



Reception – Medium Term Planning

Aspirations – Collaboration – Connections – Creativity – Expression

Learning Unit 3 – All Around the World (6 weeks)																		
Experiences / Visits	Wing Wah Chinese Restaurant visit																	
Area of Learning	KNOWLEDGE, SKILLS AND UNDERSTANDING	SUGGESTED FOCUSED LEARNING ACTIVITIES	CONTINUOUS PROVISION IDEAS															
Communication and Language	<p>Learn new vocabulary</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>Daily circle time for children to talk about emotions</p> <p>Show and tell – Encourage children to ask questions and answer descriptively- Teacher to show and tell, children to ask questions and talk about teacher's artefact.</p> <p>Talk partners to be used daily in all lessons.</p> <p>Think, pair, share – eyes to eyes, knees to knees, fish and chips.</p> <p>Continuous provision provide opportunity for talk and questioning – Cultural artefacts to be placed in investigation area and children discuss what they think it is.</p> <p>Food from diverse cultures to be tried at Wing Wahs – children discuss what they like and dislike (teacher to model language such as sweet, salty, smooth, mushy, crunchy, delicious). What they like and don't like ... Why?</p> <p>Retell visit to Wing Wah to their talk partner</p> <p>New role play planning – specific communication and language learning objectives, see CP planning.</p>	<p>Cultural artefacts to be places in investigation area with no explanation.</p> <p>Story language board to be updated.</p> <p>'Day in life of India role play equipment available'.</p> <p>Dinner plate in roleplay for children to make cultural food.</p> <p>Follow new role play ideas.</p>															
	<p>Continue to develop their movement, balancing and throwing and catching skills. To have more of a focus on throwing and catching skills during this half-term.</p> <p>Different movements - skipping, hopping, running, jogging, jumping, standing on one leg.</p> <p>Controlling movements and maintaining spatial awareness.</p> <p>To become more independent in changing for PE, especially with buttons on their uniform.</p> <p>To be able refine scissors technique.</p> <p>To consistently use a comfortable grip when holding a pencil.</p>	<p>Power of PE: Transport</p> <table border="1"> <thead> <tr> <th>Week</th> <th>Power of PE Lesson</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>Movement and spatial awareness - warm up, the speed limit game, safe driving course</td> </tr> <tr> <td>Week 2</td> <td>Movement and spatial awareness - warm up, safe driving course, the race track</td> </tr> <tr> <td>Week 3</td> <td>Movements and spatial awareness - Warm up, the race track, the journey game</td> </tr> <tr> <td>Week 4</td> <td>Movement and spatial awareness – warm up, the journey game, take off</td> </tr> <tr> <td>Week 5</td> <td>Movement and spatial awareness, throwing and catching – warm up, take off, save the sinking ship</td> </tr> <tr> <td>Week 6</td> <td>Movement and spatial awareness, throwing and catching – warm up, save the sinking ship, load the lorry</td> </tr> <tr> <td>Week 7</td> <td>Recap throwing and catching activities – progression: bibs to bean bags (only if the children are ready).</td> </tr> </tbody> </table> <p>Other PE related activities:</p> <p>Active blasts</p> <p>Health and wellbeing sessions with progressive sports</p> <p>Playground toys (lunch times)</p> <p>Multiple daily wake up shake ups</p> <p>Forest school - trim trail, space to run and for different movements</p> <p>Daily access to the playground climbing frame</p> <p>Fine motor</p> <p>Daily fine motor carousel activities – cutting and sticking, name writing, colouring, construction, play dough, tracing, CVC writing, CCVC writing</p> <p>Daily letter formation in phonics – focused groups with TA's</p> <p>When putting coats on children to always have a try at zipping up independently – if they need support model and teach them</p> <p>Encourage getting dressed independently for PE</p> <p>Encourage, model and teach using cutlery at dinner time</p>	Week	Power of PE Lesson	Week 1	Movement and spatial awareness - warm up, the speed limit game, safe driving course	Week 2	Movement and spatial awareness - warm up, safe driving course, the race track	Week 3	Movements and spatial awareness - Warm up, the race track, the journey game	Week 4	Movement and spatial awareness – warm up, the journey game, take off	Week 5	Movement and spatial awareness, throwing and catching – warm up, take off, save the sinking ship	Week 6	Movement and spatial awareness, throwing and catching – warm up, save the sinking ship, load the lorry	Week 7	Recap throwing and catching activities – progression: bibs to bean bags (only if the children are ready).
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Personal, Social and Emotional Development	<p>I understand that if I persevere, I can tackle challenges.</p> <p>I can set a goal and work towards it.</p> <p>I can use kind words to encourage people.</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>Weekly PSHE lessons with a focus on persevering, working towards a goal, using kind words and saying how I feel.</p> <p>Regular reminders of the focus in the PSHE lesson to encourage them to use these in the continuous provision and during lesson time.</p> <p>Reward perseverance in phonic, maths and guided writing with thumbs up points.</p> <p>See PSHE section for the focus of the lessons.</p>	<p>Ensure that the continuous provision resources are challenging but achievable to encourage perseverance.</p> <p>Ensure children are completing their work so they are 'setting and working towards a goal' - finishing carousel activities in the continuous provision, carrying on with work in the next continuous provision.</p>														
Literacy	<p>Word Reading Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Comprehension Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Engage in Non-Fiction books.</p> <p>Writing Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>Week 1-8 Daily reading (AM)– children to be given the opportunity to choose which story. they read every day - (British values – democracy). Children to predict next steps, talk about the characters and their feelings ... Home Reading – Children to have RWI books sent home to read with parents (books will be based on children ability) Phonics – Phonics ability groups to be taught daily ranging from assistant blending to Ditty/Green books.</p> <table border="1" data-bbox="789 1151 1560 1537"> <tr> <td>Week 1</td> <td>Granny went to market Who Ever you are</td> </tr> <tr> <td>Week 2 - Australia</td> <td>Wombat goes Walkabout</td> </tr> <tr> <td>Week 3 - Australia</td> <td></td> </tr> <tr> <td>Week 4 -</td> <td>Lin Yi's Lantern – The Magic Paint brush</td> </tr> <tr> <td>Week 5</td> <td>The great Rat race – Dragon dance – Lanterns and firecrackers.</td> </tr> <tr> <td>Week 6</td> <td>A Day in India – Oral hygiene</td> </tr> <tr> <td>Week 7</td> <td>Monkey: A trickster Tale from India</td> </tr> </table> <p>Guided Writing Writing on WB- CVC writing I do / we do / you do –moving onto sentences when children confident with cvc and cvcc. Group session – Targeted focus children to be taken out during group sessions to work on CVC words.</p>	Week 1	Granny went to market Who Ever you are	Week 2 - Australia	Wombat goes Walkabout	Week 3 - Australia		Week 4 -	Lin Yi's Lantern – The Magic Paint brush	Week 5	The great Rat race – Dragon dance – Lanterns and firecrackers.	Week 6	A Day in India – Oral hygiene	Week 7	Monkey: A trickster Tale from India	<p>Weekly provision – Phonics CVC, ditty and green books to be present in reading corner.</p> <p>CVC read and draw sheets to be accessible.</p> <p>Weekly story puppets to be placed in puppet show.</p> <p>Children to be encouraged to label pictures and write simple sentence about their drawings during child choice activities.</p> <p>Book read in class available in the reading corner for children to retell.</p> <p>Bronze words available on all tables.</p> <p>Guided reading sentence starters to be present in classroom for children to use.</p>
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Maths	<p>Subitise (recognise quantities without counting) up to 5</p> <p>To recall number bonds to 5.</p> <p>To understand one more and one less.</p> <p>To learn that squares and rectangles have 4 straight sides and corners.</p> <p>To recognise the value of 0 and what it looks like.</p> <p>To compare number to 5.</p> <p>To understand that a quantity can be more, fewer, or the same as another.</p> <p>To know that all numbers are made up of smaller numbers (composition).</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Count objects, actions and sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>To compare numbers.</p> <p>Compare mass, capacity, length and height</p>	<table border="1"> <thead> <tr> <th>Week</th> <th>White rose lesson focus</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>Shapes with 4 sides</td> </tr> <tr> <td>Week 2</td> <td>Number bonds to 5</td> </tr> <tr> <td>Week 3</td> <td>Subitising, comparing mass, capacity</td> </tr> <tr> <td>Week 4</td> <td>0, comparing numbers to 5</td> </tr> <tr> <td>Week 5</td> <td>Composition of 5</td> </tr> <tr> <td>Week 6</td> <td></td> </tr> <tr> <td>Week 7</td> <td></td> </tr> </tbody> </table>	Week	White rose lesson focus	Week 1	Shapes with 4 sides	Week 2	Number bonds to 5	Week 3	Subitising, comparing mass, capacity	Week 4	0, comparing numbers to 5	Week 5	Composition of 5	Week 6		Week 7			<ul style="list-style-type: none"> • Number bonds to 5 cutting and sticking • Number bonds to 10 activities. • Numerals in the areas. • Number bond playdough mats • Number bonds colouring • Have part-whole models and tens frames available • Different containers in the sand and maths tray and water tray outside • Different measuring tools • Have scales available in maths area • Socks to match in corner / matching/pairing games • Size / length ordering games / cutting and sticking
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	<p>Extra things to cover next term: Mass, capacity, comparing height and length 6, 7, 8</p>																			
<p>Week 1 – Number bonds to 5 Teach the part, part-whole model and practise teaching number bonds to 5 pairs through the number bonds to 5 song and a variety of different ways.</p>																				
<p>Week 2 - One more and one less Sing nursery rhymes suitable for one more, one less – five little speckled frogs, five currant buns, five little ducks, etc. Fives frame – make a number on a fives frame, add one more and take away one less. Hidden bag – add a certain number of objects to a bag, add one more, how many now? Take one away, how many now?</p>																				
<p>Week 3 – Shapes with 4 sides Show a different variety of squares and rectangles in different sizes. Show different pictures of buildings and street scenes – look at the different shapes in the pictures. A shape hunt. Combining shapes to make new shapes.</p>																				
<p>Week 4 - Introducing zero To focus on the concept that the number name zero and the numeral 0 can be used to represent this idea. Practising counting backwards to also take a focus.</p>																				
<p>Comparing numbers to 5 To understand that when comparing numbers, one quantity can be more than, the same as another or fewer than another quantity through a range of representations.</p>																				
<p>Week 5- Composition of 4 and 5 To continue to develop the understanding that all numbers are made up of smaller numbers. Use the same method taught previously putting the objects into piles. Encourage the subitising skill here rather than counting.</p>																				
<p>Week 6 - Comparing mass Encourage children to make direct comparisons by holding items to estimate which feels the heaviest, light, lighter than and lightest. Highlight the misconception that bigger items aren't always heavier.</p>																				
<p>Comparing capacity Encourage children to build on their understanding of full and empty. Demonstrate half full, nearly full and nearly empty.</p>																				
<p>Length and height Begin by using language and to describe length and height e.g. the tree is tall, the pencil is short. Encourage specific vocabulary: longer, shorter, taller, shorter, wider and narrower. Do not expect words like bigger.</p>																				
<p>Week 7 - 6, 7 and 8 Children to continue to apply the counting principles. Practise representing 6, 7 and 8 in different ways. Practise arranging 6, 7 and 8 in different ways and practise subitising skills.</p>																				



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Understanding the World	<p>Geography Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>RE Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>ELG RE Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Geography Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction text and when appropriate maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments.</p>	<table border="1" data-bbox="793 290 1625 652"> <tr> <td>Week 1</td> <td>Introduction to Earth a globe and a map – where is the UK - magic carpet</td> </tr> <tr> <td>Week 2</td> <td>Australia - Where is it on a map / animals –</td> </tr> <tr> <td>Week 3</td> <td>Australia - Aboriginal art- Australia day / pavlova</td> </tr> <tr> <td>Week 4</td> <td>China - Where is it on a map/ animals</td> </tr> <tr> <td>Week 5</td> <td>China – Trip to wing Wah</td> </tr> <tr> <td>Week 6</td> <td>India - Where is it on a map / animals – A day in India”</td> </tr> <tr> <td>Week 7</td> <td>henna tattoo - Oral health link to.” India - Holi Festival – Rangoli patterns</td> </tr> </table> <p>Each country we will look at – Maps, animals, food, and festivals</p> <p>Australia – Map - Looking at Australia on the large carpet map and globe – Compare the size to the UK - Animals- Kangaroo, platypus, koala (Land marsupials) Festival – Australia Day – BBQ on the beach – make pavlova</p> <p>China Map - Look at China on a large carpet map and globe – Compare size to UK and China. Animals – Giant Panda, tiger Festivals – Chinese new year – Lion Dance and Dragon dance, lanterns , Visit to Wing Wah .</p> <p>India Map - Look at China on a large carpet map and globe – Compare size to UK, China and Australia. Animals – Indian Elephant, Rhino, King Cobra Festival – Holi – Paint throwing, enjoy time with loved ones, eating together, Rangoli patterns.</p> 	Week 1	Introduction to Earth a globe and a map – where is the UK - magic carpet	Week 2	Australia - Where is it on a map / animals –	Week 3	Australia - Aboriginal art- Australia day / pavlova	Week 4	China - Where is it on a map/ animals	Week 5	China – Trip to wing Wah	Week 6	India - Where is it on a map / animals – A day in India”	Week 7	henna tattoo - Oral health link to.” India - Holi Festival – Rangoli patterns	<p>Investigation Maps of Earth Maps of each country Magnifying glasses Cultural outfits Pictures of festivals, Chinese New Year, Australia day, Holi. Puppets and pictures for children to re-enact ‘A day in the life of India’ (hairbrush for brushing hair, toothbrush for brushing teeth, plate and cup for eating and drinking etc) Animals relating to each country. Artefacts relating to each culture. Interactive maps with animals.</p>
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Expressive Arts and Design	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Join different materials and explore different textures.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Explore colour and colour-mixing through different styles e.g. dot painting.</p> <p>To recognise and complete repeating patterns through printing a variety of objects.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music from all around the world.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Australia: Learn about the aboriginal art dot painting. Look at different examples of dot painting and re-create the techniques used.</p> <p>India: Look at the bright powder paint colours used in the Holi festival. Create bright pictures using the power painting and PVA glue to celebrate the different colours used in Holi. - Hanna tattoos</p> <p>China: To celebrate Chinese culture and learn about the dragon dance.</p> <p>To have a day at the end of term to celebrate the different countries we have learnt about around the world. Some of the above activities could link well to this day.</p> <p>Create own magic carpet (Grannie market) by weaving paper. Weave with different materials: ribbon, paper, string.</p> <p>Printing:</p> <ul style="list-style-type: none"> • Explore printing with hands, fingers, feet in paint. • Notice and explore patterns when printing. • Explore printing with different materials or tools in paint (blocks, bricks, Lego, vegetables, nuts and bolts, potato masher) <p style="text-align: center;">Independent construction following previous taught skills</p> <p style="text-align: center;">Cooking and nutrition - (pavlova)</p> <p>Children to be exposed to a variety of foods around the world and discuss healthy and non-healthy options.</p> <p>Begin to understand some of the tools, techniques and processes involved in food preparation</p> <p>Develop a basic hygiene awareness (i.e. washing hands before eating snack)</p> <p>Make healthy choices (snack and lunch)</p> <p>Taste a range of foods</p> <p>To try / make a range of different foods from the above countries. Make pavlova from Australia, Wing Wah's and then trying Indian food.</p> <p style="text-align: center;">Healthy me is also covered in PSHE</p> <p>Listen to music from around the world.</p> <p>Rock it music lessons: During the rock it music lessons all children will participate using the keyboards. They will also have access to other musical instruments. The children will sing a song and learn actions for these songs during each session.</p> <p>Daily nursery rhymes: Nursery rhymes will be sung daily – when lining up, at the end of the day, whilst getting ready for lunch time, etc. Regular use of the nursery rhyme box for the children to be able to choose a nursery rhyme to perform.</p>	<p>Have paints available to provide independent access to dot painting Creative area – colour mixing, only having the prime colours available.</p> <p>Small world area – including toys relating to their current interests.</p> <p>Role play area – link to countries. E.g. To have photos of the dragon dance / Chinese lanterns</p> <p>Have puppet show</p> <p>Outdoor performance area – instruments and a microphone in the performance area. Encourage performing nursery rhymes and creating their own songs and performances.</p> <p>Construction – designing and creating with a purpose. Encourage them to use their creations in their play. Ensure they label their creations.</p>



SPECIFIC SUBJECT AREAS – RE and PSHE																																
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<p>RE KSU</p> <p>Celebrations (Hinduism)</p> <p><i>(Discovery RE)</i></p>	<p>Recently celebrated new year.</p> <p>Children may have some family or nursery experience of these celebrations or similar.</p> <p>Children are likely to have some family / cultural traditions they are familiar with.</p>	<p><i>Theme: Celebrations</i></p> <p><i>Key Question: How do people celebrate?</i></p> <p><i>Religion: Hinduism</i></p> <p><i>British Values: Individual liberty, Mutual respect, Tolerance</i></p> <p>Talk about personal goals (link to Dreams and Goals unit from Jigsaw PSHE)</p> <p>Talk about things they want to improve / achieve / do better (relate to new year resolutions)</p> <p>Be able to retell the Chinese New Year story (using pictures and in their own words)</p> <p>Be able to talk about some Chinese New Year traditions and compare to their own family / religious traditions (Divali, birthday)</p> <p>Begin to talk about what it would be like if it was always winter. Talk about their preferences for seasons and why.</p> <p>Begin to talk about traditions from other cultures / religions (Nowruz story, Holi)</p> <table border="1"> <tr> <td>Week 1</td> <td><u>Celebrating new year</u> New year's resolutions</td> </tr> <tr> <td>Week 2</td> <td><u>Chinese New Year</u> The story of Chinese New Year</td> </tr> <tr> <td>Week 3</td> <td><u>Chinese New Year</u> Order of the animals Chinese New Year traditions Comparison to own celebrations</td> </tr> <tr> <td>Week 4</td> <td><u>Persian New Year</u> Learn about Iran The Nowruz story Spring and winter</td> </tr> <tr> <td>Week 5</td> <td><u>Persian New Year</u> Nowruz traditions</td> </tr> <tr> <td>Week 6</td> <td><u>Holi</u> Holi traditions</td> </tr> <tr> <td>Week 7</td> <td><u>Recap</u> Recap of all the above celebrations. Compare these.</td> </tr> </table>	Week 1	<u>Celebrating new year</u> New year's resolutions	Week 2	<u>Chinese New Year</u> The story of Chinese New Year	Week 3	<u>Chinese New Year</u> Order of the animals Chinese New Year traditions Comparison to own celebrations	Week 4	<u>Persian New Year</u> Learn about Iran The Nowruz story Spring and winter	Week 5	<u>Persian New Year</u> Nowruz traditions	Week 6	<u>Holi</u> Holi traditions	Week 7	<u>Recap</u> Recap of all the above celebrations. Compare these.	<p>Children may think ...</p> <ul style="list-style-type: none"> • These celebrations are only celebrated in other countries. • Confusing the new year they celebrate with the others. 	<table border="1"> <tr> <td>Week 1</td> <td><u>Celebrating new year</u> Make own calendar, showing all the special things that go on in the year, e.g., August - Summer holidays/sunshine. February - Valentine's Day, etc. naming and labelling the months.</td> </tr> <tr> <td>Week 2</td> <td><u>Chinese New Year</u> Have the Chinese writing of Happy New Year available with charcoal/chalk for children to try to copy: Gong Hey Fat Choy (Cantonese).</td> </tr> <tr> <td>Week 3</td> <td><u>Chinese New Year</u> Provide dusters to allow the cleaning process to continue! Make their own string lights using wool and shiny paper/foil to then hang up.</td> </tr> <tr> <td>Week 4</td> <td><u>Persian New Year</u> Binoculars to find signs of Winter/Spring.</td> </tr> <tr> <td>Week 5</td> <td><u>Persian New Year</u> Represent some of the things that are on the Nowruz table using paints/junk modelling/drawing/clay, etc.</td> </tr> <tr> <td>Week 6</td> <td><u>Holi</u> Explore colour! Crayons, paints, collage pieces. Make it as bright as possible have Rangoli templates available for children to use or copy.</td> </tr> <tr> <td>Week 7</td> <td><u>Recap</u> Resources for each celebration.</td> </tr> </table>	Week 1	<u>Celebrating new year</u> Make own calendar, showing all the special things that go on in the year, e.g., August - Summer holidays/sunshine. February - Valentine's Day, etc. naming and labelling the months.	Week 2	<u>Chinese New Year</u> Have the Chinese writing of Happy New Year available with charcoal/chalk for children to try to copy: Gong Hey Fat Choy (Cantonese).	Week 3	<u>Chinese New Year</u> Provide dusters to allow the cleaning process to continue! Make their own string lights using wool and shiny paper/foil to then hang up.	Week 4	<u>Persian New Year</u> Binoculars to find signs of Winter/Spring.	Week 5	<u>Persian New Year</u> Represent some of the things that are on the Nowruz table using paints/junk modelling/drawing/clay, etc.	Week 6	<u>Holi</u> Explore colour! Crayons, paints, collage pieces. Make it as bright as possible have Rangoli templates available for children to use or copy.	Week 7	<u>Recap</u> Resources for each celebration.
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<p>PSHE KSU</p> <p>Dreams and goals</p> <p><i>(Jigsaw PSHE)</i></p>	<p>Some children will already challenge and persevere. This sequence of lessons will encourage this further.</p>	<p><i>Theme: Dreams and Goals</i></p> <p><i>British Values: Democracy, Individual Liberty, Mutual Respect, Tolerance</i></p> <p><i>SMSC: Social, Moral, Spiritual, Cultural</i></p> <table border="1"> <tr> <td>Week 1</td> <td><u>Challenge</u> I understand that if I persevere, I can tackle challenges. Stay motivated when doing something challenging.</td> </tr> <tr> <td>Week 2</td> <td><u>Never giving up</u> I can tell you about a time I didn't give up until I achieved my goal. Keep trying even when it is difficult.</td> </tr> <tr> <td>Week 3</td> <td><u>Setting a goal</u> I can set a goal and work towards it. Work well with a partner or in a group.</td> </tr> <tr> <td>Week 4</td> <td><u>Obstacles and support</u> I can use kind words to encourage people. Have a positive attitude.</td> </tr> <tr> <td>Week 5</td> <td><u>Flight to the future</u> I understand the link between what I learn now and the job I might like to do when I'm older. Help others to achieve their goals.</td> </tr> <tr> <td>Week 6</td> <td><u>Footprint awards</u> I can say how I feel when I achieve a goal and know what it means to feel proud. Are working hard to achieve their own dreams and goals.</td> </tr> <tr> <td>Week 7</td> <td>Talk about a goal they tried to achieve and struggled – what were the challenges?</td> </tr> </table>	Week 1	<u>Challenge</u> I understand that if I persevere, I can tackle challenges. Stay motivated when doing something challenging.	Week 2	<u>Never giving up</u> I can tell you about a time I didn't give up until I achieved my goal. Keep trying even when it is difficult.	Week 3	<u>Setting a goal</u> I can set a goal and work towards it. Work well with a partner or in a group.	Week 4	<u>Obstacles and support</u> I can use kind words to encourage people. Have a positive attitude.	Week 5	<u>Flight to the future</u> I understand the link between what I learn now and the job I might like to do when I'm older. Help others to achieve their goals.	Week 6	<u>Footprint awards</u> I can say how I feel when I achieve a goal and know what it means to feel proud. Are working hard to achieve their own dreams and goals.	Week 7	Talk about a goal they tried to achieve and struggled – what were the challenges?	<p>Children may think ...</p> <ul style="list-style-type: none"> • Choosing an activity that does not provide a challenge is the best option • They should always just give up when things become difficult 	<table border="1"> <tr> <td>Week 1</td> <td><u>Challenge</u> Put out challenges for children to attempt</td> </tr> <tr> <td>Week 2</td> <td><u>Never giving up</u> Provide children with problems to overcome. Good link to maths, construction.</td> </tr> <tr> <td>Week 3</td> <td><u>Setting a goal</u> Put out equipment/resources that will help children achieve their goal</td> </tr> <tr> <td>Week 4</td> <td><u>Obstacles and support</u> Provide opportunities for children to teach each other the things they are good at. Ensure access to toys/resources/ equipment that children have identified in the lesson.</td> </tr> <tr> <td>Week 5</td> <td><u>Flight to the future</u> Role-play opportunities for different occupations</td> </tr> <tr> <td>Week 6</td> <td><u>Footprint awards</u> N/A</td> </tr> <tr> <td>Week 7</td> <td>A range from the above.</td> </tr> </table>	Week 1	<u>Challenge</u> Put out challenges for children to attempt	Week 2	<u>Never giving up</u> Provide children with problems to overcome. Good link to maths, construction.	Week 3	<u>Setting a goal</u> Put out equipment/resources that will help children achieve their goal	Week 4	<u>Obstacles and support</u> Provide opportunities for children to teach each other the things they are good at. Ensure access to toys/resources/ equipment that children have identified in the lesson.	Week 5	<u>Flight to the future</u> Role-play opportunities for different occupations	Week 6	<u>Footprint awards</u> N/A	Week 7	A range from the above.
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