eid 21/04			Visit to the Mosque 8th & 9th May 9.30-11am		
CL: Listening, attention and understanding / Speaking	Role Play - Three Bears cottage Small World Play - Three bears story puppets	Role Play – Three Bears cottage Small World Play – Three bears story puppets	Role Play - Three Bears cottage Small World Play - Gingerbread man story puppets	Role Play – Three Bears cottage Small World Play – Gingerbread man story	Role Play - Three Bears cottage Small World Play - School	Role Pla cottage Small V little pi



Personal,	Jigsaw 3: Relationships	Jigsaw 3: Relationships	Jigsaw 3: Relationships	Jigsaw 3: Relationships	Jigsaw 3: Relationships	Jigsaw
Social & Emotional	Piece 1: Family life	Piece 2: Friendships	Piece 3: Breaking friendships	Piece 4: Falling out	Piece 5: Dealing with bullying	Piece 6
Development						

aw 3: Relationships

e 6: Being a good friend

Physical Development:	Fundamental skills with Sports Coach:	Fundamental skills with Sports Coach:	Fundamental skills with Sports Coach:	Fundamental skills with Sports Coach:	Fundamental skills with Sports Coach:	Fundam Sports (
Gross Motor	Net and Wall games (NWG 1)	Net and Wall games (NWG 1)	Net and Wall games (NWG 1)	Net and Wall games (NWG 1)	Net and Wall games (NWG 1)	Net and
	Send a ball with some degree of accuracy	Send a ball with some degree of accuracy	Send a ball with some degree of accuracy	Send a ball with some degree of accuracy	Send a ball with some degree of accuracy	Send a b of accura
		Receive a ball by moving swiftly		Receive a ball by moving swiftly	Receive a ball by moving swiftly	Receive a
	into the right position	into the right position	into the right position	into the right position	into the right position	swiftly in Strike a l
	Strike a ball with one hand whilst it's airborne	Strike a ball with one hand whilst it's airborne	Strike a ball with one hand whilst it's airborne	Strike a ball with one hand whilst it's airborne	Strike a ball with one hand whilst it's airborne	whilst it's
	Strike and volley a ball with	Strike and volley a ball with	Strike and volley a ball with	Strike and volley a ball with	Strike and volley a ball with	Strike an
	some degree of accuracy	some degree of accuracy	some degree of accuracy	some degree of accuracy	some degree of accuracy	some de
	÷	Strike a ball using an open palm	- · · ·	Strike a ball using an open palm	Strike a ball using an open	Strike a l palm
	Receive a ball using an open palm	Receive a ball using an open palm	Receive a ball using an open palm	Receive a ball using an open palm	palm Receive a ball using an open	Receive a
		Strike a small ball with an open	Strike a small ball with an open	Strike a small ball with an open	palm	palm
	palm	palm	palm	palm	Strike a small ball with an open	Strike a s
	Throw with accuracy and power	Throw with accuracy and power	Throw with accuracy and power	Throw with accuracy and power	palm Throw with accuracy and power	open pal Throw w
		Gym: Rocking and rolling	Gym: Rocking and rolling	Gym: Rocking and rolling	Throw with accuracy and power	power
	Gym: Rocking and rolling	Objectives:	Objectives:	Objectives:	Dance - Jungle	Danasa
	Objectives: This unit will focus on the ability	This unit will focus on the ability	This unit will focus on the ability	This unit will focus on the ability	Objectives:	Dance Objective
	to travel with confidence and	to travel with confidence and skill, and the ability to develop	to travel with confidence and skill, and the ability to develop	to travel with confidence and skill, and the ability to develop	This unit will focus on the children being able to use their	This unit
	skill, and the ability to develop	the technique	the technique	the technique	own thoughts and imagination	children
	the technique	to mount a piece of apparatus	to mount a piece of apparatus	to mount a piece of apparatus in	to create a simple	own thou to create
	to mount a piece of apparatus in different ways and dismount	in different ways and dismount safely.	in different ways and dismount safely.	different ways and dismount safely.	dance sequence relating to their knowledge of different	dance se
	safely.	By the end of the unit, children	By the end of the unit, children	By the end of the unit, children	seasons.	their kno
	By the end of the unit, children	will:	will:	will:	By the end of the unit, children	seasons.
	<ul><li>will:</li><li>Rock on different body parts</li></ul>	Rock on different body parts	Rock on different body parts	Rock on different body parts	will:	By the er
	<ul> <li>Perform a sequence of moves</li> </ul>	• Perform a sequence of moves where the child is able to	• Perform a sequence of moves where the child is able to	• Perform a sequence of moves where the child is able to	• Use my body and create and express simple theme related	• Use my
	where the child is able to	transfer the weight from one	transfer the weight from one	transfer the weight from one	shapes, movements and	express s
	transfer the weight from one	part of their	part of their	part of their	actions.	shapes, i
	part of their body to another	<ul><li>body to another</li><li>Travel from a rock into a roll</li></ul>	<ul><li>body to another</li><li>Travel from a rock into a roll</li></ul>	body to another	• Travel safely and creatively in	<ul><li>actions.</li><li>Travel s</li></ul>
	Travel from a rock into a roll	Perform a log and egg roll	Perform a log and egg roll	<ul> <li>Travel from a rock into a roll</li> <li>Perform a log and egg roll with</li> </ul>	<ul><li>space.</li><li>Show different levels when I</li></ul>	in space.
	Perform a log and egg roll	with control and as part of a	with control and as part of a	control and as part of a	travel.	• Show c
	with control and as part of a	sequence.	sequence.	sequence.	Communicate effectively with	travel. • Commι
	<ul><li>sequence.</li><li>Roll sideways and forwards</li></ul>	<ul> <li>Roll sideways and forwards with control</li> </ul>	Roll sideways and forwards     with control	Roll sideways and forwards     with control	<ul><li>a partner.</li><li>Use pictures to create shapes,</li></ul>	a partner
	with control	Be able to Leap	Be able to Leap	Be able to Leap	movements and actions.	• Use pic
	Be able to Leap	Be able to Scissor kick	Be able to Scissor kick	Be able to Scissor kick	Remember and perform a	shapes, r
	<ul> <li>Be able to Scissor kick</li> <li>Perform varieties of pencil</li> </ul>	Perform varieties of pencil	Perform varieties of pencil	• Perform varieties of pencil rolls	basic sequence of movement	<ul><li>actions.</li><li>Remerr</li></ul>
	rolls	<ul><li>rolls</li><li>Jump from low apparatus in</li></ul>	<ul><li>rolls</li><li>Jump from low apparatus in</li></ul>	• Jump from low apparatus in different ways	when led by a teacher.	basic sec
	Jump from low apparatus in	different ways	different ways	Perform in canon with a	Outdoor Area	when led
	different ways	Perform in canon with a	Perform in canon with a	partner		Outdeen
	<ul> <li>Perform in canon with a partner</li> </ul>	partner	partner	Demonstrate 3 different ways		Outdoor
		• Demonstrate 3 different ways of rolling with good control.	• Demonstrate 3 different ways of rolling with good control.	<ul><li>of rolling with good control.</li><li>Move from one roll to another</li></ul>		
	of rolling with good control.	• Move from one roll to another		by rocking.		
	Move from one roll to another     by rocking	by rocking.	by rocking.	Give good feedback to a		
	<ul><li>by rocking.</li><li>Give good feedback to a</li></ul>	• Give good feedback to a partner	• Give good feedback to a partner	partner		
	partner			Outdoor Area		
		Outdoor Area	Outdoor Area			
	Outdoor Area					
		1	1	1	1	

indamental skills with forts Coach: and Wall games (NWG 1)
nd a ball with some degree accuracy
ceive a ball by moving iftly into the right position rike a ball with one hand hilst it's airborne
ike and volley a ball with me degree of accuracy ike a ball using an open
lm ceive a ball using an open lm
ike a small ball with an en palm row with accuracy and
wer
nce - Jungle ojectives: is unit will focus on the ildren being able to use their in thoughts and imagination create a simple nce sequence relating to eir knowledge of different
asons. the end of the unit, ildren will:
Jse my body and create and press simple theme related apes, movements and
tions. Fravel safely and creatively space.
Show different levels when I wel.
Communicate effectively with partner.
Jse pictures to create apes, movements and tions.
Remember and perform a sic sequence of movement nen led by a teacher.
itdoor Area

Physical	Malleable area	Malleable area				
Development:						Fine motor area
Fine Motor	Fine motor area	Fine motor area	Fine motor area	Fine motor area	Fine motor area - Beads on hair (BHM)	
	Penpals Letter formation	Penpals	Penpals	Penpals	Penpals	Penpals Letter formation
	(phonics/literacy and name	Letter formation (phonics/literacy and name	Letter formation (phonics/literacy and name	Letter formation (phonics/literacy and name	Letter formation (phonics/literacy and name	(phonics/literacy and name
	writing)	writing)	writing)	writing)	writing)	writing)
	Lunch time (knives, forks and	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)			
	spoons)					
Physical	PE, Dance & Gym	PE, Dance & Gym				
Development:	Snack time	Snack time				
Health	Tooth brushing	Tooth brushing				
Literacy:	Storytime	Storytime	Storytime	Storytime	Storytime	Storytime Readers
Comprehensio	Readers Oxford University Press	Oxford University Press				
n & word reading	decodable readers.	decodable readers. Rising stars				
. county	Rising stars Pleasure for reading book.	Pleasure for reading book.				
	Essential letters and sounds	Essential letters and sounds				
	phase 2 and 3 Recognising and writing own	phase 2 and 3 Recognising and writing own				
	names	names	names	names	names	names
	Initial sounds Segmenting/blending CVC	Initial sounds Segmenting/blending CVC	Initial sounds Segmenting/blending CVC	Initial sounds Segmenting/blending CVC words	Initial sounds Segmenting/blending CVC	Initial sounds Segmenting/blending CVC
	words	words	words	Revision of phase 2 and 3	words	words Revision of phase 2 and 3
	Revision of phase 2 and 3 Phase 4:1 CVCC –ed /ed/	Revision of phase 2 and 3 Phase 4:2 CCVC –ed /t/	Revision of phase 2 and 3 Phase 4:3 CCVCC –ed /d/	Phase 4:4 CCCVC	Revision of phase 2 and 3 Assess and review week R:13	Phase 4:5 CCCVCC –er –est
Literacy:	Writing own names	Writing own names Essential Letters and Sounds				
Writing	Essential Letters and Sounds Phase 2, 3 and 4 phonics	Essential Letters and Sounds Phase 2, 3 and 4 phonics	Essential Letters and Sounds Phase 2, 3 and 4 phonics	Essential Letters and Sounds Phase 2, 3 and 4 phonics	Essential Letters and Sounds Phase 2, 3 and 4 phonics	Phase 2, 3 and 4 phonics
	Segmenting/blending CVC	Segmenting/blending CVC captions and sentences with				
	captions and sentences with HRS words & high frequency	captions and sentences with HRS words & high frequency	captions and sentences with HRS words & high frequency	captions and sentences with HRS words & high frequency	captions and sentences with HRS words & high frequency	HRS words & high frequency
	words	words	words	words	words	words
Mathematics	White Rose Maths:	White Rose Maths:				
Platienatics	To 20 and Beyond	To 20 and Beyond	To 20 and Beyond	First, then, now	First, then, now	First, then, now
	Building numbers beyond 10	Building numbers beyond 10	Building numbers beyond 10	Adding more Taking away	Adding more Taking away	Adding more Taking away
	Counting patterns	Counting patterns	Counting patterns	Spatial reasoning (2)	Spatial reasoning (2)	Spatial reasoning (2)
	beyond 10 Spatial reasoning (1)	beyond 10 Spatial reasoning (1)	beyond 10 Spatial reasoning (1)	Compose and	Compose and	Compose and decompose
	Match, rotate,	Spatial reasoning (1) Match, rotate,	Spatial reasoning (1) Match, rotate,	decompose	decompose	
	manipulate	manipulate	manipulate			

Understanding the world: Past and present	Compare and contrast characters from stories, including figures from the past.	Compare and contrast characters from stories, including figures from the past.	Compare and contrast characters from stories, including figures from the past.		Once upon a time at Oswald Road - children explore the different buildings across the school exploring when they were built and how the school has grown. New and old buildings.	Compare and contrast characters from stories, including figures from the past.
Understanding of the World: People, Culture & Communities	RE: Expressing Which places are special and why? Christians and Muslims	RE: Expressing Which places are special and why? Christians and Muslims	RE: Expressing Which places are special and why? Christians and Muslims	RE: Expressing Which places are special and why? Christians and Muslims Visit to Manchester Central Mosque	RE: Expressing Which places are special and why? Christians and Muslims	RE: Expressing Which places are special and why? Christians and Muslims
Understanding of the World: World	Investigation area	Investigation area Science: Chemistry - States of matter: Eid moon and star biscuits	Investigation area Science: Chemistry - States of matter: Baking gingerbread men	Investigation area Science: Physics - Seasonal changes: Summer	Investigation area	Investigation area
Understanding the World: Technology	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard
Expressive Art & Design	Music: Down there under the sea • Timbre • Structure • Active listening • Tune moving in step • Soundscape	Music: Down there under the sea • Timbre • Structure • Active listening • Tune moving in step • Soundscape	Music: Down there under the sea • Timbre • Structure • Active listening • Tune moving in step • Soundscape	Music: It's oh so quiet! • Dynamics • Timbre • Musical storytelling	Music: It's oh so quiet! • Dynamics • Timbre • Musical storytelling	Music: It's oh so quiet! • Dynamics • Timbre • Musical storytelling
	Creative and junk modelling area DT: Structure: Eid hanging decoration Art: Drawing and painting: Winter	Creative and junk modelling area DT: Food: Eid moon and star biscuits Art: Drawing and painting:	Creative and junk modelling area DT: Structure: Gingerbread man salt dough Art: 3D form: Gingerbread man salt	Creative and junk modelling area Art: Painting: Summer	Creative and junk modelling area	Creative and junk modelling area DT: Textiles: House (3 Little Pigs) Art: 3D form: House (3 Little Pigs)