

Theme	Prior Knowledge (Linked to aged 3-4 years and Reception) experiences in Autumn 1 and 2	Activities	Links to the Early Years Foundation Stage Curriculum	Key Vocabulary	What I want the children to remember (Reception Statements)	Possible links to the NC
What is a pirate? What does a pirate do? What things do pirates need?	<p><u>Comprehension- listening to stories</u> Engages in extended conversations about stories, learning new vocabulary.</p> <p><u>LA&U</u> Enjoys listening to longer stories and can remember much of what happens</p> <p><u>Writing</u> Is able to spell words by identifying the sounds and then writing the sound with letter/s and moving onto short captions and sentences.</p> <p><u>Creating with materials</u> Previous experiences of using paints to paint a portrait of themselves in Autumn 1</p>	<p><u>Focus teaching / group activities</u> *Listening to stories about Pirate Pete *Discuss why a pirate needs a ship and other things pirates might need. *Paint a picture of a pirate and write a speech bubble for what the pirate would say</p> <p>*Introduce and explore words to describe pirates and how they live – e.g. <i>ahoy there, land ahoy, scrub the decks etc</i></p> <p>*Sing as a group with actions – A pirate went to sea, sea, sea.</p> <p><u>Continuous provision activities</u> *Write about what a pirate needs *Make a pirate patch and pirate hat (cutting and joining) *Make pirate paper plate faces (cutting and joining) *Pop up pirate games *Create an obstacle course for the pirate to go through *Small world – pirate themed</p> <p><u>Song to learn:</u> A pirate went to sea, sea, sea.</p> <p>Stories: Pirate Pete and his parrot</p>	<p><u>Specific curriculum links</u></p> <p><u>Comprehension</u> Demonstrates an understanding about what has been read to them.</p> <p><u>Speaking</u> Is able to articulate ideas and thoughts in well formed sentences (talking about they have learned about what pirate needs)</p> <p><u>L, A & U</u> Learns new vocabulary</p> <p>Engages in story times</p> <p>Listens to and talks about stories to build familiarity and understanding</p> <p>Listens carefully to rhymes and songs, paying attention to how they sound Learns rhymes, songs</p> <p><u>Being imaginative and Expressive:</u> Sings in a group- increasing matching the pitch and following a melody</p> <p><u>Creating with materials</u> Is able to return to and build on his/her previous learning of painting a portrait refining ideas using thin paintbrushes.</p>	<p>Pirate</p> <p>Ship</p> <p>Pirate phrases e.g. – land ahoy, scrub the deck, hoist the sail</p>	<p>*To know what a pirate needs – ship, telescope, hat, patch</p> <p>*To join in with a class performance of a Pirate went to sea, sea, sea</p> <p>*How to use small paintbrushes to paint within the lines.</p> <p>*To think carefully about detail when painting a portrait.</p>	<p>Art: Painting a portrait using thin paintbrushes</p> <p>Design Technology Make an eye patch. Make a pirate hat following step by step instructions</p> <p>Music: Learning a pirate song and performing as a group.</p> <p>Writing; Write a short caption for what a pirate would say</p> <p>P.E Build an obstacle course for a pirate to go through, over, under, round, in and out</p>

<p>If I were a pirate....</p>	<p><u>LA&U</u> Enjoys listening to longer stories and can remember much of what happens (Stories/text We're going on a Bear Hunt)</p> <p>Rhymes/songs that children have learnt in Autumn 1 and 2</p> <p>Dances: Actions added to a bonfire song (Autumn 2 week 1)</p> <p><u>Writing</u> Is able to spell words by identifying the sounds and then writing the sound with letter/s and moving onto short captions and sentences.</p> <p><u>The Natural World</u> Compared own environment to The Arctic / Antarctic (Autumn 2)</p>	<p><u>Focus teaching / group activities</u> Children to imagine they are a pirate. What would they do? How would they behave? How would they dress? How would they speak? Read the story We're going on a treasure hunt - Look at a desert island – what would it be like? How is it the same/ different to Bromsgrove? How is it comparable to the Arctic / Antarctic?</p> <p><u>*Teacher focus- Writing</u> If I were a pirate I would....</p> <p><u>Stories:</u> Were going on a treasure hunt The Troll by Julia Donaldson</p> <p><u>Songs to learn:</u> If you want to be a pirate...</p> <p><u>Continuous Provision activities:</u> *Draw and label a treasure map *What can you see through a telescope? *make a treasure map using cold tea bags to make it old. *Draw a route on a treasure map using positional language *Make a paper cup parrot (junk modelling/ joining) *Practise cutting skills to make a pirate picture *make a pirate island using construction *Make a collage picture of a pirate island (Kapow Art- Painting and Mixed media- Paint my world – Landscape collage)</p>	<p><u>Understanding the world</u> Recognises that some environments are different to the one where they live</p> <p><u>People, cultures and communities</u> Is able to draw information from a simple map</p> <p><u>Comprehension</u> Demonstrates an understanding about what has been read to them.</p> <p><u>Speaking</u> Is able to articulate ideas and thoughts in well -formed sentences (talking about own experiences/ Explaining their understanding about what has been read to them)</p> <p><u>L, A & U</u> Learns new vocabulary Engages story times Listens to and talks about stories to build familiarity and understanding</p> <p>Listens carefully to rhymes and songs, paying attention to how they sound Learns rhymes</p> <p><u>Creating with materials</u> Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) Shares his/her creations, explaining the process he/she has used (ELG)</p>	<p>Cold Hot Busy Roads Town Palm trees (words to describe locations)</p> <p>Positional words – over, under, through, across</p> <p>Pirate phrases from week before</p>	<p>*To compare Bromsgrove with a desert island and Arctic / Antarctic</p> <p>*To know how pirates dress, speak, behave and what jobs they do.</p> <p>*How to draw simple map for others to follow.</p>	<p><u>Design & technology</u> Make a parrot. Make a treasure map</p> <p><u>English:</u> Talk about differences between going on a bear hunt and We're going on a treasure hunt.</p> <p><u>Geography:</u> Comparing environment s to the one where they live Mapping skills</p> <p><u>Maths:</u> Positional language</p> <p><u>Music:</u> Singing</p> <p><u>Art:</u> Collage</p>
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<p>Floating and sinking</p> <p>Waterproof materials</p>	<p><u>The Natural World</u> Experiences when playing with water toys in the outside area and at home or nursery.</p> <p>Experiences of playing with different materials and learning names at nursery and at home.</p> <p>The Three little pigs – talk about materials the pigs used and which ones would be the best and why (Autumn 1)</p> <p><u>Being imaginative and expressive</u> Songs previously practiced and performed (Nursery rhymes / Bonfire song)</p> <p><u>Speaking</u> Offering explanations as to what might happen and why (Autumn 1 and 2)</p>	<p><u>Focus teaching/ group activities</u> *Science investigations: Investigate which objects float and sink and why. (Kapow Design Technology- Boats) *Make predictions and say why they think it will happen. *Make predictions about which material will be the most waterproof and why. (Kapow Design Technology- Boats)</p> <p><u>Stories: A pirating we'll go</u></p> <p><u>Song to learn:</u> Recap songs from previous two weeks and learn a new one: The big ship sails on the alley, alley, oh</p> <p><u>Continuous provision</u> *Floating and sinking investigations *Labelling a pirate *Make a junk treasure chest or telescope *Beebots – input directions around the treasure map *Ipad – paint a picture of a pirate *Role-play – pirate ship and costumes</p>	<p><u>The natural world</u> Explores the natural world around him/her Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter (ELG)</p> <p><u>Speaking</u> *Asks questions to find out more and to check he/she understands what has been said to him/her *Is able to articulate his/her ideas and thoughts in well-formed sentences *Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</p> <p><u>Comprehension</u> *Demonstrates an understanding about what has been read to them.</p> <p><u>L, A & U</u> *Learns new vocabulary *Engages in story times</p>	<p>Float Sink Waterproof Material – wood, plastic, glass, rubber, metal</p>	<p>*To know which materials will float and sink and can name some of the materials. To remember this when they plan to make a pirate ship the following week.</p> <p>*To know which materials would make the best sail because they are waterproof.</p>	<p><u>Science:</u> Floating and sinking Waterproofing</p> <p><u>ICT:</u> Beebots and Ipad</p> <p><u>Music:</u> Singing</p> <p><u>D&T:</u> Make a telescope or treasure chest using junk materials</p>
<p>Pirate ships</p>	<p><u>Speaking:</u> Lots of opportunities to say why things happen and how things work.</p> <p>Using connectives to join ideas. Speaking in full sentences .</p> <p><u>Being imaginative and expressive</u></p>	<p><u>Focus teaching/ group activities</u> *Can you name any parts of the pirate ship? Watch clips *Follow step by step for drawing a pirate ship *Label the parts of a pirate ship *Design a pirate ship to float on the forest school pond. Use investigations from previous week to influence the design and materials used.</p>	<p><u>Creating with materials</u></p>	<p>Pirate ship parts – porthole, sail, mast, crows nest</p> <p>Float Sink Waterproof Strong</p>	<p>*How to draw a pirate ship.</p> <p>*Which materials were best to make a pirate ship and why.</p> <p>*Joining techniques – gluing, taping, folding and which ones are the best for the type of activity.</p>	<p><u>D&T:</u> Design and make a ship Evaluate it when it floats on the pond</p> <p><u>Art:</u></p>

	<p>Songs previously practiced and performed (Nursery rhymes / Bonfire song)</p> <p><u>The natural world</u> Experiences of playing with water toys. Those that float and sink and what they are made from (previous week and nursery)</p>	<p>*Make a pirate ship using junk materials. Think about how to make it strong, waterproof, able to float. (Kapow Design Technology- Boats) *Float boats on the pond and see whose was the strongest.</p> <p><u>Stories : Port side pirates</u></p> <p><u>Songs to learn: If you want to be a pirate....</u></p> <p><u>Continuous provision</u> *Label a pirate ship *Write a message in a bottle *make a boat out of gummed paper, name the shapes you have used. *Use 2D shapes to design a boat *Design a flag for the ship *Beebots *Ipads – pirate pairs *Role-play and costumes)</p>	<p>Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) *Shares his/her creations, explaining the process he/she has used (ELG)</p> <p><u>The Natural World</u> *Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter (ELG) *Explores the natural world around him/her</p> <p><u>L, A & U</u> *Learns new vocabulary and uses it through the day. *Engages in story times *Listens to and talks about stories to build familiarity *Engages in non- fiction texts *Listens to and talks about non fiction to develop deep familiarity with new knowledge and vocabulary (Rec)</p> <p><u>Speaking</u> *Is able to articulate ideas and thoughts in well-formed sentences *Can connect one idea to another using a range of connectives *Can talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</p>			<p>Draw a pirate ship using step by step instructions</p> <p><u>Music:</u> Sing a song as a group</p> <p><u>Science:</u> use results from investigation to design and make a pirate ship</p> <p><u>ICT:</u> Beebots and Ipads</p> <p><u>Maths:</u> name and describe 2D shapes</p>
Chinese New Year	<p><u>People, culture & communities:</u> *Celebrations (autumn 2) <i>Recognises that people have different beliefs and celebrate special times in different ways:</i> Diwali Remembrance day Bonfire Night</p>	<p><u>Focus teaching/ group activities</u> *Locate China on Google Earth *Locate UK on Google Earth *Look at China on Map of the world *Identify landmarks – Great wall of China, Mount Everest *Look at how people celebrate Chinese New Year *Watch Dragon and Lion Dance from Chinese New Year</p>		China Chinese New Year Instrument	<p>*To know how people celebrate Chinese New Year</p> <p>*To know how to make an instrument out of junk modelling materials</p> <p>*To play instruments with quiet, loud, rhythmic sounds</p>	<p><u>Music:</u> Playing and making instruments. Responding to Dragon and Lion dance and saying what they</p>

	<p>Christmas</p> <p>*Draw information from a map – Google Earth to identify where Bromsgrove is, and the Arctic and Antarctic. (Autumn 2)</p> <p><u>Being imaginative and expressive</u></p> <p>*Songs previously practiced and performed (Nursery rhymes / Bonfire song)</p> <p>*Practised playing a variety of instruments (Aut1 and 2)</p>	<p>*Talk about the performances</p> <p>*To perform a dragon dance in a group</p> <p>*Make instruments for Dragon Dance (junk)</p> <p>*Play musical instruments for Dragon Dance in a group</p> <p>Focus: Make music and perform a dragon dance</p> <p><u>Stories</u> – Zodiac story (Chinese New Year)</p> <p><u>Songs to learn:</u> Chinese New Year Song (tune of Frere Jacques)</p> <p><u>Continuous provision</u></p> <p>*Writing about Chinese New Year</p> <p>*Make a paper lantern (cutting and joining)</p> <p>*Make a paper dragon</p> <p>Kapow Craft and Design- Lets get Crafty- paper snakes (dragons)</p> <p>* Make an instrument using junk materials</p> <p>*Make a shape dragon, name the 2D shapes</p>	<p><u>Creating with materials</u></p> <p>*Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p>*Shares his/her creations, explaining the process he/she has used (ELG)</p> <p><u>Being imaginative and expressive:</u></p> <p>*Explores and engages in music making and dance, performing solo or in groups.</p> <p>* Watches and talks about dance and performance art, expressing his/her feelings and responses</p> <p>* Listens attentively, moves to and talks about music, expressing his/her feelings and responses</p> <p><u>People, culture & communities:</u></p> <p>*Is able to draw information from a simple map</p> <p>*Recognises that people have different beliefs and celebrate special times in different ways</p> <p>*Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class (ELG)</p> <p>*Is able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps (ELG)</p> <p><u>L, A & U</u></p> <p>Learns new vocabulary and uses it through the day.</p> <p>Engages in non- fiction texts</p> <p>Listens to and talks about non fiction to develop deep familiarity with new knowledge and vocabulary (Rec)</p>			<p>liked/dislike d.</p> <p><u>Geography:</u></p> <p>Locating China on a map and some landmarks</p> <p><u>R.E:</u></p> <p>Recognising different beliefs and festivals</p> <p><u>D&T:</u></p> <p>Making instruments out of junk modelling</p> <p><u>History:</u></p> <p>Look at the history of the Zodiac through stories</p> <p><u>Art:</u> Folding techniques</p>
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<p>Valentine's Day</p> <p>Pirates in the past</p>	<p><u>People, culture & communities:</u></p> <p>*Celebrations (autumn 2)</p> <p><i>Recognises that people have different beliefs and celebrate special times in different ways:</i></p> <p>Diwali Remembrance day Bonfire Night Christmas</p> <p><u>Past and present</u></p> <p>Compare and contrast characters from stories, including figures from the past (Christmas, Bonfire night, Diwali)</p> <p><u>Speaking:</u></p> <p>Lots of opportunities to say why things happen and how things work.</p> <p>Using connectives to join ideas. Speaking in full sentences .</p>	<p><u>Focus teaching and group activities</u></p> <p>*What do you like/dislike about pirates? *Talk about real pirates – Anne Bonny, compare to characters in stories *Watch own pirate dance performance and discuss the performance, do you like it, why? Did you like the music? *Use instruments to accompany the song – I'm a pirate.</p> <p><u>Stories:</u> Polly Parrot picks a pirate</p> <p><u>Songs to learn: I'm a pirate.</u></p> <p><u>Continuous provision activities:</u></p> <p>*Write a pirate booklet to show everything you have learned about pirates. *Split pin pirate (joining) *Dress your pirate, fashion parade *Paper plate portholes *Play pirate games – e.g. scrub the decks *Pirate guess who</p> <p><u>Valentine's Day:</u></p> <p>*Discuss the story of Saint Valentine. *How do you celebrate Valentine's day?</p> <p><u>Continuous provision activities:</u></p> <p>*Make a valentine's card *Love heart printing *Kandinsky inspired heart collage</p>	<p><u>Speaking</u></p> <p>Is able to articulate ideas and thoughts in well-formed sentences Can connect one idea to another using a range of connectives</p> <p><u>Being imaginative and expressive:</u></p> <p>*Explores and engages in music making and dance, performing solo or in groups. * Watches and talks about dance and performance art, expressing his/her feelings and responses * Listens attentively, moves to and talks about music, expressing his/her feelings and responses</p> <p><u>Past and Present</u></p> <p>*Is able to compare and contrast characters from stories, including figures from the past *Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p> <p><u>Writing:</u></p> <p>*Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop *Re-reads what he/she has written to check that it makes sense</p> <p><u>Creating with materials</u></p> <p>*Safely uses and explores a variety of materials, tools and techniques,</p>	<p>Valentine's Day</p> <p>Anne Bonny</p> <p>Past</p>	<p>*Remember Anne Bonny was a pirate *Remember what they enjoyed about performing a pirate dance and why</p>	<p>Religious Education: Saint Valentine's</p> <p>English: Non fiction – Anne Bonny</p> <p>Art: Kandinsky collgae</p> <p>Design Technology Porthole paper plates Joining materials</p> <p>PSHE: Thinking of others, who we care for and why</p> <p>Music: Singing and performing songs, dances.</p> <p>History: Famous pirate – Anne Bonny Saint Valentine</p> <p>Art: Collage printing</p>
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			<p>experimenting with colour, design, texture, form and function (ELG)</p> <p>*Shares his/her creations, explaining the process he/she has used (ELG)</p>			
Jigsaw	<p>Jigsaw sessions</p> <p>Autumn 1 and 2</p> <p>Ourselves</p> <p>Antibullying week</p>	<p>*Perseverance/ tackling challenges.</p> <p>*Not giving up/ achieving my goal.</p> <p>*Setting a goal and working towards it.</p> <p>*Using kind words to encourage people.</p> <p>*Understanding the link between learning now and jobs in the future.</p> <p>*Feelings when a goal is achieved and knowing what it means to feel proud.</p>	<p><u>Specific curriculum links</u></p> <p><u>Managing Self:</u></p> <p>*Shows resilience and perseverance in the face of challenge.</p> <p>*Shows resilience and perseverance in the face of challenge.</p> <p>*See themselves as a valuable individual.</p> <p><u>Self-Regulation:</u></p> <p>*(ELG) Can set and work towards simple goals...</p> <p>*Express their feelings and consider the feelings of others.</p> <p><u>Building Relationships:</u></p> <p>*Think about the perspectives of others.</p> <p>*Build construction and respectful relationships.</p> <p><u>People, Culture & Communities:</u></p> <p>*Shows interest in different occupations.</p>	<p><u>Vocabulary</u></p> <p>Goal</p> <p>Perseverance</p> <p>Resilience</p> <p>proud</p>	<p><u>What we want the children to remember</u></p> <p>*To always be kind to others and why it is important</p> <p>*To feel proud when they have achieved their goals</p>	<p>PSHE:</p> <p>Thinking of others, who we care for and why</p> <p>Value ourselves and others</p> <p>Be kind to others and show respect</p> <p>Setting goals</p>
Nursey Rhymes	<p>Autumn 1 and 2 Nursey Rhymes practiced</p>	<p>Revisit the nursery rhymes that we practiced in Autumn 1 and 2</p> <p>*Row Row Row your boat</p> <p>*Pat a cake</p> <p>*I'm a little teapot</p> <p>*Humpty Dumpty</p> <p>*Ring a ring a roses</p> <p>*Twinkle twinkle little star</p>	<p><u>Specific curriculum links</u></p> <p><u>L, A & U</u></p> <p>Learns new vocabulary</p> <p>Learns rhymes</p> <p>Listens carefully to rhymes and songs, paying attention to how they sound</p> <p><u>Being imaginative and Expressive</u></p>	<p>Rhyme</p> <p>Language within the rhymes</p> <p>e.g. short, stout, handle, spout, teapot, little, shout, pour....</p>	<p>* To sing 6 nursery rhymes either solo or in a group</p>	<p>English:</p> <p>To know and perform rhymes</p>

			<p>Sings in a group or on their own, increasing matching the pitch and following the melody</p> <p>Performs songs and rhymes with others and when appropriate- tries to move in time to the music (ELG)</p> <p>Sings a range of well know nursery rhymes (ELG)</p>			
Indoor P.E:	<p>How to find a space in the hall.</p> <p>Fundamental movements- walk, run, hop, crawl (opposite knee to hand) skip, jump (two feet to two feet) roll (in a straight position)</p> <p>To move from one movement to another with fluency (agility)</p> <p>Developing balance (holding positions)</p> <p>Developing coordination and body strength (skipping/ hopping/ jumping/ bunny hopping/ bear walks (opposite hand to foot) rolling (in a stretch position)</p>	<p>*Pirate races</p> <p>Races:</p> <p>Run- fast away from another pirate crew</p> <p>Hop- Peg leg</p> <p>Skip- with a yo ho ho with the buried treasure</p> <p>Slither- to crawl away from under traps set by other pirate crews</p> <p>Bunny hop- to build up muscles to be a strong pirate.</p> <p>Jump (two feet to two feet) over the traps</p> <p>Travelling:</p> <p>Explore different ways to move across the plank (bench) – careful not to fall in the water and be eaten by the sharks.</p> <p>Talk about a safe landing when jumping into the sea- bend knees and land on two feet.</p> <p>*Walk along a bench (forwards/ backwards/ sideways/hopping/ skipping) jump into the sea at the end.</p> <p>*Slither along a bench- pull themselves along the bench using their arms to pull.</p> <p>*Slither on back- using feet to push themselves along.</p> <p>*Crab walk forwards/ backwards</p>	<p>Managing self - ELG</p> <p>Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (ELG)</p> <p>Physical Development - Reception</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity (Reception)</p> <p>Is developing overall body-strength, balance, co-ordination and agility (Reception)</p> <p>Is developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming (Reception)</p> <p>Is revising and refining the fundamental movement skills he/she has already acquired; rolling, jumping, crawling, walking, running, hopping, skipping, climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Run</p> <p>Hop</p> <p>Skip</p> <p>Jump</p> <p>Bunny hop</p> <p>Stretch</p> <p>balance</p>	<p>To understand how to take part in a relay race waiting for their turn to race.</p> <p>To continue to develop fluency, coordination and agility using fundamental movements (run, hop, skip, jump, bunny hop)</p> <p>To use fundamental movements to travel across a bench.</p> <p>How to perform a stretch jump on the floor and from a bench/ box top. (tuck and star for HA)</p> <p>How to land safely when jumping on the floor and from a bench/ box top.</p> <p>To hold a balance (standing on one foot) for three seconds on a bench or floor spot.</p>	P.E: Gymnastics

		<p>*Two benches with a gap in the middle. Walk along the bench having one foot on each bench. Can they have hands on one bench and feet on the other?</p> <p>*Can they think of any other ways to travel across the bench?</p> <p>*Demonstrate how to land safely when jumping from the benches (bending knees)</p> <p>*Use benches and low box tops to practicing jumping from the plank to land in the sea. Revise safe landings: bending knees and landing on two feet.</p> <p>* Set up an obstacle course to show different ways of moving</p>				
Outdoor P.E	<p>To move from one movement to another with fluency when climbing, running between obstacles, using small and large equipment (agility)</p> <p>Developing balance on bikes and trikes, climbing equipment</p> <p>Developing coordination and body strength (skipping/ hopping/ jumping/running/climbing)</p> <p>Further develop ball skills that involve throwing and catching. Become more accurate when throwing a ball.</p>	<p>1.Adventure: To encourage climbing, jumping, walking and managing own risks</p> <p>2.Sensory: To encourage walking responsibly, jumping, climbing, hopping across stepping stones.</p> <p>3.Ball skills: Develop kicking skills.</p> <p>4.Bikes and Trikes - Develop movement, balance, develop overall body strength and co-ordination using large apparatus.</p> <p>5.Ball skills: Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball – kicking and passing and aiming at a target.</p>	<p>Fine motor skills Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips (Nursery)</p> <p>Managing self Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (ELG)</p> <p>Physical Development Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity (Reception)</p> <p>Physical Development – Gross Motor Skills (Reception) Revise and refine the fundamental movement skills they have already acquired: Walking, Jumping, Running, Hopping, Skipping, climbing. Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group</p> <p>*Is developing overall body-strength, balance, co-ordination and agility</p> <p>*Combine different movements with ease and fluency.</p>	<p>Kick</p> <p>Target</p> <p>Pass</p> <p>Aim</p> <p>Balance</p> <p>dribble</p>	<p>Fundamental movements- To move from one movement to another with fluency when climbing, running between obstacles, using small and large equipment (agility)</p> <p>Developing balance on bikes and trikes, climbing equipment</p> <p>Developing coordination and body strength (skipping/ hopping/ jumping/running/climbing)</p> <p>Become more accurate when kicking and passing a ball and when kicking at a target.</p>	P.E – ball skills

			<p>*Is further developing and refining a range of ball skills including: kicking, passing and aiming</p> <p>*Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>			
Forest school	<p>*The Forest School song</p> <p>*To move around basecamp without going in the middle</p> <p>*To begin to remember and explain forest school rules –, stay in Forest School area, ask to go to the toilet, how to carry sticks, managing risk when climbing trees, stay this side of the rope around the pond, using a trowel carefully, tidying away resources, keeping hands away from mouths.</p> <p>* To begin to look for risks (*To know what is needed to light a fire (spark, fuel, oxygen)</p> <p>*To begin to think about and explain how to be safe around a fire.</p> <p>*To use natural materials to make a paintbrush and experiment with painting using mud and water.</p>	<p>Introduction to Forest School</p> <p>Getting changed</p> <p>Forest School ethos</p> <p>Forest school song</p> <p>Introduce the Forest school area</p> <p>Establish boundaries and rules</p> <p>Look for risks</p> <p>Explore the Forest school area.</p> <p>Looking for seasonal clues</p> <p>Collect sticks for firewood</p> <p>Have a fire</p> <p>Stories:</p> <p>The Troll</p> <p>We're going on a Treasure hunt</p> <p>Who sank the boat</p> <p>Tool use:</p> <p>Trowels for digging and hiding treasure</p> <p>Listening basecamp games:</p> <p>Eye spy/ listen for what you can feel/hear</p> <p>What can you see</p> <p>Leaf whispers</p> <p>Sing topic related songs/ read topic related stories around basecamp.</p> <p>123 Where are you?</p> <p>Science: Floating and sinking – float boats deigned and made on the pond.</p> <p>Other activities:</p> <p>Make a pirate ship</p>	<p>Forest school is holistic in nature and learning is primarily child initiated. However focus learning and the small achievable tasks and challenges are planned to encourage the following:</p> <p>Personal Social and Emotional Development</p> <p>Self- regulation</p> <p>Expresses feelings and considers the feelings of others</p> <p>Can identify and moderate own feelings</p> <p>Managing self</p> <p>Sees him/herself as a valuable individual</p> <p>Manages own needs around personal hygiene</p> <p>Shows resilience and perseverance in the face of a challenge</p> <p>Knows about different factors that support his/ her overall health and well being-</p> <p>regular physical exercise</p> <p>Building relationships</p> <p>Builds constructive and respectful relationships</p> <p>Thinks about the perspective of others</p> <p>Physical Development</p> <p>Gross Motor skills</p> <p>Revising fundamental movements- walking, jumping, running, climbing</p> <p>Developing overall body strength, coordination and balance</p> <p>Is able to combine different movements with ease and fluency</p> <p>Is further developing the skills he/she needs to manage the school day e.g. lining up</p> <p>Fine motor skills</p>	<p><u>Areas of forest school</u></p> <p>Base camp</p> <p>Fire pit</p> <p>Mud kitchen</p> <p>Swing</p> <p>Dens</p> <p>Stage</p> <p>Obstacle course</p> <p>Pond</p> <p><u>Seasonal / Environment</u></p> <p>Winter / spring</p> <p>Trees</p> <p>Leaves</p> <p>Name of any winter/ spring</p> <p>Weather / cold / freezing</p> <p><u>Tools</u></p> <p>Trowel</p> <p><u>Fire</u></p> <p>spark, oxygen, water, burn, embers</p>	<p>* The Natural World – Reception</p> <p>*Identify key changes through the seasons.</p> <p>*Remember the key to a successful fire.</p> <p>Being Imaginative and Expressive – Reception</p> <p>*Is able to develop storylines in pretend play</p> <p>Creating with materials – Reception</p> <p>*Makes use of props and materials when role playing characters in narratives and stories (ELG)</p>	<p>Science:</p> <p>Seasonal changes</p> <p>Understanding what is needed to make a fire (spark, oxygen, fuel)</p> <p>Geography:</p> <p>Exploring a local environment</p> <p>Making maps</p> <p>PSHE:</p> <p>Managing risks and following established rules</p> <p>Design Technology:</p> <p>Tool use (Secateurs / trowel/ hand drill)</p> <p>P.E</p> <p>Moving around in outdoor</p>

		<p>Collect sticks for a fire Draw a map of the Forest school area Campfire</p>	<p>Is developing small motor skills so that he/she can use a range of tools competently, safely and confidently</p> <p>Mathematics Number Counts objects actions and sounds Is able to subitise Link number symbol to cardinal number Understand one more than and one less than Explores the composition of numbers to 10 Numerical patterns Can select, rotate and manipulate shapes to develop spatial reasoning Investigates composing and decomposing shapes and recognises a shape can have other shapes within it. Continue copy and recreate patterns Compare length, weight and capacity</p> <p>Understanding the world The Natural world Explores the natural world around them Describes what they can see, hear and feel. Understands the effect of the changing seasons on the natural world around them</p> <p>Expressive Arts and Design Creating with materials Creates collaborate sharing ideas Being Imaginative Sings in a group or on his/her own, increasingly matching the pitch and following the melody Is able to develop storylines in his/her pretend play</p>			<p>environment – fundamental movements- running, jumping, skipping, hopping climbing</p>
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<p><u>Reading and Writing</u></p> <p>Children are taught to read and write during daily phonics sessions. These sessions are taught discretely in order to build on the children's next steps.</p>	<p><u>Word reading:</u></p> <p>Read individual letters by saying the sounds for them.</p> <p>Can read some letter groups that represent one sound and say the sound for them.</p> <p><u>Autumn 2</u></p> <p>Y v w x y z zz qu ch sh th ng nk ai ee igh oa es</p> <p>Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences.</p> <p>Is able to read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p><u>HRSW:</u></p> <p>Can read a few common exception words matched to the school's phonic programme</p> <p>he she buses we me be push was her my you</p> <p><u>Writing</u></p> <p>To use the handwriting patterns to form some letters correctly.</p>	<p>Essential Letters and Sounds</p> <p><u>Intervention groups for:</u></p> <p>Oral blending</p> <p>Grapheme – phoneme correspondence</p> <p>Blending for reading</p> <p><u>Writing focuses during topic sessions:</u></p> <p>*Speech bubbles for pirate portrait</p> <p>*If I were a pirate...</p> <p>*Label a pirate ship and write about the ship you have designed.</p> <p>*Pirate book – write all the facts you have learned about pirates.</p>	<p><u>Word reading</u></p> <p>Reception</p> <p>Reads individual letters by saying the sounds for them</p> <p>Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences</p> <p>Can read some letter groups that each represent one sound and say the sounds for them</p> <p>Can read a few common exception words matched to the school's phonic programme</p> <p>Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words (ELG)</p> <p>Can read words consistent with his/her phonic knowledge by sound-blending (ELG)</p> <p>Is able to say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p><u>Writing</u></p> <p>Reception</p> <p>Can form lower-case and capital letters correctly</p> <p>Is able to spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-reads what he/she has written to check that it makes sense</p> <p>Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Writes recognisable letters, most of which are correctly formed (ELG)</p> <p>Writes simple phrases and sentences that can be read by others (ELG)</p>	<p>Autumn 1 and 2/ Spring 1 grapheme names.</p> <p>Use the correct vocabulary in lessons:</p> <p>Letter Sound Phoneme Grapheme Blend Segment Digraph</p> <p>Handwriting:</p> <p>Pattern to support formation.</p> <p>Starting at the top of the letter.</p> <p>Where to start on the writing frame.</p>	<p><u>Word reading:</u></p> <p>Read individual letters by saying the sounds for them.</p> <p>Can read some letter groups that represent one sound and say the sound for them.</p> <p><u>Spring 1</u></p> <p>oo ar ur oo or ow oi ear air ure er ow (oa)</p> <p>Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences.</p> <p>Is able to read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p><u>HRSW:</u></p> <p>Can read a few common exception words matched to the school's phonic programme</p> <p>they all are ball tall when what</p> <p><u>Writing</u></p> <p>To use the handwriting patterns to form some letters correctly.</p> <p>To spell words by identifying the sounds and then writing the sound/s with letters</p> <p>Can write short sentences with words with known sound-letter correspondence.</p>	<p>English</p>
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	<p>To spell words by identifying the sounds and then writing the sound/s with letters</p> <p>Can write short sentences with words with known sound-letter correspondence.</p>					
<p><u>Mathematics</u></p> <p>Children are taught mathematics during daily sessions. These sessions are taught discretely in order to build on the children's next steps.</p>	<p>Autumn 2 A Mathematics</p> <p>To identify a range of representations of 1-5</p> <p>To compare numbers 1-5.</p> <p>To say one more than and one less than a number 1-5 (using objects if necessary)</p> <p>Begin to explore the composition of numbers to 5 e.g. $2+1=3$</p> <p><u>Numerical Patterns</u></p> <p>To name a circle, triangle, rectangle and square and use mathematical</p>	<p><u>Mathematics</u></p> <p>Week 1 – Alive in 5: Steps 1-5 Week 2 – Growing 6,7,8: Steps 1-5 Week 3 – Growing 6,7,8: Steps 6-10 Week 4: Length / Time Week 5: 9 and 10 Steps 1:4</p> <p><u>During each session children are encouraged to demonstrate reasoning skills and to answer in full sentences</u></p>	<p>Number Reception</p> <p>Is able to compare numbers Can count beyond ten Counts objects, actions and sounds Is able to subitise Is able to link the number symbol (numeral) with its cardinal value. Understands the one more than and one less than relationship between consecutive numbers Explores the composition of numbers Automatically recalls number bonds to 5. Automatically recalls (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG) Has a deep understanding of number to 10, including the composition of each number (ELG) Is able to subitise (recognise quantities without counting) up to 5 (ELG)</p>	<p>Subitise More than / fewer than One more / one less Longer Shorter Shortest Long Longest Tall Taller tallest full empty half full nearly full full nearly empty</p>	<p><u>Mathematics</u></p> <p>To identify a range of representations of 6, 7, 8, 9, 10</p> <p>To compare numbers 6, 7, 8, 9, 10</p> <p>To say one more than and one less than a number 1-10 (using objects if necessary)</p> <p>Begin to explore the composition of numbers to 10</p> <p><u>Numerical Patterns</u> Compare length, height of objects using correct vocabulary (see highlighted)</p>	<p>Maths – number and shape, space and measures</p>

<p>Children do one Maths focus activity each week. Activities are planned for the maths table and in other areas in the continuous provision, inside and outside, to continue to promote and embed the learning.</p>	<p>language to describe e.g. sides, corners, straight, curved.</p> <p>To uses language to describe a route e.g. past the pond, between the trees, under the branch, over the log.</p>		<p>Numerical patterns</p> <p>Reception</p> <p>Can compare length, weight and capacity</p> <p>Can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG)</p> <p>Verbally counts beyond 20, recognising the pattern of the counting system (ELG)</p>			
<p>Religious Education</p> <p>Lessons are planned in accordance to the Worcestershire</p>	<p>Autumn 1: Unit 1</p> <p>Why is the word God Important to Christians?</p> <p>To know Christians, believe that God created the world.</p> <p>*Christians believe that the Earth and everything in it belong to God.</p> <p>*Jesus told stories about how much God loves them</p>	<p>Unit 3:</p> <p>Being special- Where do we belong</p> <p>Church visit: Special place to a Christen / baptism</p>	<p>People, culture and communities</p> <p>Reception</p> <p>Talks about members of his/her immediate family and community</p> <p>Understands that some places are special to members of his/her community</p> <p>Recognises that people have different beliefs and celebrate special times in different ways</p> <p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on</p>	<p>Muslims, Hindus, Christians, Jesus, Baptism, Raksha, Welcome, Love, Special, Rakhi</p>	<p>*To know they belong to a group</p> <p>*To explore religious symbols for Christians, Muslims, and Hindu's.</p> <p>*To know Children are special to God</p> <p>*To Know what baptism means.</p>	<p>R.E</p>

agreed syllabus Children have 1x30 minute RE lesson each week With activities planned as part of continuous provision to continue to support and embed learning.	Autumn 2: Unit 2 Why do Christians perform a nativity plays at Christmas? *To understand that Christians celebrate Christmas to celebrate the birth of Jesus. *To recall some events of the Nativity story. *To talk about ways that they celebrate Christmas (or another celebration that they celebrate) *To know that not all families/ religions celebrate Christmas Family experiences, Experience of special occasions such as birthdays, Christmas, festivals		his/her experiences and what has been read in class (ELG) Recognises some similarities and differences between life in this country and life in other countries			
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To update:

Maths

Notes for Continuous Provision

Week 2 – Landscape collage of pirate island

Week 4 and 5- floating and sinking – kapow theme – boats

Chinese new year- paper dragons (folding technique)