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C&L	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Remember	Rhyming songs	How to identify rhyming words	How to answer who/what questions.	How to answer when/where questions.	How to ask and answer who/what questions.	How to ask and answer who/what/when/where questions.
Starter	1, 2, 3, 4, 5 Once I caught a fish alive Row row row your boat	Play the rhyming games: https://www.youtube.com/watch?v=uWHPH3WMjME https://www.youtube.com/watch?v=ZkiCN7RcX6g (play from 1:00)	Use pictures on the PPT to ask children who/what questions.	Use pictures on the PPT to ask children when/where questions.	Who are the 4 characters in our story? (move boxes on PPT to reveal) What did the LRH ask the animals to help her with? (Story map on PPT)	When did the LRH get up and go outside? Where is the setting of our story?
I Will Know	How to identify rhyming words.	How to answer who/what questions.	How to answer when/where questions.	How to retell the story of 'The Little Red Hen'.	How to retell the story of 'The Little Red Hen'.	How to retell the story of 'The Little Red Hen'.
Main Teach 1	Start by reading the story Oi Dog! On the first page model noticing the rhyming words, explaining that they sound the same. Continue to read and pause at the end of each page. See if chn recognise any rhyming words. Pass round a bag with various rhyming objects in. As each child pulls an object out, ask them to say what it is then place it in the	Begin by playing a game of 'who'. Who is wearing trousers? Ask children who are to stand up. Who has their hair in a ponytail? Who is a boy? Etc. Explain to children that who questions are always about a person or an animal. Use the Twinkl scene pictures (https://www.twinkl.co.uk/resource/esl-picture-	Explain that today we are going to be looking at 'when' questions. 'When' questions are about time. Use your visual timetable to support this – begin with it all in a muddled up order. When do we do our morning jobs? First thing in the morning, move your visual. When do we get ready for home time? Right at the end of the	Put your hands on your head, have you heard of the story 'The Little Red Hen?' Show children the 4 main characters. Play the video of Pie Corbett and children telling the story https://www.youtube.com/watch?v=JdvJZD-cplg Model joining in. Explain that we are going to start to learn this next lesson.	After 3 tell me what story we have been learning to retell… Begin by retelling the story that you have learned so far, up to cutting the corn. Continue to learn the next third of the story (up to and including grinding the corn) and work together to come up with pictures to add to the story map to help to retell.	Show children the completed story map. Now that we know all the different parts of the story, we are going to put it altogether and on Friday we are going to perform it.

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	middle of the circle. Repeat this as you move around the circle asking children what the object is. If it rhymes with the item in the middle, they can place it next to it. If it doesn't rhyme, they can put it separately.	scenes-and-who-questions-t-s-620) to ask children 'who' questions regarding what the characters are doing in each scene. Remind them that every single answer was a person or animal.	day, move your visual and so on. It's all about time! Ask children some 'when' questions related to their experiences e.g. – when do you get presents from Father Christmas? When do you eat cake? When do you play on the school field? Etc.			
Main Teach 2	Today, begin by reading Oi Frog! Remind children that yesterday we read Oi Dog! Dog and Frog. Do you notice anything about those two words? Recap the objects that rhymed yesterday by holding them up. When doing so, hold up a non-rhyming object mixed in to check understanding. Do children correct you and say it doesn't rhyme? Show 4 pictures (2 pairs of rhyming words) and ask children to name each picture, thinking about each word's ending, to decide which 2 are rhyming pairs.	Using this week's focus book Supertato to ask children 'what' questions. Read the first page and then ask them a 'what' question. Explain that when we ask a what question, we are wanting an answer that is more than yes or no. The answer will give us more information. In this instance we are wanting to find out more information about the book or your thoughts about the book. Ask children the following questions: What happened to the broccoli/carrot/cucumber? What did Evil Pea do to the veg? What did Evil	We've looked at lots of different types of questions and finally today we are going to be asking and answering some 'where' questions. 'Where' questions are about a place. Let's have a go at some and think carefully as there might be more than one answer. Where could you swim in water? Where do you go to sleep? Where could you play on a slide? Where do you eat your dinner? Read the story 'The Way Back Home' and ask children the following questions: Where did the boy find the aeroplane?	Ask children if they can remember what story we are learning. The Little Red Hen. Bring back up the video of Pie Corbett and notice that he has pictures on a whiteboard next to him. Explain that this is called a story map and it helps us to remember the different parts of the story. Teach children the first third of the story (up to and including watering the corn) and work together to come up with pictures to add to the story map to help to retell.	Retell the story that you have learned so far. Continue to learn the final part of the story and work together to come up with pictures to add to the story map to help to retell. Emphasise putting on different voices for different characters/parts of the story. Deep for the bull, sly for the cat, squeaky for the rat, angry for the hen.	Final practise and performance of story retelling using the story map to support.

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		Pea try to turn Supertato into? What did Supertato trap Evil pea inside?	Where did the boy get stuck? Where did the boy land when he jumped off the moon? Where did he sit when he got home?			
CP Possibilities	Sort the rhyming objects/pictures IWB games Twisting phonics cups	Different scene pictures. Focus book and magnifying glasses.	Matching up pictures of when/where we do certain activities.	Story map templates for chn to copy/create their own versions.	Props and masks for chn to use to retell the story.	iPads out for children to film themselves/others performing
Key Vocab	Rhyming, rhyme, middle, end sound, same, similar.	Who, what, character, information.	When, where, time, place.	Once upon a time, story map, sequence.	Grind, knead, character, setting.	Perform, act, retell.

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PSED	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Remember	What different feelings and emotions look like.	What it looks like to express my feelings.	What coping strategies we can use to help regulate our emotions.	What adjectives we can use to describe emotions.	What facial expressions mean.	What different feelings I am feeling.
Starter		Read the colour monster book. What do you remember about the story?	Gather the children in a circle and start the session by singing 'If you're happy and you know it.' Each time there is a new verse, ask the children to suggest a new emotion or feeling: If you're…(sad, angry, worried, excited etc.) When the song has finished, refer back to the actions it contained for example: "In the song, we sang if you're angry and you know it stamp your feet." Explain to the children that they will	Ask the class what strategies they learnt in the previous session. Sing if your happy and you know it. Each time there is a new verse ask the children to suggest a new emotion and the strategy they could use to manage it.	Give each child a mirror. Have a feely bag with facial expressions inside. Call up one child at a time to pull out a facial expression. Ask the children to make that facial expression and look at themselves in the mirror while they do it.	Hand out bingo cards and counters. Name an emotion and if they have that one they can put a counter on top. The first child to cover all the squares shouts bingo.

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			be learning different coping strategies, some physical, for big emotions. Ask the class if they think this would be a good thing to do if they were angry?			
I Will Know	What different feelings look like.	What it looks like when others express their feelings.	What coping strategies I can use to self-regulate.	What adjectives/ vocabulary I can use to describe different emotions.	I will know what facial expression I am using and what other people are feeling.	What feelings I am feeling.

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Main Teach		Put the children into groups. Give each group a set of coloured cards and emotion words. Get the children to read the words and match it to the colour. Tell the chn they are going to make feeling jars like in the story. Using the collage materials, pupils work together to decorate the jars. As the pupils work ask: When do you feel….? Can you think of a situation when someone else might feel….? If you feel anger, sadness or fear what might you do to feel better? Have these displayed in the classroom so the children can say how they feel each day.	Discuss the fact that feelings are normal – we all feel different emotions and feelings throughout the day. Look at the feeling jar display created in the last session and ask the children to recall the different emotions you talked about and their corresponding colours. Read the *Resource: Story of Leena and Archie* to the class. Put the children into small groups and give each group two hoops and a set of coloured circles. Explain that one hoop represents Leena, and the other represents Archie. Ask the children to fill the hoops with the coloured circles representing how each character felt in the story. Discuss Leena in the story: How was she feeling at the start? Why? How did she feel when Archie pushed	Tell the children that today they are going to be exploring other words they could use to describe each emotion. Explain that naming our emotions is important because it helps us and other people to understand how we are feeling Show the children where you have laid coloured paper out in the space provided. Ask children to stand in the middle of the space. Explain that you are going to read out a word and they must move to stand next to the colour it belongs to in the space provided. Using the *Resource: Emotions adjectives*, read the familiar words out to the class (sad, happy, angry, scared, loved, calm) so that children understand the game. Choose one of the adjectives on the list and give them time to move to the correct colour.	Put the children in pairs and hand each pair a set of emotion cards. The 1st child picks the top card and without showing their partner look at the card. The child with the card has to use their own face to copy the expression. If the child gets it right they get the card. The children take it in turns until all the cards are gone.	Read the 'Colour Monster' story again. This time at each coloured page discuss how the colour monster is feeling and then what we do to cope with this. Recall the strategies to cope with emotions. Tell the children we need their help to create a calm corner. This will be a place they can go when they feel big emotions. What makes you feel calm? As a group decide what the calm corner will look like. What objects might make you feel calm? What could be in there to help you show how you are feeling? Finish by completing the calming exercise.

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			the tower down? Did she react in the right way? Discuss the fact that it is ok and normal to feel angry and upset but that pushing or hurting someone is not ok. Ask the children what Leena could have done instead. Now discuss Archie: How was Archie feeling at the start of the story? Is it right that he pushed down Leena's tower? Can we understand why he pushed it down? Ask the children if they can think of strategies Archie could use next time he feels extremely excited.			
CP Possibilities		Emotion drawing	Role play feelings and coping strategies.	Draw an emotion and sound out an adjective.	Have feeling cards out to do this with different children.	Make a calm corner.
Key Vocab		Feelings, emotions, happy, sad, angry, calm, scared, loved	Feelings, emotions, happy, sad, angry, calm, scared, loved	Delighted, cheerful, gloomy, miserable, frustrated, furious, supportive, affectionate,	Worried, angry, sad, surprised, excited, tired, scared, proud, shy, loved,	Feelings, emotions, happy, sad, angry, calm, scared, loved expression, face, facial expression, emotion

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				calm, peaceful, quiet, relaxed, nervous, anxious, worried	bored, expression, face, facial expression, emotion	

Literacy	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Vocab	Gloomy, blurted, landlubber, cutlasses, puzzled, amazement, petition, grumpy.	Escape, gasped, rescue, distress, vanish, crept, leapt, shrieked.	Breeze, invited, delighted, daring, squeeze, blame, zoom, lurks.	Prowl, dreadful, gruff, suspect, rumpled, pummelled, whirled, tumbled.	Swished, fond, gently, delight, seize, furious, perched, grateful.	Thief, wonderful, snug, collecting, relax, disaster, rustles, disturb.
Focus	Character	Character	Character	Character	Character	Character
Main Teach x2	Read the story 'The Pirates Next Door'. Explain that today we are going to be drawing a character. Explain what a character is. Talk about the features needed in a person. Draw attention to his patched up jeans, stripey top, eye patch etc. Model drawing him on the board – make reference to the key	Read the story 'Supertato'. Explain that today we are going to be drawing a character. Remind what a character is. Talk about the features of Supertato being similar to a person – what does he need? Model drawing him on the board – make reference to the key features of his body	Read the story 'Aliens Love Underpants'. Ask chn to explain what a character is. Talk about the features of the aliens being similar to a person – what does he need? Discuss extra features such as antennae and number of eyes. Model drawing an alien on the board – make reference to the key features of their body	Read the story 'Cops and Robbers'. Ask chn to explain what a character is. Chn to vote if they want you to draw a cop or robber. Use images in the book to look at key features and what the character is wearing. Model drawing chosen character on the board – make reference to the key features of their body and details in what they are wearing.	Read the story 'Zog and the Flying Doctors'. Ask chn to tell you who the characters are in the story. Chn to vote for which character they want you to draw. Use images in the book to look at key features and what the character is wearing. Model drawing chosen character on the board – make reference to the key features of their body and details in what they are wearing.	Read 'The Leaf Thief'. Ask chn to tell you who the characters are in the story. Explain that animals are a little bit different to drawing people but there are lots of the same features e.g. body, legs. Chn to choose between squirrel and bird and vote for which character they want you to draw. Use images in the book to look at key features and colours. Model drawing chosen character on the

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	features of his body and details in what he is wearing. What sound can you hear in pirate? Model writing p using the LW frieze. Get chn to write p with their magic finger.	and details in what he is wearing. What sound can you hear in Supertato? Model writing s using the LW frieze. Get chn to write s with their magic finger.	and details in what they are wearing. Give the alien a name and write the initial sound – ideally CVC. Can we identify any other sounds in the name? Model.	Use their segmenting fingers to sound out cop or robber.	Use their segmenting fingers to sound out 'Zog' 'Knight' or 'Princess'.	board – make reference to the key features of their body and details. Use our segmenting fingers to sound out 'Squirrel' 'or 'Bird'.
Focus Activity	Chn to draw the boy and write the sound 'p' Chn who are more confident with phonics to have a go at writing other sounds that they hear in 'pirate'	Chn to draw Supertato and write the sound 's' Chn who are more confident with phonics to have a go at writing other sounds that they hear in 'Supertato'	Chn to draw an alien and give it a name. Chn to write the initial sound and any other sounds they can identify.	Chn to draw a cop or a robber. Chn to write the initial sound and any other sounds they can identify.	Chn to draw the character of their choice. Chn to write the initial sound and any other sounds they can identify.	Chn to draw the character of their choice. Chn to write the initial sound and any other sounds they can identify.

Maths	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Remember 1	Counting forwards to 10 Counting backwards from 10 Counting in correspondence	Matching objects Identifying a set Counting forwards and backwards to/from 10	Comparing amounts Sorting objects to a type Matching objects	Comparing capacity Comparing size Exploring sorting techniques	Continuing repeating patterns Comparing amounts Matching objects and pictures	ASSESSMENT WEEK
I Will Know 1	How to match objects	How to sort objects	How to compare size	How to identify a repeating pattern	How to compare size and length	
Main Teach 1	Explore same/different Sorting into pairs Matching socks	Explore same/different Sort by size Sort by colour	Comparing sea creatures Big/small Medium	What is a repeating pattern? Colour patterns Which is/is not a repeating pattern?	Identifying same/different Comparing size Comparing length	

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Activity 1	Matching socks on a washing line	Cut and stick pictures to sort into groups	Comparing size of counting bears	Identify a repeating pattern out of 3	Using playdough to compare size and length	
Vocab 1	Match, same, different	Match, sort, group, same, different	Big, small, bigger, smaller, medium	Before, after, repeating, pattern, same, different	Bigger, smaller, longer, shorter, heavier, lighter, equal	
Remember 2	Counting forwards and backwards from 10 Count in correspondence Matching objects	Sorting objects Matching pictures and objects Count in correspondence	Comparing size Matching pictures and objects Exploring sorting techniques	Identifying a repeating pattern Comparing mass Identifying a set	Identifying a repeating pattern Comparing size Comparing length	
I Will Know 2	How to match pictures and objects	How to explore sorting techniques	How to compare mass	How to continue a repeating pattern	How to compare mass and capacity	
Main Teach 2	Using tidying up images Matching objects to shadows Autumn scavenger hunt	Sort by gender Sort by hair colour Sort by other key features Sorting buttons	Balance scales Heavy/heavier Light/lighter Balanced/equal	Predicting what will come next Verbalising the pattern Continuing the pattern	Using balance scales Comparing mass Using different sized containers to compare capacity – full/empty	
Activity 2	Chn to play a game of pairs in twos.	Chn to have 5 buttons and sort them into groups however they choose	Identifying heavier and lighter when comparing two objects using the balance scales	Continue a repeating pattern	Comparing mass using objects in the home corner Comparing capacity in water tray	
Vocab 2	Match, object, picture, same, different	Match, sort, groups, same, different	Heavy, heavier, heaviest, light, lighter, lightest, balanced, equal	Before, after, first, same, different	Heavier, lighter, mass, empty, full, capacity	
Remember 3	Matching objects Matching objects to pictures Counting in correspondence	Sorting techniques Identifying a set Matching objects	Comparing mass Identifying a set Comparing amounts	Continue a repeating pattern Compare capacity Compare amounts	Comparing mass Comparing capacity Exploring sorting techniques	

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I Will Know 3	How to identify a set	How to compare amounts	How to compare capacity	How to create a repeating pattern	How to continue and create a repeating pattern	
Main Teach 3	Explore what a set is Use buttons to make a set with colours Use buttons to make a set by shape Use buttons to make a set with number of holes	Identifying more/less Cutting up cake Using 5 frame	Explore capacity Filling different sized containers with rice More/less Full/empty Making predictions	Colours Autumn objects Actions Patterns on patterns	Repeating patterns using -colour -children -loose parts -on patterns	
Activity 3	Chn to make a set that matches yours	Give children counters or beads; identify who has more less.	Using two containers, children to demonstrate empty and full.	Children to create their own repeating pattern.	Loose part repeating patterns	
Vocab 3	Match, set, same, different	Compare, more, fewer, equal	Capacity, more, less, full, empty	Before, after, first, same, different	Repeating, before, after, first, same, different	

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UTW	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Remember		How I have changed	The names of some body parts.	What the 5 senses are.	What the police do.	What doctors and nurses do.
Starter		Show picture of a baby and child, discuss how they have changed as they got older.	Display a picture of a child on the IWB, label key parts of its body.	What are our 5 senses? What body parts help us to use our 5 senses?	Write a list of what the police do.	Annotate a picture of a doctor with what they do.
I Will Know	How I have changed	The names of some body parts.	What the 5 senses are.	What the police do.	What doctors and nurses do.	What a tree looks like in Autumn
Main Teach	Before lesson, request parents to send in baby photos of children. Begin with a game of guessing who each baby is. Look through the baby pictures of the children that were sent in. What do you notice about yourself that is now different? Discuss how the children's bodies have changed as they got older. Explain that it is not just your body that has changed. Is there anything you couldn't do	How many body parts do you think a human has? A human actually has 78 body parts! That is a lot. Today we are going to learn the names of some of these parts and where they are on our body. https://www.youtube.com/watch?v=tVIbmbAoqGM Watch clip of Eric Carle's 'From Head to Toe'. Encourage children to join in with the song and point/move said body part. Introduce 2 other body parts not included in the song: ankle and elbows. Can you show me your ankle? Elbow?	Explain to the children that everybody has 5 senses that help you notice the world around you. Does anybody know any of our senses already? https://www.youtube.com/watch?v=1xQgjryKO08 You use your eyes to see, your ears to hear, your nose to smell, your tongue to taste, and your skin to feel. Have a variety of objects to explore each sense (dirty sock/flower, instrument, book, teddy, sweets/fruit) and discuss which senses we are using.	Visit from a policewoman. Discussion around job role. Tools and resources used. Looking at the police car. Asking any questions.	Visit from a doctor. Discussion around job role. Tools and resources used. Asking any questions. At the end of the session after CP, reading Little People Big Dreams book about Florence Nightingale. Discussions regarding similarities and differences with	Discuss with the children what season we are currently in. Do you know anything already about Autumn? Could be about the weather, what we wear, and special holidays in Autumn etc. Go on a walk around the field. Choose a tree to observe over the changing seasons. What do we notice about the trees in Autumn? Take a picture of it to log changes.

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	when you was a baby, but can now? Walk, talk, feed myself, get dressed.	Have a game of Simon Say's using the body parts learnt today.			doctors/nurses in the past and now.	
CP Possibilities	Order pictures of children at different stages of growth.	Pictures and labels of body parts. Head, Shoulders, Knees and Toes. Simon says with body parts	Feely bags Scented playdough Food tasting Musical instruments	Police fancy dress and props Non-fiction books	Doctor/nurse fancy dress and props Non-fiction books	Finger painting an Autumn tree Tree art Autumn scavenger hunt
Key Vocab	Body, change, grow, big, baby, toddler, child.	Head, arm, legs, feet, neck, shoulders, elbows, knees, ankles.	Taste, touch, sight, hear, smell, senses.	Community, occupation, police.	Community, occupation, doctor, nurse.	Autumn, seasons, weather, leaves, change.

EAD	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Remember		How to draw a person	How to draw people of different sizes.	How to mix colours	Which primary colours mix to make green, orange and purple.	How to use a glue stick to join materials.
Starter		Can you draw a picture of a person on your whiteboard?	Can you draw a big and a small person on your whiteboard?	Looking at our work from last week, what colours did we make?	Recap with poster paints on paper, chn to predict.	Recap rules of using a glue stick.
I Will Know	How to draw a person.	How to draw people of different sizes.	How to mix colours.	Which primary colours mix to make green, orange and purple.	How to use a glue stick to join materials.	How to use PVA glue to join materials

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Main Teach	Explain to children that we are going to learn how to draw a person today. Draw a stereotypical toddler drawn person on the board – legs and arms coming out of the head. Bring a child up to the front and ask if these look similar? Draw attention to what parts of the model are missing. Begin to draw the child you have at the front of the class starting at their head with facial features and then moving down to neck, body, arms and legs.	Show children the drawings we did last week and this week in our challenges. Remind children of the features we need to remember when drawing a person. Today we are going to draw people of different sizes. Demonstrate how you are taller than the children. TTYP: Who is the tallest in your family? Who is the smallest? Model drawing a family portrait on the board with people of different sizes – they all have the same features some are just taller/shorter.	This lesson is very much about exploration. Exploring what happens when we mix different colours together. Using watered down paint and pipettes, drop different colours onto a paper towel and explore what happens when they mix together. What different colours can we make?	Using the 3 primary colours, what different colours can be made. Are they the same every time? Can we make darker orange by adding more red, or lighter orange by adding more yellow? Explore this with green and purple too.	Show children a glue stick and ask what it is used for. Explain that the lid has to go on whenever you are finished with it so that it does not dry out. If glue is dry then it will not join materials together. Model showing children how to twist the glue stick up, use it and twist it back down to put the lid back on. Discuss that glue sticks are really good for joining paper and card together – model making a simple repeating pattern collage using different coloured and shaped pieces of paper.	Explain that a glue stick is great for joining paper but sometimes glue in a glue stick isn't quite strong enough for joining thicker materials like wood or fabric. Show children PVA glue, discuss how it is more runny and easy to spread onto different textures such as lolly sticks and fabric. Look at the story 'Leaf Man'. Discuss all of the different images that were made using the leaves and model making your own leaf man, spreading the PVA glue onto the leaves and sticking into place. Explain that it needs a little longer to dry than glue stick glue so it needs to go on the drying rack for a little while.
CP Possibilities	Free drawing, full length mirror available Step-by-step drawing	Family portraits Drawing characters from favourite books	Watered down paint, pipettes and ice trays Paint in salad spinner	Handprint colour mixing Colour wheel	Repeating patterns Free collaging	Making own leaf man Fabric/texture collages
Key Vocab	Person, features, arms, legs, body, head.	Person, features, taller, shorter.	Explore, colours, mix, combine.	Primary, secondary, lighter, darker.	Glue stick, join, secure, twist.	PVA, join, secure, thicker, texture.

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Music	Week 3	Week 4	Week 5	Week 6	Week 7
Remember	Our voices can make different sounds.	Our bodies make sounds.	Different instruments make different sounds.	Things make different sounds.	To imitate sounds.
Starter	Arrange the children in a large circle or horseshoe. Explain that the children will be using different voices and sounds. "Have you brought your speaking voice?" (said in a regular speaking voice). "Have you brought your whisper voice?" (said in a whisper). "Have you brought your high voice?" (said in a squeaky, high voice). "Have you brought your low voice?" (said in a deep, low voice). **Sound copying game** Say the sound 'eee' in a rhythmic pattern and gesture for the children to copy. Repeat with other sounds like 'ahh', 'ohh', 'ooo' and	**Voices game** Say the following phrases and ask the children to respond with, "yes we have, yes we have," in the suggested voices: "Have you brought your speaking voice?" (said in a regular speaking voice). "Have you brought your whisper voice?" (said in a whisper voice). "Have you brought your fast voice?" (said in a fast voice). "Have you brought your slow voice?" (said in a slow voice). Clap out the syllables as you say, "Have you brought your clapping voice?". Ask the children to respond by clapping	Play the 'Voices game' Use a small drum to play and say, "Have you brought your drum voice?" Invite the children to mimic the sound of the drum with their voices and say, "Yes we have, yes we have,". Ensure the voices sound like the drum (i.e. at a low, booming pitch). Choose a different instrument. Show the children the different instruments and ask them to name them and describe the instrument's sound.	Play the sound game.	Play the voice game.

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	‘ehh’. Rhythms with four beats work best. Display slide 1 of the *Presentation: Sound and symbol game.* Ask the children to listen as you press play using the sound icon. Ask the children to discuss what they heard and how it relates to the symbol on the slide	and saying, “Yes we have, yes we have.” Repeat, but this time silently mouth the phrase Stamp out the syllables as you say, “Have you brought your stamping voice?”. Ask the children to respond by stamping and saying, “Yes we have, yes we have.” **Sound pattern game** Stamp out, “Yes we have, yes we have,” without saying the words. Invite each child to pass the same pattern around the circle. Once the pattern has gone to each child, change the action, keeping the same rhythm. For the children who need support, model the			

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		rhythm individually with the child. Another adult in the room could keep a steady beat by tapping their knees. Encourage the children to be ready for their turn.			
I Will Know	My voice can make different sounds.	How my body makes different sounds.	What sounds instruments make.	To differentiate between sounds.	How to recreate natural sounds.

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Main Teach	Sound card game How does your mouth move when you make that sound? Do you use your lips, your tongue or both at the same time to make the sound? What happens if you take a big breath before you make the sound? Use your voice to make one of the sounds in a rhythmic pattern and walk to the sound card that you demonstrated. Ask the children to stand up, remaining in the circle or horseshoe. Explain that you will make a sound from one of the sound cards. Ask the children to listen carefully before moving to the card which represents the sound they heard. **Making sounds**	Body percussion: What body parts did we use to create sounds in the warm up? (Hands and feet.) Play the video Body percussion duet. Once the video clip has finished, ask the children to turn to a partner and point to which body parts were used to make the different sounds **Start and stop signals** Explain that the children will learn and follow the signals for 'start' and 'stop' Explain that the children will hear, "Ready, steady, off we go," when they need to start. Demonstrate the signal for stop by drawing two	**Exploring different instruments** Show the children how to use the instruments by modelling and encouraging them to repeat the actions. Place one instrument in front of each child. Explain that the children are to play the instrument when it is their turn and leave it in front of them when it is someone else's turn. Ask the children to pass their instruments to the child next to them and repeat the game. **Playing a song** Explain that instruments can be used to play a song..	Listen to the audio and invite the children to move their bodies in response to the sounds. Play each sound again and ask the children to guess what they think the sounds are. Discuss with the children what they notice about the sounds using the following prompts: Is the sound high or low? Does it stay the same? Which has the highest sound and which has the lowest? What words can you use to describe the sound? Are any of the sounds similar? Play the *Audio: Police siren* again and ask the children to suggest how to draw a line to	Display slide 2 of the *Presentation: Sound flashcards* Explain to the children they will use their voices to make sounds associated with the picture Which of the sounds might you hear outside the classroom? Which of the sounds would you not expect to hear outside the classroom? What other sounds might you expect to hear outside of the classroom? Go on a sound walk. Can you name any of the sounds you can hear? Which of the sounds that you heard are from nature?

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	Model reading and making the sounds on the cards in a rhythmic pattern. Ask volunteers to change the order of the cards and say the sounds together in the new order. Discuss if the sounds made accurately represent the order of the cards. Repeat the activity following feedback.	large anticlockwise circles with your hands Say, "Ready, steady, off we go," to prompt the children to clap the syllables. Demonstrate the signal for stop to prompt the children to finish. Encourage the children to repeat. Say the words at the same time if the children struggle to clap without them. **Group task** Arrange the children into four groups. Explain that the children will make some music by making different sounds together at the same time like in the video. Invite each group to choose a body sound from the actions they noticed in the video, for	Practise the signals until the children are confident. Model the song, changing the word 'slowly' to 'quickly'. Allow the children to copy, singing the song and playing the instruments more quickly. Ask a child for another nursery rhyme or song they know and ask the class to sing and play along to the beat.	represent the police siren's pitch. Using the children's suggestions, draw a line to represent the sound in one of the boxes Repeat for 3 more audios.	

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		example, stamps, claps, knee slaps, chest taps.			
Key Vocab	Voice, sound, whisper, speaking, high, low, higher, lower	Body sounds, sounds, rhythm, beat, stomp	Instrumental sound, slow, tempo, fast, drum, triangle, shaker, tambourine	Fast, low, low, high	Nature sounds, low, pitch, high, loud, quiet, soft, silence.

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RE	Week 3	Week 4	Week 5	Week 6	Week 7
Remember	What makes us special	To name people who are special	Who is special in the community.	Why it is important to care for others.	Why Jesus is special to some people.
Starter	Sit in a circle on the carpet. Show the presentation what makes me happy. Ask what is special to you? What makes you special? Model and pass round a teddy for children to share. What is something you are good at or enjoy doing? What makes you the same as other people? What makes you different?	Display the *Presentation: Paint splash.* Ask the children if they can recall any ways to respect others, which are hidden by the paint splats. Click to reveal these. Arrange the children in a circle on the carpet and display the *Presentation: Is it true?* Ask the children to stand up if they think it is **true** (real or correct) and swap places with someone else who also thinks it is true. Explain that they should stay seated if they think it is	Display the *Presentation: Paint splash.* Ask the children if they can recall any ways to respect others, which are hidden by the paint splats. Click to reveal these. Arrange the children in a circle on the carpet and ask them to discuss in pairs: **Who helps us?** (Answers may include parents, friends, teachers, doctors, lunchtime supervisors and bus drivers.) Take feedback.	Display the *Presentation: Paint splash* Ask the children if they can recall any ways to respect others, which are hidden by the paint splats. Click to reveal these.	Display the *Presentation: Paint splash.* Ask the children if they can recall any ways to respect others, which are hidden by the paint splats. Click to reveal these.

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		not true. Repeat with all the examples. Explain that people might think different things are real as we all have different **beliefs**. Explain that if we believe something, we think it is true or real, even though we may not have a way to show that it is real.	Display the *Pupil video: Who helps us?* and show the people who care for others in the **community** on the video.		
I Will Know	What makes me and others special.	Who is special.	Who is special in the community.	Why it is important to care for others.	Why Jesus is special to some people.

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Main Teach	Show the children the Wonder box. Inform the children that they can record any big or puzzling questions or things they wonder about using the audio recording device next to the box or by asking an adult to help them write their questions before adding them to the box. Explain that you will listen to or read the questions and thoughts the children add to the box and discuss them in future lessons. **Do you ever wonder about anything?** **What big questions do you have?** Hand out the mirrors and the *Activity: People paper chain*. Ask the children to share what makes them special. Instruct them to look in	Show who is special to you. Click on each character to reveal their ideas about who is special to them. Explain that some people **believe** in God and see God as an invisible friend who is always with them, loving and listening to everyone and always there to care for them. Invite the children to share their ideas about who is special to them. **Who is special to us?** Ask the children to draw someone special to them. Have more paper available so the children can draw more than one person if they want to. To make the class book: Fold large pieces of sugar paper in half.	Show the who helps us video. Pause the video at appropriate times to ask the children: **How do you think this person helps others?** Explain that a community is a group of people who live in the same area or share common interests, beliefs or activities. The school is a community, where people all come to learn and look after each other. The village, town or area the children live in is also a community. Some people enjoy caring for the community by keeping it safe and clean. Ask the children to share some ideas about people who care for others in a community. Scribe or	Play the *Pupil video: The lost sheep.* Ensure the children know a **shepherd** is a person who takes care of sheep. As a class, discuss the following questions: **Why did the shepherd want to find the lost sheep?** **Who do you think is special in the story?** **What does the story tell us about how to treat one another?** **What does the story tell us about what some people think about God?** Choose a child to play the shepherd and explain to the rest of the class that they will play the role of sheep. Hand out the props (see Have ready) and the pre-made masks	Display the *Presentation: Jesus and the little children* while simultaneously reading the story using the *Resource: Jesus and the little children.* Pause the story after reading slide 2 and ask the children: **What do you think will happen next?** Continue to read the rest of the story. Display the *Presentation Why is Jesus special to some people?* and read the character's beliefs about **Jesus** as a Ask the children: **Why might some people think Jesus is special?** **How do you think the children felt when Jesus welcomed them?** **When have you shown kindness like Jesus?**

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	the mirrors and talk about their features. Explain that the children need to draw themselves on the person outline to highlight everything about them that makes them special. Allow the children access to collage materials such as buttons, wool, fabric and sequins if available. **Questions** **What makes you special?** **Can you see any other children's ideas that are the same or different to your idea of what makes you special?** Create a paper people chain with all the children's drawings joined and attached with glue at the hands to add to a display.	Stick each child's drawing onto the folded sugar paper, one per page. Use a hole punch to create holes along the folded edge of each page once all the drawings are glued in. Thread ribbon or wool through the holes in each page to bind them together to form a large class book. Invite the children to share their thoughts and ideas with the group. Point out that everyone has different ideas and beliefs about who is special to them. Prepare a cover page with a title (for example, 'Our special people book') and leave the book out for the children to look at throughout the unit.	draw their ideas on the board or flipchart. Hand out the A3 white paper and paints. Ask the children to paint a picture of someone who helps others. **Questions** **Who are some people you know that take care of others?** **Can you think of someone who helps you?** **How do these people help and show they care?**	from the *Activity: Role play masks*. Guide the children through the role play, providing prompts and support as needed, using the *Resource: Role-play prompts* (one teacher copy)	**Why is it important to be kind and welcoming to everyone?** Read a story in which a character shows kindness. Ask the children: **Do you know any other stories with a kind and caring character like Jesus?** Hand out the *Activity: Kindness badge* Ask the children to design a kindness badge by drawing on it one of the characters from a story who shows kindness. Explain that they can award a kindness badge when they see a classmate doing something kind for someone else.

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		What is something fun you like to do with someone special? **Who do you like to talk to when you feel happy or sad?** **How do special people show they care about you?** **How does a special person make you feel?**			
Key Vocab	Different, respect, same, special	Beliefs, believe, god, proof, true	Care community job	Kind, lost, treat, shepherd	Christian, Jesus, welcome