



Week:	PSED- Jigsaw:	Literacy:	Maths:	Topic:	Topic 2:
<p>Week 1: 01.06.26</p>	<p>Jigsaw: Changing Me <u>Weekly Celebration:</u> (1) Understand that everyone is unique and special (My Body) <u>Intent:</u> L.O: I can name parts of the body.</p> <p><u>Session:</u> Draw around a child, labelling the different body parts with post-it notes. Make links to physical and mental health. I am grateful for... 1 Session</p>	<p>Literacy Unit: All Aboard The London Bus (Part One) <u>Intent:</u> Understand how special and unique every child is. Celebrate change as an exciting experience. Learn new vocabulary. Learn sentence structure and model key features: capital letters, finger spaces and full stops. Write words containing these new digraphs / trigraphs. Write high frequency words. Main focus is on handwriting. 3 Sessions - MON/TUES/WEDS</p> <p>Phonics: root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est <u>Intent:</u> Recall digraph / trigraphs sounds. Blend words containing these digraphs / trigraphs, alongside polysyllabic words. Write words and sentences containing these digraphs / trigraphs. Write high frequency words within sentences. 5 Sessions</p>	<p>Maths: Manipulate, Compose and Decompose Wk 1 Step 1: Select Shapes for a purpose Step 2: Rotate Shapes Step 3: Manipulate Shapes Step 4: Explain Shape Arrangements Step 5: Compose Shapes Step 6: Decompose Shapes Step 7: Copy 2D Shape Pictures Step 8: Find 2D Shapes within 3D Shapes</p> <p><u>Intent:</u> Continue to develop children's spatial awareness and visualization skills when exploring shape rotation and how shapes can be combined to create new compositions. Explore shape decomposition and patterns within 2D and 3D images. 4 Sessions</p>	<p>History Focus: The Crown (1) Why do people wear hats? <u>Intent:</u> • Identify and describe some of the different purposes of head wear. Link to how Headwear is symbolic and different in a range of places and how in Handa's Surprise they carry a basket on their head and why this is.</p> <p><u>Session:</u> Explore and make links to different types of headwear, linking to the King and Queen's crown, compared to the basket Handa wears on her head. Reflect on purpose of this type of clothing and difference in wealth involved. Thursday & CHOOSING LED</p> <p>RE - Discovery Question: What makes places special? Religion: Christianity, Islam, Judaism Concept: Special Places (1) Homes Around The World <u>Intent:</u></p>	<p>PE - Jungle Adventures Session 1: Journey to the Jungle (Multi-Skills) <u>Intent:</u> Perform fundamentals of movement (ABC's) with control & confidence. Practice a range of movements with control, balance & coordination. <u>Expected Attainment:</u> -Demonstrate agility, balance & co-ordination. -Move energetically, such as running, jumping, hopping and skipping. Vocab - Agility, Co-ordination, Balance Key Resources: Cones, Hoops, Variety of Balls, Beanbags FRIDAY</p>

		<p>Sign Language Focus: Apple, Grapes, Kiwi, Orange, Banana, Pineapple,</p> <p>Reading Spine Book Links: Handa's Surprise by Eileen Brown Handa's Hen by Eileen Brown Fatou, Fetch the water by Neil Griffiths Masai and Me King Charles 111</p>		<ul style="list-style-type: none"> ○ Work together as part of a team to create a build a special home. ○ Know that different people live in different homes. <p><u>Session:</u> Link to Handa's Surprise, thinking about different types of homes. Make references to similarities and differences between them, recognising differences between Pen pals and children in our class to their own home. Thursday & CHOOSING LED</p>	
<p>Week 2: 08.06.26</p>	<p>Jigsaw: Changing Me <u>Weekly Celebration:</u> (2) Can Express How They Feel When Change Happens (Respecting My Body) <u>Intent:</u> L.O: I can tell you some things I can do and foods I can eat to be healthy. <u>Session:</u> Link to Handa's Surprise and Provide a Food</p>	<p>Literacy Unit: All Abord The London Bus (Part Two) <u>Intent:</u> Understand how special and unique every child is. Celebrate change as an exciting experience. Learn new vocabulary. Learn sentence structure and model key features: capital letters, finger spaces and full stops. Write words containing these new digraphs / trigraphs. Write high frequency words. Main focus is on handwriting. 2 Sessions MON / TUES SCHOOL TRIP PREP SESSION - to include</p>	<p>Maths: Sharing & Grouping Wk 2/3 Step 1: Explore Sharing Step 2: Sharing Step 3: Explore Grouping Step 4: Grouping <u>Intent:</u> Develop early concepts of the 4 operations, focusing specifically on core skills of adding and subtraction; building on children's understanding of odd and even numbers. 4 Sessions</p>	<p>History Focus: The Crown (2) What is a crown and who wears one? <u>Intent:</u> • Describe what a crown is and explain why kings and queens wear them. • Know that the former Queen of England is Elizabeth II and the new King is Charles III. <u>Session:</u> Revisit special types of headwear and make links to Handa and previous learning about King Charles 11 and 111. Explore roles of Kings and Queens and encourage children to make crowns and role play. THURSDAY</p>	<p>PE - Jungle Adventures Session 2: Millie the Monkey (Multi-Skills) <u>Intent:</u> Playing & exploring Stay on task <u>Expected Attainment:</u> - Set & work towards simple goals - Creating & thinking - have & develop their own ideas Vocab - Reaction, Speed, Movement Key Resources: Cones, Hoops, Variety of Balls, Bibs, Goals/target FRIDAY</p>

	<p>Tasting Opportunity for children to make their own Fruit Kebabs Link to DT 1 Session</p>	<p>Phonics: Long vowel sounds CVCC CCVC <u>Intent:</u> Recall digraph / trigraphs sounds. Blend words containing these digraphs / trigraphs, alongside polysyllabic words. Write words and sentences containing these digraphs / trigraphs. Write high frequency words within sentences. 5 Sessions</p> <p>Sign Language Focus: Revisit - Food, Drink, Chef, Lunch, Dinner, Thirsty</p> <p>Sign Language Focus: Bread, Pasta, Vegetables, Fish, Meat,</p> <p>Reading Spine Book Links: Kitchen Disco - Clare Foges & Al Murphy</p> <p>The Big Hungry Bear by Don and Audrey Wood</p>	<p>Computing E-Safety: Online Reputation 1 Session</p> <p>Focus: I can identify ways that I can put information on the internet.</p> <p><u>Intent:</u> Children to have the chance to see how we can contribute to the wider school community, through services such as Twitter/X to share information. Children to plan what it is that we post online. Link to the wider world through our Kenya Pen Pal Project.</p> <p>WEDNESDAY</p>	<p>DT- Create Fruit Kebabs <u>Intent:</u> Learn key cutting and chopping skills when handling fruit. Reflect on importance of food hygiene and a healthy, balanced diet. Talk about where food comes from.</p> <p><u>Session:</u> Using the fruit resources from Handa's Surprise & food observed from the school trip, create a simple fruit kebab. Talk about where food comes from. MONDAY or TUESDAY CHOOSING LED</p>	
<p>Week 3: 15.06.26</p>	<p>Jigsaw: Changing Me <u>Weekly Celebration:</u></p>	<p>SCHOOL TRIP (Weds 17th June) Wroxham Barns Literacy Unit: School Trip Fact File & Recount</p>	<p>Maths: Sharing & Grouping Wk 2/3 Step 5: Even & Odd Sharing</p>	<p>Science - Living Things and their Habitats (Plants and Growth)</p>	<p>PE - Jungle Adventures Session 3: Leo the Lion (Multi-Skills) <u>Intent:</u></p>

	<p>(3) Understand and respect the changes that they see in themselves (Growing Up) <u>Intent:</u> L.O: I understand that we all grow from babies to adults. <u>Session:</u> Read the book around babies growing and developing. Link to my Leo at home. Order pictures of children growing into adults. 1 Session</p>	<p><u>Intent:</u> Learn new vocabulary. Learn sentence structure and model key features: capital letters, finger spaces and full stops. Write words containing these new digraphs / trigraphs. Write high frequency words. Orally compose and construct your own sentence. Main focus is on Handwriting. 2 Sessions SCHOOL TRIP PREP SESSION MONDAY RECOUNT THURSDAY</p> <p>Phonics: Long vowel sounds CCVC CCCVC CCVC CCVCC <u>Intent:</u> Recall digraph / trigraphs sounds. Blend words containing these digraphs / trigraphs, alongside polysyllabic words. Write words and sentences containing these digraphs / trigraphs. Write high frequency words within sentences. 5 Sessions</p> <p>Sign Language Focus: Tomato, Mango, Guava, Passion Fruit, Avocado</p>	<p>Step 6: Play with and Build Doubles</p> <p><u>Intent:</u> Develop early concepts of the 4 operations, focusing specifically on core skills of adding and subtraction; building on children's understanding of odd and even numbers. 2 Sessions</p>	<p>Session: Visit Wroxham Barns, learning about life cycles of animals on a farm and how animals help development of food and farming within Norfolk. <u>Intent:</u> • Explore the animals in the surrounding natural environment • Explore plants and animals in a contrasting natural environment • Begin to understand the need to respect and care for the natural environment and all living things. School Trip All Day Wednesday</p> <p>Music- Theme Song From Music Assembly</p> <p><u>Intent:</u> -Make choices about their favourite songs and whether they like or dislike songs from different genres. -Understand music often starts with 4 simple notes put together. Create a simple 4 note beat and keep the pulse.</p> <p><u>Session:</u> Build on children's understanding about rhythm, as they create beats and tap</p>	<p>Work well with others Co-operation and taking turns <u>Expected Attainment:</u> - Show an understanding of feelings of others - Wait for what they want & control their immediate impulses Vocab - Take turns, Sending, Accurate Key Resources: Cones, Variety of Balls, Beanbags FRIDAY</p> <p>RE - Discovery Question: What makes places special? Religion: Christianity, Islam, Judaism Concept: Special Places (2) Homes Around The World Continued <u>Intent:</u> ○ Work together as part of a team to create a build a special room. ○ Know that special rooms can be places of worship.</p> <p><u>Session:</u> Make links to the different rooms that we visited on the farm, and the home of Handa. Show clips of our Penpal Classroom. Highlight these real familiar rooms and then share rooms that are less familiar-</p>
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		<p>Reading Spine Book Links: First Facts - Farm by DK Books Touch and Feel- Tractor by DK Books Life on the farm- Machines and Tools by DeAgostini 1001 Things to spot on the Farm by Gillian Doherty</p>		<p>out simple musical repeating patterns using body percussion or instruments. Choosing Led</p>	<p>focusing on rooms which are places of worship. Tuesday Choosing Challenge</p>
<p>Week 4: 22.06.26</p>	<p>Jigsaw: Changing Me <u>Weekly Celebration:</u> (4) Understand and respect the changes that they see in other people (Fun and Fears- Part One) <u>Intent:</u> L.O: I can express how I feel about moving to Year 1. <u>Session:</u> Jigsaw Jack to visit children. Read stories about worries. Engage with 'Box of worries' and 'Box of Joy' activities and begin to talk about Year One. Ask children</p>	<p>Literacy Unit: Fiction: Handa's Surprise (Part One) <u>Intent:</u> Learn new vocabulary. Learn sentence structure and model key features: capital letters, finger spaces and full stops. Write words containing these new digraphs / trigraphs. Write high frequency words. Orally compose and construct your own sentence. Main focus is on handwriting. 3 Sessions MON/TUES/WEDS Phonics: Phase 4 words ending -s /s/ & ending -s /z/ & ending -es & longer words</p>	<p>Maths: Visualize, Build & Map Wk 4/5/6 Step 1: Identify Units of Repeating Patterns Step 2: Create Own Pattern Rules Step 3: Explore Own Pattern Rules Step 4: Replicate and Build Scenes and Constructions 4 Sessions <u>Intent:</u> Develop deeper understanding of pattern, identifying repeating units and being able to create and make a deeper and broader array of patterns within the environment and within play. Identify and create pattern rules.</p>	<p>History Focus: The Crown (3) What happens at a coronation? <u>Intent:</u> <ul style="list-style-type: none"> • Know what a coronation is. • Describe some of the things that happen during the coronation ceremony of a king or queen of the United Kingdom. • Identify some of the objects that the crowned monarch wears and holds during a coronation. 1 Session THURS <u>Session:</u> Revisit special types of headwear that Kings and Queens wear. Make links to King Charles 11 and 111 and look at the coronation videos of Queen Elizabeth 11 and King Charles 111. Contrast the</p>	<p>PE - Jungle Adventures Session 4: Polly the Parrot (Multi-Skills) <u>Intent:</u> Listen to others & follow instruction Co-operate & taking turns <u>Expected Attainment:</u> - Communicate, select, prepare & handle appropriate resource effectively - Play & use a range of skills cooperatively, take turns & work together Vocab - Communication, Confidence, Listening, Respect Key Resources: Red Cones, Cones, Parachute, Soft Balls FRIDAY RE - Discovery Question: What makes places special?</p>

	<p>to write about what they want to find out. Plan transition activities with whoever Year One Teacher will be. 1 Session</p>	<p><u>Intent:</u> Recall digraph / trigraphs sounds. Blend words containing these digraphs / trigraphs, alongside polysyllabic words. Write words and sentences containing these digraphs / trigraphs. Write high frequency words within sentences. 5 Sessions</p> <p>Sign Language Focus: Change, New, Old, Friends, Worry, Joy,</p> <p>Reading Spine Book Links: Farmer Duck by Martin Waddell and Helen Oxenbury Rosie's Walk by Pat Hutchins Duck In The Truck - Jez Alborough</p>	<p>Computing: Programming 2 Explore how to input instructions into BeeBots, using and applying mathematical positional language. Create maps for the Beebots to travel on top of, thinking about position, location and directions of travel. CHOOSING LED</p>	<p>chronology of the two key events. Role play these events. Thursday CHOOSING LED</p> <p>RE - Discovery Question: What makes places special? Religion: Christianity, Islam, Judaism Concept: Special Places (4) Churches <u>Intent:</u></p> <ul style="list-style-type: none"> ○ Know that a church is a special place where Christians worship God. ○ Identify special features of a church and know something about why they are special. <p><u>Session:</u> Share images and small world models of churches and encourage discussion during choosing play. Make links to the special home of the coronation.</p> <p>Curiosity Stop - Choosing Challenge</p>	<p>Religion: Christianity, Islam, Judaism Concept: Special Places (3) Our World <u>Intent:</u></p> <ul style="list-style-type: none"> ○ Be able to talk about what might make a place special. ○ Be able to make a choice about what you think a special place is and discuss why. <p><u>Session:</u> Reflect on what makes Norfolk special, linking to food and farming. Reflect on what makes Kenya special, reflecting on animal diversity. Reflect against other images and provocations linked to scheme. Choosing Led - Curiosity Stop</p>
<p>Week 5: 29.06.26</p>	<p>Jigsaw: Changing Me <u>Weekly Celebration:</u> (5) Know who to ask for help if they are worried about</p>	<p>Literacy Unit: Handa's Surprise - (Part Two) <u>Intent:</u> Learn new vocabulary for a recount of the journey. Learn sentence structure and model key features: capital</p>	<p>Maths: Visualise, Build & Map Wk 4/5/6</p> <p>Step 5: Visualise From Different Positions Step 6: Describe Positions</p>	<p>History Focus: The Crown (4) What historic landmarks would we see in London? <u>Intent:</u></p> <ul style="list-style-type: none"> • Name some important historic landmarks in London. 	<p>PE - Jungle Adventures Session 5: Eleanor the Elephant (Multi-Skills) <u>Intent:</u> Handling Equipment <u>Expected Attainment:</u></p>

	<p>change (Fun and Fears- Part Two) <u>Intent:</u> L.O: I can talk about my worries and/or the things I am looking forward to about being in Year 1.</p> <p><u>Session:</u> Revisit box of worries and box of joy. Explain Jigsaw Jenie is feeling worried, what could the children do to make him think about how positive Year One will be? 1 Session</p>	<p>letters, finger spaces and full stops. Write words containing these new digraphs / trigraphs. Write high frequency words. Main focus is on handwriting. 2 Sessions- MON/TUES</p> <p>Phonics: Root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ <u>Intent:</u> Recall digraph / trigraphs sounds. Blend words containing these digraphs / trigraphs, alongside polysyllabic words. Write words and sentences containing these digraphs / trigraphs. Write high frequency words within sentences. 5 Sessions</p> <p>Sign Language Focus: Maps, Shapes, Programme, Place, Position, Direction</p> <p>Reading Spine Book Links: The Queens Hat by Steve Antony Paddington by Michael Bond Katie in London by James Mayhew</p>	<p>Step 7: Give Instructions To Build Step 8: Explore Mapping 4 Sessions</p> <p><u>Intent:</u> Deepen understanding of positional language, being able to describe and manipulate objects, shapes and number. Deepen understanding around map making by building and creating fantasy designs, building on Geographical learning from our school trip.</p> <p>Computing: Programming 2 Explore how to input instructions into BeeBots, using and applying mathematical positional language. Create maps for the Beebots to travel on top of, thinking about position, location and directions of travel. CHOOSING LED</p>	<ul style="list-style-type: none"> • Know that London is the capital city of the United Kingdom. • Understand why these places are called 'historic'. <p><u>Session:</u> Share key landmark images and encourage building provocations during choosing time. Link to mapping, as children travel across their own maps and landmarks. Thursday & Choosing Time</p>	<p>- Explore ways to use equipment safely. Vocab - Control, Safety, Strike, Power, Accuracy Key Resources: Red Cones, Pool Noodles (don't think we have-may need substitute), Rackets, Variety of Balls FRIDAY</p> <p>RE - Discovery Question: What makes places special? Religion: Christianity, Islam, Judaism Concept: Special Places (5) Mosques <u>Intent:</u></p> <ul style="list-style-type: none"> ○ Know that a Mosque is a special place where Muslims pray to Allah. ○ Identify special features of a mosque and know something about why they are special. ○ Compare and contrast these features to features inside a church. <p><u>Session:</u> Compare a mosque to that of Westminster Abbey. Give children the chance to compare and contrast these landmarks and identify what makes a mosque identifiable. Friday Afternoon Session</p>
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<p>Week 6: 06.07.26</p>	<p>Jigsaw: Relationships <u>Weekly Celebration:</u> *Know what makes a good friend <u>Intent:</u> L.O: I can identify the different attributes that a good friend has.</p> <p><u>Session:</u> Revisit the friendship hand and encourage children to pick and choose different attributes that make a great friend. What do they value the most in a friend? Which attributes can they see within their own friends within the class? Create friendship hands. 1 Session</p>	<p>Literacy Unit: Perfectly Norman (Part One) <u>Intent:</u> Understand how special and unique every child is. Celebrate change as an exciting experience. Learn new vocabulary. Learn sentence structure and model key features: capital letters, finger spaces and full stops. Write words containing these new digraphs / trigraphs. Write high frequency words. Main focus is on handwriting. 3 Sessions - MON/TUES/WEDS</p> <p>Phonics: Phase 4 words ending in: -s /s/, -s /z/, -es & longer words <u>Intent:</u> Recall digraph / trigraphs sounds. Blend words containing these digraphs / trigraphs, alongside polysyllabic words. Write words and sentences containing these digraphs / trigraphs. Write high frequency words within sentences. 5 Sessions</p> <p>Sign Language Focus: Review</p>	<p>Maths: Visualise, Build & Map Wk 4/5/6</p> <p>Step 9: Represent Maps With Models Step 10: Create Own Maps From Familiar Places Step 11: Create Own Maps & Plans From Story Situations <u>Intent:</u> Deepen understanding of positional language, being able to describe and manipulate objects, shapes and number. Deepen understanding around map making by building and creating fantasy designs, building on Geographical learning from our school trip. 4 Sessions</p> <p>Computing: Programming 2</p> <p>Continue to explore how to move BeeBots on a variety of different mapped surfaces. Challenge children to programme the BeeBot to reach a certain location. Could create mazes through block play in the construction area,</p>	<p>History Focus: The Crown (5) What are the crown jewels and why are they kept in London? <u>Intent:</u> • Identify and describe some of the items that make up The Crown Jewels. • Know that The Crown Jewels are kept safely in a castle called The Tower of London. • Recall how The Crown Jewels were stolen in the past when Charles II was king. • Identify and describe typical clothes of wealthy and poor men and women when Charles II was king.</p> <p><u>Session:</u> Explore the special building: 'The Tower of London'. Learn about the important roles the ravens play in keeping the crown safe according to legend. Thursday & Choosing Time</p> <p>Science - Space and Forces Session: Rocket launching, learning about Gravity and friction, linked to building rockets to launch outside. <u>Intent:</u> • Understand the names of the planets within the solar system.</p>	<p>PE - Jungle Adventures Session 6: George the Gorilla (Multi-Skills) <u>Intent:</u> Simple Competition and Working Together. <u>Expected Attainment:</u> - Work well with others by showing respect. - Co-ordination - can use arms & legs together fluently. Vocab - Respect, Striking, Fielding, Control, Accuracy Key Resources: Red Cones, Hoops, Goals & Targets, Variety of Balls FRIDAY</p> <p>RE - Discovery Question: What makes places special? Religion: Christianity, Islam, Judaism Concept: Special Places (6) Synagogues <u>Intent:</u> ○ Know that a Synagogue is a special place where Jews worship and pray to God. ○ Understand the special importance clothes play when preparing for prayer. STORY LED - END OF DAY</p> <p>Session: Make links from previous learning about different special buildings and</p>
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Early Years Medium Term Planner: Reception

2025-26 Summer 2 Strand: Spectacular Places

		<p>Who, where, when, what, why; unfortunately, fortunately, suddenly, first, next, after that, finally</p> <p>Reading Spine Book Links: Stanley- The Amazing Knitting Cat by Emily McKenzie</p> <p>Paddington at the tower by Michael Bond</p> <p>The Buildings That Made London</p> <p>The Queen by Richard Brassey</p>	<p>challenging the BeeBots to move through a 3D course. CHOOSING LED</p>	<p>Understand that space travel is a concept people have used to explore the wider universe. Understand how to create a chemical reaction to make a rocket launch. Learn what the terms friction, gravity and fuel mean. Choosing continued</p>	<p>places. Focus on Westminster Abbey and a Mosque, linking to our local area where possible. Introduce what a synagogue is and provide children with chance to explore how clothing can link to prayer. Choosing Led</p>
<p>Week 7: 13.07.26</p>	<p>Jigsaw: Changing Me <u>Weekly Celebration:</u> (6) Are looking forward to a change (Celebration) <u>Intent:</u> L.O: I can share my memories of the best bits of this year in Reception. <u>Session:</u> Print off the bottom 'Look at our learning' from Reports. Provide</p>	<p>Literacy Unit: Perfectly Norman (Part Two) <u>Intent:</u> Understand how special and unique every child is. Celebrate change as an exciting experience. Learn new vocabulary. Learn sentence structure and model key features: capital letters, finger spaces and full stops. Write words containing these new digraphs / trigraphs. Write high frequency words. Main focus is on handwriting. 3 Sessions</p>	<p>Maths: Make Connections</p> <p>Step 1: Deepen Understanding Step 2: Patterns and Relationships</p> <p><u>Intent:</u> Challenge children to use and apply a summary of the skills that they have acquired and refined through problem solving activities. 4 Sessions</p>	<p>History Focus: The Crown (6) Who are the guardians of the tower of London? <u>Intent:</u></p> <ul style="list-style-type: none"> Recognise and describe who a befeater is and what they do at The Tower of London. Describe the legend of the ravens of The Tower of London. Recall the name of the king who built The Tower of London. Know what the Crown Jeweller does to keep the King's crown safe and secure? 	<p>PE - Jungle Adventures Session 7: The Jungle Olympics (Multi-Skills) <u>Intent:</u> Practice a range of movements with control demonstrating ABC's. Safely negotiate space both indoors & outdoors. <u>Expected Attainment:</u></p> <ul style="list-style-type: none"> Balance - remain in control of their body whilst moving. Co-ordination - can use arms & legs together fluently. <p>Vocab - Competition, Movement, Space, Agility, Balance, Co-ordination</p>

	<p>each child with their own personalised one and give them the chance to reflect on their achievements. Engage in the Party Prep for next week's celebration. Engage in sand activity or something similar!</p> <p>1 Session</p>	<p>Phonics: Review Week Plus End of Year Assessments Intent: Recall digraph / trigraphs sounds. Blend words containing these digraphs / trigraphs, alongside polysyllabic words. Write words and sentences containing these digraphs / trigraphs. Write high frequency words within sentences.</p> <p>5 Sessions</p> <p>Sign Language Focus: Review Who, where, when, what, why; unfortunately, fortunately, suddenly, first, next, after that, finally</p> <p>Reading Spine Book Links: Rex and the Crown Jewells Robbery</p> <p>Does the Queen wear her crown in bed?</p> <p>Paddington by Micheal Bond</p>	<p>RECEPTION END OF YEAR PARTY - possibly do on a Thursday? Check with Helen & check on the weather nearer the time</p>	<ul style="list-style-type: none"> Describe the Imperial State Crown that the former Queen and current King wears on important occasions. <p>Session: Deepen children's understanding of the 'Tower of London' and provide them with the chance to explore different roles around the monarchy, such as the Crown Jeweller. Thursday Choosing</p>	<p>Key Resources: Red Cones, Bibs, Pool Noodles (don't know if we have- may need substitute) Variety of Balls</p> <p>FRIDAY</p>
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Early Years Curriculum Strand:	
Experiences: School Trip to Wroxham Barns	(Enter more)