



**Reception – Medium Term Planning**

**Aspirations – Collaboration – Connections – Creativity – Expression**

Learning Unit 5 – Minibeasts (6 weeks)													
Experience / Visits	Habitats in class – wormery, ant world, tadpoles		Trip to ‘Conkers’										
Area of Learning	KNOWLEDGE, SKILLS AND UNDERSTANDING	SUGGESTED FOCUSED LEARNING ACTIVITIES	CONTINUOUS PROVISION IDEAS										
Communication and Language	<p><u>Listening and attention</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul> <p><u>Speaking</u> Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	<p>Daily circle time for children to talk about emotions 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 – children to know how to talk to talk partners.</p> <p>Daily story time – discussion encouraged about each book.</p> <p>Drawing club – Introduces 4 new words a week.</p> <p>Drawing club – Will increase independence in writing.</p> <p>Children to be given regular opportunities to share and talk about their independent work with the class or in small groups.</p> <p>Encourage questions about minibeasts and habitats during topic lessons.</p> <p>Continuous provision provide opportunity for talk and questioning about minibeast and their own interests.</p> <p>Children to be trained to asked for own recourse if not already supplied in the learning areas.</p> <p><u>Key language</u> Insect, minibeast, legs, body, antenna, wings, tiny, habitat, plants, leaves, stem, roots, flower, sun, water, soil.</p>	<p>Minibeasts to be placed in investigations station with magnifying glasses to encourage discussion.</p> <p>Key words to be present in classroom</p> <p>Books to be present in all areas for children to retell and discuss.</p> <p><u>Outdoor area</u> Planting station set up with magnifying glasses to encourage discussion about plants and minibeasts.</p>										
	Physical Development	<p>PE: To run skilfully &amp; negotiating space successfully, adjusting speed or direction to avoid obstacles. To throw under arm to a peer using a bean bag (1-2 metre distance). To throw a bean bag to a stationary area. To catch a bean bag from a peer - using cupped hands.</p> <p>Fine motor: To zip up their own coats. To hold a pencil correctly. To correctly form letters. To cut up their own food using cutlery. To use scissors with increasing control.</p>	<p><b>Power of PE: Mini-beasts</b></p> <table border="1"> <thead> <tr> <th>Week</th> <th>Power of PE Lesson</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>The hungry hungry caterpillar Copy caterpillar The big, sleepy garden spider</td> </tr> <tr> <td>Week 2</td> <td>The hungry hungry caterpillar The big, sleepy garden spider The grasshopper groove</td> </tr> <tr> <td>Week 3</td> <td>The hungry hungry caterpillar The grasshopper groove Pass the pea</td> </tr> <tr> <td>Week 4</td> <td>The hungry hungry caterpillar Pass the pea Protect the nest</td> </tr> </tbody> </table> <p><b>Mini-beast session 5 will take place week 1 summer 2.</b></p> <p><b>Other PE related activities:</b> Dance/ yoga/ outdoor play for Wellbeing Wednesday in classroom Playground toys (lunch times &amp; golden time) Mutiple daily wake up shake ups Forest school - trim trail, space to run and for different movements Daily access to the playground climbing frame Bikes in the outdoor area</p> <p><b>Fine motor</b> Daily fine motor carousel activities – cutting and sticking, sentence writing, colouring, construction, play dough, tracing, CVC writing, CCVC writing 3x weekly guided writing lesson When putting coats on children to always have a try at zipping up independently – if they need support model and teach them Encourage getting dressed independently for PE Encourage, model and teach using cutlery at dinner time</p>	Week	Power of PE Lesson	Week 1	The hungry hungry caterpillar Copy caterpillar The big, sleepy garden spider	Week 2	The hungry hungry caterpillar The big, sleepy garden spider The grasshopper groove	Week 3	The hungry hungry caterpillar The grasshopper groove Pass the pea	Week 4	The hungry hungry caterpillar Pass the pea Protect the nest
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Personal, Social and Emotional Development	<p>I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feelings lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words.</p> <p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships. Show sensitivity to their own and to others' needs. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>Weekly PSHE lessons with on relationships and feelings.</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. Provide circle times in lesson where possible. To ensure there is a circle time within the class assembly.</p> <p>To continue to have 'show and tell' time to support children in understanding how to listen, ask questions and consider the feelings of their friends.</p> <p>To have a time in the day to share children's work with the rest of the children to celebrate all their hard work and instil confidence in others to try new activities e.g. writing sentences. Reward perseverance in phonics, maths and guided writing with thumbs up points and celebration time. To encourage the use of the worry monster and being able to access this independently.</p>	<p>To provide board games to promote teamwork.</p> <p>Resources such as bronze words, sound mats and toolboxes to encourage independence and challenge.</p> <p>Emotion cards.</p> <p>Worry monster – being able to use this independently if they have a worry and knowing where it is.</p>										
Literacy	<p><b>Writing</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p> <p><b>Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><b>Word reading</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p><b>Week 1-6</b> <b>Daily reading</b> (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 ... Small group stories provided. <b>Home Reading</b> – Children to have RWI books sent home to read with parents (books will be based on children ability) <b>Phonics</b> – Phonics ability groups to be taught daily ranging from assistant blending to Ditty/Green books. <b>Handwriting-</b> Daily handwriting sessions.</p> <table border="1" data-bbox="789 1258 1560 1457"> <tr> <td>Week 1</td> <td>Peep Inside Bug Homes</td> </tr> <tr> <td>Week 2</td> <td>The Hungry Caterpillar</td> </tr> <tr> <td>Week 3</td> <td>Non-fiction life cycle books</td> </tr> <tr> <td>Week 4</td> <td>Mad about Minibeasts (poems)</td> </tr> <tr> <td>Week 5</td> <td>Aghhhh a spider</td> </tr> </table> <p><b>Guided Writing</b> <b>Writing on WB- Drawing club 3x a week.</b></p> <p><b>Cusp/focus children</b> – To be taken out to write sentences within books.</p> <p><b>LA writing</b> – LA children to be taken out during 1 group sessions to work on CVC word/name.</p>	Week 1	Peep Inside Bug Homes	Week 2	The Hungry Caterpillar	Week 3	Non-fiction life cycle books	Week 4	Mad about Minibeasts (poems)	Week 5	Aghhhh a spider	<p>Weekly provision – Phonics CVC, ditty, green, pink and orange books to be present in reading corner.</p> <p>CVC/ccvc/cvcc/ simple sentence read and draw sheets to be accessible.</p> <p>Weekly story puppets / animals to be placed in puppet show.</p> <p>Children to be encouraged to label pictures and write a sentence about their drawings during child choice activities based on their interests.</p> <p>To design and label all construction creations.</p> <p>Book read in class available in the reading corner for children to retell.</p> <p>Children to vote on class story.</p> <p>Bronze words, sound mats and toolboxes available on all tables.</p> <p>Guided writing sentence starters to be present in classroom for children to use.</p> <p>Writing class prize? Writing badge on Marvellous Me?</p> <p>Minibeast books to be placed in investigation area.</p> <p>Rhyming games to be placed in reading corner.</p>
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Maths	<p>To count objects. To count beyond 20. To explore the composition of numbers beyond 10. To automatically recall number bonds for numbers 0–10. To have a deep understanding of number to 10, including the composition of each number and to begin to use this to build on with numbers to 20. To compare quantities beyond 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. To understand that shapes can be combined and separated to make new shapes. To change the amount in a group by adding more or taking some away.</p>	<table border="1"> <thead> <tr> <th>Week</th> <th>White rose lesson focus</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>Building numbers beyond 10 (2 days)</td> </tr> <tr> <td>Week 2</td> <td>Continuing patterns beyond 10 / Adding (5 days)</td> </tr> <tr> <td>Week 3</td> <td>Take away (3 days)</td> </tr> <tr> <td>Week 4</td> <td>Doubling (3 days)</td> </tr> <tr> <td>Week 5</td> <td>Sharing / Odd and Even (4 days)</td> </tr> <tr> <td>Week 6</td> <td>Consolidation (3 days)</td> </tr> </tbody> </table>	Week	White rose lesson focus	Week 1	Building numbers beyond 10 (2 days)	Week 2	Continuing patterns beyond 10 / Adding (5 days)	Week 3	Take away (3 days)	Week 4	Doubling (3 days)	Week 5	Sharing / Odd and Even (4 days)	Week 6	Consolidation (3 days)	<p>Consolidating previously taught skills by a daily flash back 4. Continue to recap – counting, subitising, composition, sorting, matching, comparing, ordering. Number bonds to 5 and 10 to also be a regular starter and flash back 4 activity.</p> <p><b>Week 1 – Building numbers beyond 10</b></p> <p>Encourage children to build and identify numbers to 20, using 10s frames, Numicon, towers of cubes and bead strings. They should recognise that they are a full 10 and part of the next 10.</p> <p><b>Week 2 – Counting patterns beyond 10 and adding more</b> Counting beyond 20 to be a daily starter for this week. The children will use real resources to see that the amount in a group can be changed by adding more.</p> <p><b>Week 3 – Taking away</b> The children will use resources to see that the amount in a group can be changed by taking some away.</p> <p><b>Week 4 – Sharing and doubling</b> The children will probably already have some experience of sharing and will be quick to point out when items are not shared fairly. The children should also be given opportunities to recognise and make equal groups. For example, can you put 3 spots on each side or plant 2 flowers into each pot. The children will notice that sometimes there are items left over when they share or group. Encourage them to come up with their own suggestions for how to resolve this.</p> <p><b>Week 5 – Odd and Even</b> The children begin to understand that some quantities will share equally into 2 groups and some won't. They may also notice that some quantities can be grouped into pairs and some will have one left over. Provide opportunities for them to explore these ideas in different contexts as they play and to talk about what they notice. Encourage the children to notice the odd and even structure on the number shapes and by building pair-wise patterns on the 10 frames.</p> <p><b>Week 6 – Consolidation</b> Cover any gaps.</p>	<p>All resources used in lessons to go onto the maths table to use in the continuous provision. After each lesson, each resource to be available to children.</p>
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Understanding the World	<p>To name animal body parts and their functions. To identify what the animals eat. ELG 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. Know some similarities and differences between the natural world around them and contrasting environments. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<table border="1"> <tbody> <tr> <td>Week 1- Forest</td> <td>Mini beast hunt - Forest Make habitat junk modelling (See art plan).</td> </tr> <tr> <td>Week 2 –</td> <td>Bank holiday - Life cycle butterfly</td> </tr> <tr> <td>Week 3 - Forest</td> <td>Bank holiday - Forest</td> </tr> <tr> <td>Week 4 –</td> <td>Life cycle frog Sculpture of minibeasts</td> </tr> <tr> <td>Week 5 – Forest</td> <td>Observational drawing of plants (See art plan) Forest- Plants exploration in forest</td> </tr> </tbody> </table>	Week 1- Forest	Mini beast hunt - Forest Make habitat junk modelling (See art plan).	Week 2 –	Bank holiday - Life cycle butterfly	Week 3 - Forest	Bank holiday - Forest	Week 4 –	Life cycle frog Sculpture of minibeasts	Week 5 – Forest	Observational drawing of plants (See art plan) Forest- Plants exploration in forest	<p>Week 1</p> <ul style="list-style-type: none"> <li>- Children to learn where a mini beast likes to live.</li> <li>- Children to go on a minibeast hunt and collect then for live minibeast tank in classroom.</li> <li>- Children to make own habitat (See art plan below)</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>- Look at caterpillar (toy/real caterpillars) look closely at its body parts talk about number of legs, body shapes, face, patterns ....</li> <li>- Learn about the life cycle of a butterfly.</li> </ul> <p>Week 3 – Bank Holiday and forest week</p> <p>Week 4</p> <ul style="list-style-type: none"> <li>- Create a sculpture of a frog</li> <li>- Sculpture of a Minibeast</li> </ul> <p>Week 5</p> <ul style="list-style-type: none"> <li>- Teacher to model observational drawing of leaves – compare the leaf sizes, shapes, and textures. Leaf printing, leaf wax resist.</li> <li>- Children to look at different plants found in woodland (real plants) Discuss them, what do they look like, where are they found, names. Children take pictures of the plants and share with the class.</li> </ul>	<p>Minibeasts in the small world and investigation area. Caterpillars in investigation for children to observe. Natural materials in investigation for children to create of minibeast habitats. Paper and pencils in investigation are to do observational drawings. Minibeast facts in reading corner. Life cycle books in investigation area and reading corner. Cut and order life cycles. Plant observational drawing to be placed into creative area.</p> <p><u>Outdoor area</u> Planting station to be set up Magnifying glasses available to observe minibeast on bank and gardening area. Chalk available to draw minibeast. Natural materials available to build minibeast habitats (bug hotel)</p>				
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<p>Expressive Arts and Design</p>	<p>Begin to use a variety of drawing tools.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Investigate and explore with different lines.</p> <p>To be able to create a drawing using different tones and shades.</p> <p>Share their creations, explaining the process they have used.</p> <p>To complete a drawing using the skills required for observational drawing. E.g. to observe and draw accurately. Join different materials and explore different textures.</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.</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>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p><b><u>Observational drawing of plants</u></b></p> <ul style="list-style-type: none"> <li>Investigate and explore with different lines. Discuss tones, and shades.</li> <li>Choose thick and thin drawing materials for different purposes.</li> <li>Create drawings of different plants and the natural world.</li> </ul> <p><b><u>To make a minibeast habitat</u></b></p> <p>The children are to make an animal habitat using a variety of materials and the knowledge that they have learnt through junk box modelling last term.</p> <p>Knowledge and skills broken down further: The first part of the process is for the children to research their chosen habitat and design how it will look and the materials they are going to use to make the habitat.</p> <p><b><u>Research in topic lesson</u></b> <b><u>Design in a guided writing lesson-</u></b> Discuss what a minibeasts will need. What should it be made from and why. Children will be required to design on paper.</p> <ul style="list-style-type: none"> <li>Explain my own understanding.</li> <li>Ask questions and use talk to organise, sequence and clarify thinking and ideas.</li> <li>Explain how some technology works by exploring parts by pressing, lifting, twisting to say how it works.</li> <li>Design my own models (including construction, malleable materials).</li> </ul> <p>Then the children will make their habitat and they must use their design to support them in making it.</p> <p><b><u>Make – Make habitat in chosen material</u></b></p> <ul style="list-style-type: none"> <li>Manipulate materials to achieve a planned effect.</li> <li>Construct purposefully using a variety of resources.</li> <li>Use simple tools and techniques competently and appropriately.</li> <li>Select appropriate resources for my designs.</li> </ul> <p>Once the habitats have been made the children will both present their work and evaluate their work. This will then allow the children to adapt their work is necessary.</p> <p><b><u>Evaluate/ improve–</u></b> Present to class and explain their product. Improve on product question "How can you make it better?"</p> <ul style="list-style-type: none"> <li>Adapt my work where necessary.</li> <li>Explain my own knowledge and understanding of what I have made</li> </ul> <p><b><u>Clay minibeasts</u></b> Provide forest time to learn how to make minibeasts out of clay.</p> <p><b><u>Leaf printing</u></b> To have a modelling session on the skills needed for leaf printing. This is to be provided in the creative area in continuous provision.</p> <p><b><u>May Day Performance</u></b></p> <p><b><u>Rock it music lessons:</u></b> 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><b><u>Daily nursery rhymes:</u></b> 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><b><u>Daily story times:</u></b> To have story times every day, preferably twice a day. The children are to have access to the purple story box in order to become familiar with stories.</p> <p><b><u>Wellbeing Wednesdays:</u></b> Provide expressive arts and design activities that relate to these skills.</p>	<p>Creative area Junk modelling- provide different materials and containers. Provide different equipment to continue to practise joining.</p> <p>Small world area – Access to a wide range of different building materials and different minibeasts. Include toys relating to their current interests.</p> <p>Have puppet show with access to different minibeasts.</p> <p>Minibeast masks</p> <p>Construction – designing and creating with a purpose. Encourage them to use their creations in their play. Ensure they design and also label their creations.</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>
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SPECIFIC SUBJECT AREAS – RE and PSHE																	
SUBJECT	PRIOR KNOWLEDGE	KNOWLEDGE, SKILLS AND UNDERSTANDING	POSSIBLE MISCONCEPTIONS	CONTINUOUS PROVISION IDEAS													
<b>RE</b> <b>KSU</b> <b>Easter</b>  <i>(Discovery RE)</i>  <b>Emillie</b>	Have looked at Christianity  Discussions of Bible stories.	<b>Theme: Stories</b> <b>Key Question:</b> <i>What can we learn from stories?</i> <b>Religions:</b> <i>Christianity, Islam, Hinduism, Sikhism</i> <b>British Values:</b> <i>Individual Liberty, Mutual Respect, Tolerance</i>  <b>My learning is to:</b> <ul style="list-style-type: none"> <li>engage in a variety of stories that represent different faiths</li> <li>explain the importance of honesty and why we should tell the truth</li> <li>understand that everyone is special and important</li> <li>explain how everyone can be the best person that they can be</li> <li>understand the importance of being grateful for what you have</li> <li>explain what makes a good friend</li> </ul> <table border="1"> <tr> <td>Week 1</td> <td>The Boy Who Cried Wolf (An Aesop Fable)</td> </tr> <tr> <td>Week 2</td> <td>The Crocodile and The Priest (A Sikh Story)</td> </tr> <tr> <td>Week 3</td> <td>Bilal and the Beautiful Butterfly (A Muslim Story)</td> </tr> <tr> <td>Week 4</td> <td>The Gold-Giving Serpent</td> </tr> <tr> <td>Week 5</td> <td>Best Friends (A Story from Asia)</td> </tr> <tr> <td>Week 6</td> <td>To be covered next term</td> </tr> </table> Must do week 6 lesson next term to cover all religions in the unit.	Week 1	The Boy Who Cried Wolf (An Aesop Fable)	Week 2	The Crocodile and The Priest (A Sikh Story)	Week 3	Bilal and the Beautiful Butterfly (A Muslim Story)	Week 4	The Gold-Giving Serpent	Week 5	Best Friends (A Story from Asia)	Week 6	To be covered next term	Children might think..... <ul style="list-style-type: none"> <li>That all religions are the same.</li> <li>That Jesus in is all religions.</li> <li>That everyone worships the same God.</li> <li>That everyone celebrates a religion.</li> <li>That all festivals are the same in each religion.</li> </ul>	Week 1	Resources available to independently play the button game.
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Week 2	Activities that celebrate and praise each other's achievements.																
Week 3	Folded butterfly shapes and paint for children to explore making symmetrical patterns on the wings.																
Week 4	Snakes and ladders. Spiral snake crafts.																
Week 5	Teamwork games e.g. board games, indoor skittles, problem solving games.																
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<b>PSHE</b> <b>KSU</b>  <i>(Jigsaw PSHE)</i>	Previous discussion of eating healthy / moving body in PE  Elements of safety previously covered in PSHE  Relationships covered in the celebrating difference puzzle piece. Discussed how to be kind and make friends  Emotions introduced in being me in my world	<b>Theme: Relationships</b> <b>British Values:</b> <i>Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance</i> <b>SMSC:</b> <i>Social, Moral, Spiritual and Cultural.</i> <b>My learning is to:</b> <table border="1"> <tr> <td>Week 1</td> <td> <b>Know how to make friends</b>            My family and Me!            I can identify some of the jobs I do in my family and how I feel like I belong.         </td> </tr> <tr> <td>Week 2</td> <td> <b>Try to solve friendship problems when they occur</b>            Make friends, never ever break friends Part 1            I know how to make friends to stop myself from feelings lonely.         </td> </tr> <tr> <td>Week 3</td> <td> <b>Help others to feel part of a group</b>            Make friends, make friends never ever break friends Part 2            I can think of ways to solve problems and stay friends         </td> </tr> <tr> <td>Week 4</td> <td> <b>Show respect in how they treat others</b>            Falling Out and Bullying Part 1            I am starting to understand the impact of unkind words         </td> </tr> <tr> <td>Week 5</td> <td> <b>Know how to help themselves and others when they feel upset and hurt</b>            Falling Out and Bullying Part 2            I can use Calm Me time to manage my feelings  <b>Know and show what makes a good relationship</b>            Being the best friends we can be            I know how to be a good friend         </td> </tr> </table> Some lessons have been merged.	Week 1	<b>Know how to make friends</b> My family and Me! I can identify some of the jobs I do in my family and how I feel like I belong.	Week 2	<b>Try to solve friendship problems when they occur</b> Make friends, never ever break friends Part 1 I know how to make friends to stop myself from feelings lonely.	Week 3	<b>Help others to feel part of a group</b> Make friends, make friends never ever break friends Part 2 I can think of ways to solve problems and stay friends	Week 4	<b>Show respect in how they treat others</b> Falling Out and Bullying Part 1 I am starting to understand the impact of unkind words	Week 5	<b>Know how to help themselves and others when they feel upset and hurt</b> Falling Out and Bullying Part 2 I can use Calm Me time to manage my feelings <b>Know and show what makes a good relationship</b> Being the best friends we can be I know how to be a good friend	Not knowing the steps to solve a problem.	Week 1	Children to have access to role play in the home corner. To have different types of families accessible in continuous provision.		
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	Week 2	Teamwork games e.g. board games, indoor skittles, problem solving games.															
Week 3	Large mark making activities e.g. sand, glitter, flour in large trays.																
Week 4	Have foam out for the children to explore after the lesson.																
Week 5	Large rolls of paper and an assortment of mark-making materials. Play music and the children can draw how it makes them feel. Provide puppets in the small world area. Provide painting materials.																