

Core Book -

What the ladybird heard

Two week plan

Supplementary Books -

3 Little Pigs

The bad tempered ladybird

Literacy

Has some favourite rhymes or songs
Distinguish between different marks they make
Enjoys rhyming and rhythmic activities
Shows awareness of rhyme and alliteration
Recognising rhythm in spoken words
Listens to and joins in with stories in small groups
Describes main story settings, events and principal characters
Give meaning to marks they make as write, draw and paint
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
Writes own name and other things such as labels and captions
Attempts to write short sentences in meaningful contexts
Uses vocabulary and speech forms of speech that are increasingly influenced by their experiences of books
Begins to read words and simple sentences

Personal, Social and Emotional Development

(linked to F1 & F2 Unit 3 Jigsaw—Dreams and Goals)

Shows affection and concern for people who are special to them
May form a special friendship with another child
Respond to the feelings and wishes of others
Initiates play, offering cues to peers to join them
Keeps play going by responding to what others are saying/doing
Confident to talk to other children when playing and will communicate freely about home and community
Aware of own feelings and know that some actions and words can hurt others feelings.
Understands that their own actions affect other people
Be aware of boundaries within the setting and within the community
Takes steps to resolve conflicts with other children for example finding a compromise
Work as part of a group or class and understand and follow rules

Mathematics (used alongside White Rose Maths Planning)

Recites some number names in sequence
Creates and experiments with symbols and marks representing ideas of number
Begin to make comparisons between quantities
Uses some language of quantities such as 'more' and 'a lot'
Begin to represent numbers using fingers, marks on paper and pictures
Sometimes matches numeral and quantity
Compares two sets of objects saying when they have the same
Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
Find the number of items in two groups by counting all of them
Begin to use the vocabulary used in addition and subtraction
Records using marks that they can interoperate and explain

Communication, Language and Literacy

Listens with interest to the noise adults make when they read stories
Shows interest in play with sounds, songs and rhymes
Understand 'who' 'what' why questions
Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
Listen to others one to one and in small groups when conversation interests them
Listens to stories with increased attention and recall
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
Respond to simple instructions
Uses talk to connect ideas, explain what is happening and what might happen next.
Two channelled attention, can listen and do for a short span
Listens and responds to ideas expressed by others in conversation of discussion
Uses language to imagine and recreate roles in play situation
Children can listen attentively in a range of situations
Children follow instructions involving several ideas or actions

Understanding the World

Has a sense of own immediate family and relations
Enjoys playing with small world models
Shows interest in the lives of people who are familiar to them
Knows some of the things that can make them unique
Can talk about some of the things they have observed such as plants, animals, natural and found objects.
Completes a simple programme on a computer
Looks closely at similarities, differences, patterns and change

Physical Development

Begins to use three fingers to hold writing tools
Imitates drawing simple shapes
Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles
Can catch a large ball
Draw lines and circles using gross motor movement
Uses one handed tools and equipment
Holds pencil near point between thumb and two fingers and no longer uses whole hand grasp.
Understands that tools and equipment need to be used safely
Begins to form recognisable letters
Uses a pencil and holds it effectively to form letters
Shows increasing control over an object in pushing, patting, throwing, catching or kicking

Expressive Art and Design

Creates sounds by banging, shaking, tapping or blowing
Shows an interest in the way musical instruments sound
Begin to use representation to communicate
Enjoys joining in with dancing and ring games
Taps out simple repeated rhythms
Explores and learns how sounds can be changed
Makes up rhythms
Initiates new combinations of movements and gesture in order to express and respond to feelings,
Choose particular colours to use for a purpose
Selects tools and techniques needed to shape, assemble and join materials they are using
Explores the different sounds of instruments
Safely use a variety of tools and techniques experimenting with colour, design, texture, form and function

Area of Provision	Enhancements (additional resources, visits, visitors, displays etc)	Resource Implications
Literacy	Drawing story maps/pictures Reading CVC words to find stolen objects Labelling story characters Wanted poster of the thieves Looking for CVC word clues	Flour, sieves, magnetic letters Ladybird frame/red paper Pictures of story/characters
Maths	Printing a given number of spots onto ladybirds Subitising—arranging spots in different ways to show a given number or a total number of spots Ladybird Dominoes Matching numbers & quantities—Numbered Ladybird Hotels More/fewer ladybirds	Numbered lady birds Spot pattern ladybirds Ladybird houses
Role Play & Small World	Police station role play—crime scene investigation Small world story telling—using farmyard animals	Police uniform, telephones, note pads, pencils, report forms
Investigation, sand, water	Bug investigation tray Fingerprint investigation Cups and String—CLL Talking tubes	Small world bugs
Creative/ Construction	Making a trap/ jail to catch the thieves Bug printing Painting characters from the story Valentines cards, pictures, collages Love bug hats Exploring sounds of musical instruments	Pebbles
Physical	Playdough Lady Birds spots Farmyard animal pegs Cotton bud painting to add ladybird spots Ladybird spot stickers Potato/apple print ladybirds	Playdough—red/black, pipecleaners

Area of Learning	Possible adult-led experiences/provocations/activities	Resource Implications
PSE	Is it okay to take things that don't belong to us—linked to the story Working as a team to help each other We are unique—fingerprint investigation Valentines Day—thinking about people that are special to us	
CLL	Crime scene investigation— Can you find the clues and solve the case of the class thief Listening Walk Farmyard listening story—(groups of 8) Listening to different sounds of musical instruments Listening games—ladybird says, match the animal (toy) sound, pass the sound, pass the rhythm, match the musical instrument.	Instruments Blanket Small world animals
PD	Ladybird skewers Ladybird biscuits	Strawberries, blueberries, black icing, cocktail sticks Biscuits/Icing
Maths	Addition and subtractions of Ladybird spots	Playdough Black button
LIT	Map making Free story writing—focus on tricky word said Writing police interviews What are the characters saying—focused writing on speech	
UW	Sorting animals and matching them to their habitats	Photographs of ladybirds
EAD	Making bugs out of different media Bee bots—Programme the bee bot to move around a map of crime scenes Using instruments to enhance a story or dance Singing range of ladybird songs/rhymes Farmers in the Den	Paper plates Wooden spoons Cupcake cases Googly eyes Pipe Cleaners Instruments