

Theme	Prior Knowledge	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
<p>The Hungry Caterpillar</p> <p>Observing live caterpillars</p>	<p>Autumn 1 Traditional tales Gingerbread man/Goldilocks/Three bears/Three Little pigs Little red hen</p> <p>Spring 2 The Enormous Turnip Whatever Next</p> <p>Life cycle of a frog</p> <p>Comprehension- listening to stories Engages in extended conversations about stories, learning new vocabulary.</p> <p>Speaking Can retell a story, once they have developed a deep familiarity</p> <p>LA&U</p> <p>Enjoys listening to longer stories and can remember much of what happens (Nursery)</p> <p>Engages in story times Listens to and talks about stories to build familiarity</p>	<p>Focus teaching / group activities * Live caterpillars arrive * Read "The Very Hungry Caterpillar" * Look at the front cover. Has anyone seen this story before? What kind of animal is it? What do you know about caterpillars? What did he eat? * Healthy and unhealthy foods. * How else can we keep healthy? Discuss exercise, sleep, drinking water, limited screen time.</p> <p>Teacher focus: To write sentences about their holiday news.</p> <p>Continuous provision activities * Holiday News / Draw a picture * Sequencing story pictures * Sorting healthy/unhealthy food * Painting caterpillar using cardboard tubes (printing) * Paper caterpillars (folding- repeat of skills for paper dragons in Spring 1) Kapow Art - Craft and design- let's get crafty * Junk model caterpillars * Purple mash- painting butterflies * Playdough butterflies * Hungry Caterpillar board games * Bug hunts * Construction insects (interstar) * Mini beats investigation station.</p>	<p>Comprehension Demonstrates an understanding about what has been read to them by retelling stories and narratives</p> <p>Speaking Can retell a story, once they have developed a deep familiarity L, A & U Learns and uses new vocabulary Engages story times Listens to and talks about stories to build familiarity and understanding Being imaginative and Expressive: Invents, adapts and recounts narratives and stories. (ELG)</p> <p>Understanding the World Understands some important processes and changes in the natural world around them (ELG)</p>	<p>Hungry Caterpillar Fruit Vegetable Healthy Unhealthy Egg Caterpillar Tiny Fat Chrysalis Emerge Butterfly Life cycle</p>	<p>*To develop a deep familiarity with the 'The Very Hungry Caterpillar' story</p> <p>*To remember key story vocabulary such as: In the light of the moon, He was a beautiful butterfly.</p> <p>*To identify and sort foods that's are healthy and unhealthy.</p>	<p>Art: Drawing pictures of holiday activities Printing caterpillars using cardboard tubes Paper caterpillars (folding) Design Technology Junk model a caterpillar Using construction resources to make caterpillars English: Retelling/ story map of traditional- The Very hungry Caterpillar Picture sequencing for the story. Science: Live caterpillars to observe Mini beast investigation area P.S.H.E</p>

		<p>Rhyme to learn:</p> <p>Stories The very Hungry Caterpillar</p> <p>https://www.youtube.com/watch?v=vkYmvxPOAJI (Read by Eric Carle)</p>			How to be healthy	
<p>The Very Hungry Caterpillar</p> <p>Observing live caterpillars</p>	<p>Previous Week –</p> <ul style="list-style-type: none"> *To develop a deep familiarity with the ‘The Very Hungry Caterpillar’ story *To remember key story vocabulary *New vocabulary introduced Hungry Caterpillar Fruit Vegetable Healthy Unhealthy Egg Caterpillar Tiny Fat Chrysalis Emerge Butterfly Life cycle 	<p>Focus teaching / group activities</p> <ul style="list-style-type: none"> *Use story map to retell the story of the Very Hungry Caterpillar *Discuss life cycles *Make links to other life cycles we have learned about (Frog-spring 2) *Discuss their own lifecycle (baby, toddler, child, teenager, adult) <p>https://www.youtube.com/watch?v=SdprpVCIhu0</p> <p>*Teacher focus- To write a retell of The very Hungry Caterpillar- changing the foods that the caterpillar eats.</p> <p>Stories: The Very Hungry Caterpillar</p> <p>Rhyme: Fuzzy wuzzy creepy crawly.</p> <p>Continuous Provision activities:</p> <ul style="list-style-type: none"> *If I were a caterpillar, I would eat...(writing) *Life cycle of a butterfly book *Life cycle paper plate 	<p>Writing Can write short sentences with words with known sound-letter correspondences. *Re-reads what they have written to check it makes sense.</p> <p>Comprehension Demonstrates an understanding about what has been read to them.</p> <p>Speaking Is able to describe events in some detail (life cycles) Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words</p> <p>L, A & U Learns and use new vocabulary Engages story times Listens to and talks about stories to build familiarity and understanding</p> <p>Being imaginative and Expressive: Invents, adapts and recounts narratives and stories with peers and his/her teacher (ELG)</p> <p>Understanding the World Understands some important processes and changes in the natural world around them (ELG)</p>	<p>Hungry Caterpillar Fruit Vegetable Healthy Unhealthy Egg Caterpillar Tiny Fat Chrysalis Emerge Butterfly Life cycle</p>	<ul style="list-style-type: none"> *To write a retell of the story “The very hungry caterpillar” using a story map. – changing the foods that the caterpillar eats. *To observe the growing live caterpillars *To order and discuss a range of life cycles (butterflies, child, frog) 	<p>Art: Tissue paper butterflies Symmetrical hand print butterflies English: Retelling/ story map of ‘The very Hungry caterpillar’. Writing opportunities: What I would eat if I was a caterpillar/ Life cycle books Rhyme to learn and perform: Fuzzy wuzzy caterpillar Design Technology: Play dough- bugs Junk modelling butterflies Paper plate frog.</p>

		<ul style="list-style-type: none"> *Symmetrical hand print butterflies (hand printing) *Tissue paper butterflies *Frog face (paper plate/ handprints) *Junk model butterflies *Purple mash- butterflies/ garden centre activities/ drawing mini beasts *Playdough bugs *Knex butterflies *Minibeast investigation area. 			<p>Science: Observing live caterpillars, life cycles(butterfly, child) Mini beast investigation area.</p>	
The Bad Tempered Ladybird	<p>Previous 2 weeks – Eric Carle story</p> <p>Previous 2 weeks learning about Caterpillars</p>	<p>Focus teaching/ group activities Read/watch ‘The Bad-Tempered Ladybird’. https://www.youtube.com/watch?v=eL2Kz5osbFs</p> <ul style="list-style-type: none"> * Make a list of all the things that make you cross/bad tempered * Notice the speech bubbles and what they mean. * Sequence story pictures (smartboard). How did the bad-tempered ladybird make the friendly ladybird feel at the beginning of the story? At the end? Why did he change? <p>Stories: The bad tempered lady bird Have you filled a bucket today?</p> <p>Rhyme to learn: Insects all around / Andy’s animal raps: https://www.bbc.co.uk/teach/bring-the-noise/andys-raps-mini beasts/zfwbhbk</p> <p>Teacher focus activity: Write a speech bubble: I feel bad tempered when..... What can I do to feel better?</p> <p>Continuous provision</p> <ul style="list-style-type: none"> *Weekend news *Speech bubbles: what did the friendly ladybird say? What did the bad tempered ladybird say? *What happened next in the story? 	<p>Comprehension *Demonstrates an understanding about what has been read to them.</p> <p>L, A & U *Learns new vocabulary *Engages in story times</p> <p>Self- regulation: *Expresses feelings and considers the feelings of others. *Is able to moderate feelings socially and emotionally *Shows an understanding of their own feelings and those of others and is beginning to regulate behaviour accordingly.</p> <p>Building relationships *Builds constructive and respectful relationships Thinks about the perspective of others Shows sensitivity to others (ELG)</p>	<p>Ladybird Lifecycle Bad tempered Speech bubbles Friendly/ unfriendly.</p>	<p>*To understand the word “bad tempered” *To talk about what makes them bad tempered. *To Talk about ways to be friendly to others *To talk about how they can help others to feel better.</p>	<p>English: The bad tempered ladybird story Rhyme to learn and perform: Insects all around Speech bubbles Writing opportunities: Weekend news/ What happens next .../ speech bubbles Puppets Art: Drawing grumpy and happy faces in a mirror Paint a ladybird on purple mash Salt dough ladybirds Design Technology: Paper plate ladybird Ladybird life cycle headband Lego minibeast Junk model ladybirds</p>

		<p>*What can I do to make someone else happy? Make a paper plate ladybird (cutting and joining) *Use mirrors to draw a grumpy/happy face (drawing faces) *Ladybird lifecycle headband *Junk model ladybirds *Purple mash paint a ladybird *Salt dough ladybirds *Bad tempered ladybirds stick puppets Ipads- purple mash- paint a ladybird. *The very busy Spider game *Lego mini beasts *Minibeast investigation area.</p>				<p>Science: Ladybird life cycle Mini beast investigation area. PSED: feeling bad tempered.</p>
<p>Non fiction/spiders</p> <p>How the spider has long legs. (African folk tale)</p>	<p>Summer 2- Other Eric Carle stories The very Hungry Caterpillar/The bad tempered ladybird.</p> <p>Other stories learnt to retell: Spring 1: The enormous Turnip Spring 2: Whatever Next Summer 2: The very hungry caterpillar</p> <p>Links to mini beast theme and learning about insects.</p> <p>Comparing other environments to the local area. Autumn 2: Arctic Spring 1: Desert Islands Spring 2: Space</p>	<p>Focus teaching/ group activities *Non -fiction texts to learn about spiders. *Listen to traditional African Folk tale: Why the spider has long legs. *Compare the environment in Africa to the local area. *Look at Africa on Google Earth. What colors can you see and why? Focus group activity: *Write some facts about Spiders to make a class spider fact file for the book corner. Stories * Why the spider has long legs. Songs *Insy Winsy Spider * Andy's animal raps Continuous provision *label the mini beast *Draw a spider *write about the spider you have drawn. *Spider pictures/chalk and black paper *Step by step how to draw a spider *Make a moving spider</p>	<p>Writing Can write short sentences with words with known sound-letter correspondences. *Re-reads what they have written to check it makes sense. Comprehension Demonstrates an understanding about what has been read to them. Speaking Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words L, A & U Learns and use new vocabulary Engages story times Listens to and talks about stories to build familiarity and understanding Engages in non- fiction texts</p>	<p>Spider Busy Web Non fiction Africa</p>	<p>*To know what a fact is *To recall some facts about a spider. *To make simple comparisons between Africa and the local area.</p>	<p>English: non fiction texts- Spiders Writing- retell of 'The very busy spider' Sequencing animals from the story Weekend news Writing spider facts. Art: Step by step drawing a spider Weaving webs (paper plates) Chalk spider and web pictures</p>

		<ul style="list-style-type: none"> * Junk model a spider *Make a drainpipe with a moving spider *Purple mash: paint a spider *Very busy spider board game *Threading – web on paper plates *salt dough painting ladybirds from previous week. *Mini beast music – outside *Mini beast investigation area. *mini beasts from construction resources. 	<p>Listens to and talks about non fiction to develop deep familiarity with new knowledge and vocabulary</p> <p>The Natural World: Knows some similarities and differences between the natural world around him/her and contrasting environments, drawing on his/her experiences and what has been read in class (ELG).</p> <p>People, culture and Communities : 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>Design Technology: Junk modelling spiders/ moving spiders/ spider and drainpipe.</p> <p>Science: Non fiction texts- Spiders</p> <p>Geography: Comparing Africa to local area/ Google Earth.</p> <p>English: writing opportunities: writing mini beast facts Sharing non fiction texts.</p> <p>Art: painting favourite mini beasts / Mini beast colouring</p> <p>Design Technology Junk modelling – make a butterfly feeder/ make a bug hotel</p> <p>Science: facts about mini</p>
<p>Week 5</p> <p>Minibeast Encyclopaedia</p>	<p>Space non fiction texts (spring 2)</p> <p>Space facts (Spring 2)</p>	<p><u>Focus teaching/ group activities</u></p> <ul style="list-style-type: none"> *Discuss non- fiction texts *Explain what an encyclopaedia is. *Choose minibeasts to learn information about. *Discuss alphabetical order *Sing alphabet song <p>Focus writing activity: To create their own encyclopaedia arranged in alphabetical order, contents page and front cover.</p> <p><u>Stories</u></p> <p>Non -fiction texts (mini beasts)</p> <p><u>Continuous provision</u></p> <ul style="list-style-type: none"> *Mini beasts sentences *My favourite minibeast *Draw and label a minibeast/ write a fact *peg insects *Paint your favourite minibeast *Make a butterfly feeder (Cutting/ joining) *Purple mash: mini beast facts *Make a bug hotel *Mini beast colouring *Mini beast investigation area 	<p>Comprehension: Demonstrates an understanding of what has been read using recently introduced vocabulary ELG</p> <p>Uses and understands recently introduced vocabulary during discussions about non-fiction text ELG</p> <p><u>Writing</u></p> <p>Can write short sentences with words with known sound-letter correspondences.</p> <p>*Re-reads what they have written to check it makes sense</p>	<p><u>Vocabulary</u></p> <p>y</p> <p>Non fiction Facts Alphabetic order</p>	<p><u>What we want the children to remember</u></p> <p>. *To know what a non- fiction text is</p> <p>*To understand what a fact is</p>	

		<p>Rhyme: *Here is the beehive</p>	<ul style="list-style-type: none"> • Spells words by identifying sounds in them and representing the sounds with a letter or letter (ELG) • Writes recognisable letters, most of which are correctly formed (ELG) • Writes simple phrases and sentences that can be read by others (ELG) 			beasts / investigation area
<p>Week 6 Ugly bug ball preparation week</p>	<p>Other parties and celebrations in Reception Halloween, Christmas, Pirate day.</p>	<p>Focus teaching and group activities *Ugly bug ball preparation. *Mind map ideas as to what to do to plan a party *Create an invitation as a whole class Focus writing activity: Create a poster to tell everyone about the Ugly Bug ball Stories: Mad about Mini beasts by Giles Andreae and David Wojtowycz https://www.youtube.com/watch?v=I7aHXEsdFQ4 Song/rhyme: Shoo fly Continuous provision activities: *mini beast word search *Write about how to make a mini beast hotel *find and colour mini beasts pictures *Finger print insects *Make a mini beast party hat (cutting and joining) * Playdough mini beasts *Purple mash- snail *mini beast pencil control sheets *mini beast investigation area.</p> <p>Kapow Design Technology- Design a Rainbow Salad/ Make a Rainbow Salad.</p>	<p>Writing Can write short sentences with words with known sound-letter correspondences. *Re-reads what they have written to check it makes sense.</p> <ul style="list-style-type: none"> • Spells words by identifying sounds in them and representing the sounds with a letter or letter (ELG) • Writes recognisable letters, most of which are correctly formed (ELG) • Writes simple phrases and sentences that can be read by others (ELG) 	<p>Vocabulary y</p> <p>Party Poster Advertise Bright Colourful Bold</p>	<p>What we want children to remember</p> <p>*That a poster needs to be bright and colourful *It needs to include important information.</p>	<p>English: Writing opportunities: create a poster/ invitation / word searches / instructions how to make a mini beast hotel.</p> <p>Art: finger print insects</p> <p>Design Technology: playdough insects</p> <p>Science: mini beast investigation area.</p> <p>Science: Nutrition/ fruits and vegetables</p> <p>Design Technology:</p>
			<p>Personal, social and emotional development</p>	<p>healthy balanced diet healthy eating</p>	<p>*To talk about the importance of a healthy diet.</p>	

			<p>Know and talk about the different factors that support their overall health and wellbeing: healthy eating.</p> <p>ELG: Managing self: Manage their own basic hygiene and personal needs, including...understanding the importance of healthy food choices.</p> <p><u>Understanding the world</u> Explore the natural world around them.</p> <p>ELG: The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>healthy lifestyle mind body brain fruit and vegetable names chopping board knife</p>		<p>Food Technology/ healthy balanced diet. Tool use.</p>
Jigsaw	<p>Jigsaw sessions Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1</p>	<p>Healthy Me *I can name parts of the body *I can tell you some of the things I can do and food I eat to be healthy *I understand that we all grow from babies to adults *I can express how I feel about moving to Year 1 *I can talk about how I feel about my worries and /or the things I am looking forward to about Year 1. *I can share my memories of the best bits of this year in Reception.</p>	<p>Specific curriculum links</p> <p>Managing self: *Sees himself/herself as a valuable individual. (Rec). *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). *Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly (ELG).</p> <p>Building Relationships *Shows sensitivity to his/her own and to others' needs (ELG).</p> <p>Past and Present</p>	<p>Vocabulary y</p>	<p>What we want the children to remember</p> <p>*To talk about some ways to stay healthy -exercise -healthy foods -sleep -washing hands -who a stranger is (including online) * To name parts of their body *Understand that they grow from a baby to an adult. *Talk about their feelings about moving to Year 1 *To talk about the best bits of being in Reception.</p>	<p>PSED</p>

			*Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class (ELG).			
Nursey Rhymes	Rhymes taught each week through out each half term.	<p>Mini beast rhymes:</p> <p>Caterpillar Fuzzy wuzzy creepy crawly Insects al around Andy’s animal raps Insy Winsy Spider Here is the bee hive Shoo fly</p>	<p><u>Specific curriculum links</u> <u>L, A & U</u></p> <p>*Learns new vocabulary *Learns rhymes *Listens carefully to rhymes and songs, paying attention to how they sound</p> <p><u>Being imaginative and Expressive</u></p> <p>*Sings in a group or on their own, increasing matching the pitch and following the melody *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>	<p><u>Vocabulary</u></p> <p>Rhyme</p> <p>Language within the rhymes</p>	<p><u>What we want the children to remember</u></p> <p>*To sing 6 nursery rhymes either solo or in a group</p>	<p>English: To know and perform rhymes</p>
Indoor P.E:	<p><u>Autumn 1</u></p> <p>* Fundamental movements-walk, run, hop, crawl (opposite knee to hand) skip, jump (two feet to two feet) roll (in a straight position) *To move from one movement to another with fluency (agility) *Developing balance (holding positions) *Developing coordination and body strength (skipping/ hopping/ jumping/ bunny hopping/ bear walks (opposite hand to foot) rolling (in a stretch position)</p> <p><u>Summer 1</u></p>	<p><u>Mini Beast Dance</u></p> <p>Dance to ‘Bugs and Crawly things’ /Butterfly wings - warm up</p> <p>* Choose three of the mini beast videos (PowerPoint) and ask children to think of words to describe how each of the mini beasts moves. Write down their ideas- then allow children time to explore moving like each mini beast emphasizing the words that they came up with. Be led by the children’s ideas. e.g. butterfly- flutter, swoop, gentle..... *Choose another 3 mini beasts and repeat above. * Ask each pair to choose three of the mini beasts (worm, butterfly, ladybird) Work together to practice moving like each of the three mini beasts. Choose their favourite three movements to put together to create a mini dance * Discuss how they can move from one movement into another.</p>	<p><u>Specific Curriculum links</u></p> <p><u>Managing self - ELG</u> 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><u>Physical Development - Reception</u> 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</p>	<p><u>Vocabulary</u></p> <p>Describing words for movements of mini beasts</p> <p>Movements</p> <p>Transition movements</p> <p>Jump leap turn spins roll skip hop</p>	<p><u>What we want the children to remember</u></p> <p>*To perform a simple dance that includes 6 different movements *To include a transition between movements.</p>	<p>P.E/ dance</p> <p>Fundamental movements Agility, balance and coordination.</p> <p>Basic movements- Jumping, and coordination.</p> <p>Perform dances using simple movement patterns</p>

	<p>*To demonstrate basic gymnastic shapes with control (stretch, tuck, dish, arch, front support and back support) HA: To be able to move from one shape to another with fluency.</p> <p>*To demonstrate a jump with a safe controlled landing HA: to be able to demonstrate a range of jumps (star, tucked)</p> <p>To be able to hold a range of balances.</p> <p>To bunny hop over a bench successfully transferring their weight.</p>	<p>Can they, jump, leap, turn, spin, roll, skip, hop..... (display the words on the board to give them a prompt) *Allow them time to experiment with adding transitions from one movement to another. Give time to perform their dance with the transitions. * Practice their three movements with a transition in between each movement *Join two pairs together so that they are working in a group of 4. (one group of 6) – Higher ability. Each pair is to show the other pair their dance including the transitions. Teach the other pair their movements and join the movements together so that they have 6 movements with transitions. Can they think of a start/ finish position? * Practice their dance as a group of 6. Performance: Each group to perform their dances to the rest of the class.</p>	<p>and other physical disciplines including dance, gymnastics, sport and swimming (Reception)</p> <p>Combine different movements with ease and fluency</p> <p>Demonstrates strength, balance and coordination when playing (ELG)</p> <p>Moves energetically such as running, jumping, hopping, skipping (ELG)</p> <p>Is able to negotiate space and obstacles safely, with consideration for themselves and others (ELG)</p> <p>Being imaginative Listens attentively, move to and talks about music, expressing their feelings and responses Explores and engages in dance, performing solo or in groups</p>	<p>Start and finish position</p>		
<p>Forest school</p>	<p>Autumn 2 Forest school To move around basecamp without going in the middle *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. * To begin to look for risks (Daily sweep)- 1 team each week *To know what is needed to light a fire (spark, fuel, oxygen) *To begin to think about and explain how to be safe around a fire.</p>	<p>*Finding Minibeasts in their natural habits. Introduce the word ‘habitat’. Discuss that minibeasts live in different environments. Make a tally of the minibeast living in the Forest School area. Count up the tally’s and discuss which mini beasts do we have the most of in FS, which we have the fewest of and also if there are any mini beasts that we didn’t find at all? Is there a reason for this? Why do you think there are a lot of worms??? / not many bees? *Shake the tree activity and investigate what minibeasts live in trees. Draw the insects that you find. *Work collaboratively to build a minibeast hotel</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: Managing self Sees him/herself as a valuable individual Manages own needs around personal hygiene Shows resilience and perseverance in the face of a challenge Knows about different factors that support his/ her overall health and well being- regular physical exercise Gross Motor skills Revising fundamental movements- walking, jumping, running, climbing Developing overall body strength, coordination and balance Is able to combine different movements with ease and fluency Is further developing the skills he/she needs to manage the school day e.g. lining up <u>Demonstrates strength, balance and coordination when playing (ELG)</u></p>	<p>Areas of forest school Base camp Fire pit Mud kitchen Swing Dens Stage Obstacle course Pond</p> <p>Seasonal / Environment t Animal/ insect names. Habitat Environment</p>	<p>*To know that mini beasts live in different habitats *To find mini beasts in their natural habitats. *To make observations and draw mini beasts. *Work collaboratively to make a mini beast hotel. *Work collaboratively to make a mini beast using natural resources. *To use a fire lighter to create and spark and light their own fire. *To talk about how to be safe around a fire.</p>	<p>Science: Seasonal changes Understanding what is needed to make a fire (spark, oxygen, fuel) Finding insects in their natural environment Geography: Exploring a local environment</p>

	<p>*To use a handrill with support to make a hole in a piece of wood.</p> <p>Spring 1 Forest school</p> <p>*To develop storylines in their play.</p> <p>*To use props and materials to role play pirate stories.</p> <p>*To invent and adapt the pirate stories that they hear.</p> <p>*To use a trowel safely.</p> <p>*To recognise that some environments are different to the one that they live in (pirate islands/ the sea)</p> <p>*To draw and label a simple map of the forest school area.</p> <p>Spring 2 Forest School</p> <p>*To be able to identify signs of spring</p> <p>*Talk about what they can see / feel and hear in Forest school area.</p> <p>*To plant a seed and know what the seed needs to help it grow.</p> <p>*To draw pictures of plants and animals that they see in relation to the signs of spring.</p> <p>*To use a fire lighter to create and spark.</p> <p>*To talk about how to be safe around a fire.</p> <p>Summer 1 Forest School</p> <p>*To work cooperatively to make a space station.</p> <p>*To recount and adapt the 'Whatever Next' story.</p> <p>*To use props and materials in role play of 'Whatever Next' story.</p> <p>*To recognise that some environments are different to the one that they live in (space)</p> <p>*To use a fire lighter to create a spark to light their</p>	<p>*Observe the hotel built.</p> <p>*Fire lighting (cotton wool and firelighters)</p> <p>*Have a fire/ cook popcorn.</p>	<p><u>Moves energetically, such as running, jumping, hopping, skipping and climbing. (ELG)</u></p> <p>Fine motor skills Is developing small motor skills so that he/she can use a range of tools competently, safely</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>Fire Fuel, spark, oxygen, water, burn.</p>		<p>PSHE: Managing risks and following established rules Perseverance</p> <p>P.E Moving around in outdoor environment – fundamental movements- running, jumping, skipping, hopping climbing</p> <p>Art Drawing minibeasts / insects Making mini beasts using natural resources.</p> <p>Design Technology Working collaboratively to make a insect hotel.</p>
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	own fire. (show perseverance) *To talk about how to be safe around a fire.				
Reading and Writing	<p>Word reading-Reception</p> <p>Autumn 1 S a t p i n m d g o c k c k e u r s s s h b f f l l l HRSW: I the no put of is to go into pull as his</p> <p>Autumn 2 Y v w x y z z z q u c h s h t h n g n k a i e e i g h o a e s HRSW: he she buses we me be push was her my you</p> <p>Spring 1 Ar ur oo (food) or ow oi ear air ure er ow (oa) HRSW: They all are ball tall when what</p> <p>Spring 2 Said so have were out like some come there little one do children love</p> <p>Summer 1 Cvcc/ ccvc/ ccvcc/ccvc/ cccvc Ed ed (t) ed (d) er est</p> <p>Summer 2 ay ou ie ea oy ir ue aw wh ph ew oe HRSW: Please once any many again who whole where two</p>	<p>Writing focuses: Holiday News Retell 'The very hungry caterpillar' story Speech bubble: I feel bad tempered when.... Retell 'The very busy Spider' Create own encyclopaedia about minibeasts Poster for the Ugly bug ball</p>	<p>Word reading Reception Reads individual letters by saying the sounds for them Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences Can read some letter groups that each represent one sound and say the sounds for them Can read a few common exception words matched to the school's phonic programme Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words ELG Reads aloud simple sentences and books that are consistent with phonic knowledge, including some common exception words. Can read word consistent with phonic knowledge by sounding and blending. Is able to say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Writing Reception Can form lower-case and capital letters correctly Is able to spell words by identifying the sounds and then writing the sound with letter/s 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 Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Writes recognisable letters, most of which are correctly formed (ELG)</p>	<p>Phase 2 / 3 grapheme names</p> <p>Use the correct vocabulary in lessons: Letter Sound Phoneme Grapheme Blend Segment Digraph Trigraph</p> <p>Robot arms</p>	<p>Summer 2 ay ou ie ea oy ir ue aw wh ph ew oe HRSW: Please once any many again who whole where two</p> <p>Word reading: Can read some letter groups that each represent one sound and say one sound for them. ay ou ie ea oy ir ue aw wh ph ew oe</p> <p>Is able to blend sounds, into words, so that they can read short words using know letter-sound correspondences</p> <p>Can read a few common exception words matched to the schools phonic programme Please once any many again who whole where two</p> <p>Reads aloud simple sentences and books that are consistent with phonic knowledge, including some common exception words. Can read word consistent with phonic knowledge by sounding and blending. Is able to say a sound for each letter in the alphabet and at least 10 digraphs Writing Can form lower-case and capital letters correctly</p>

			Writes simple phrases and sentences that can be read by others (ELG)		<p>Is able to spell words by identifying the sounds and then writing the sound with letter/s ay ou ie ea oy ir ue aw wh ph ew oe</p> <p>Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop</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>Mathematics</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>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</p>	<p>Number and Numerical patterns- Autumn 1</p> <ul style="list-style-type: none"> *compare amounts using the language more/ fewer *Counting by rote to at least 10 *Make comparisons of objects by size, weight, length, capacity <p>Autumn 2</p> <ul style="list-style-type: none"> *To identify a range of representations of 1-5 *To compare numbers 1-5. *To say one more than and one less than a number 1-5 (using objects if necessary) *Begin to explore the composition of numbers to 5 e.g. 2+1=3 <p>Spring 1</p> <ul style="list-style-type: none"> *composition of 4 and 5 	<p>White Rose Maths – Phase 8. First then now.</p> <p>Sharing and grouping (Steps 5-6) (1 week)</p> <ul style="list-style-type: none"> *Even and odd sharing *Play with and build doubles <p>Visualise, map and build (3 weeks)</p> <ul style="list-style-type: none"> *Identify units of repeating patterns *Create own pattern rules *Explore own pattern rules *Reliccate and build scenes and constructions *Visualise from different positions *Describe positions *Give instructions to build *Explore mapping *Represent maps with models *Create own maps from familiar places *Create own maps and plans from story situations. 	<p>Number Reception</p> <ul style="list-style-type: none"> 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 number bonds to 5 and some number bonds to 10, including double facts (ELG) Has a deep understanding of a number to 10, including the composition of each number (ELG) Is able to subitise up to 5 (ELG) <p>Numerical patterns Reception</p> <ul style="list-style-type: none"> Can select, rotate and manipulate shapes in order to develop spatial reasoning skills Investigates composing and decomposing shapes and recognises a shape can have other shapes within it. 	<p>Shape names – square, triangle, rectangle</p> <p>Cube, cuboid, sphere, cylinder.</p> <p>Turn round. Rotate. Shape/arrangement. Positional language.</p> <p>Double Share Odd Even Equal Fair Unfair Group</p>	<p>Numerical patterns</p> <ul style="list-style-type: none"> *To explore composing and decomposing shapes to know that shapes can have other shapes within it. * To recall doubles to 5. *To know how numbers can be shared equally *To know what an odd and even number is. *To build a model by listening to positional language. *To describe where objects/shapes are in relation to other objects and shapes. *Copy, continue and create patterns * To make a symmetrical construction * To count in 2's *To create and draw maps 	<p>Maths</p> <p>Shape Positional language Repeating patterns Symmetrical patterns</p> <p>Doubling Sharing Odd and even Counting in 2's</p>

<p>promote and embed the learning.</p>	<p>*Compare mass and capacity *6,7,8, *Making pairs *combining two groups *Length and Height *Time Spring 2 *To represent 9 and 10 on a Tens frame and talk about how they know there are 9/10. *To explore compositions of 9 and 10. *To identify representations more/ fewer and the same as a given quantity. *To compare numbers to 10 using more/ fewer and same. *To begin to recall number some bonds to 10 Summer 1 *To remember and identify the names of teens numbers *To be able to add one more, two more up to 10 *To be able to take away one, two within 10 *To identify the missing number in counting patterns to 20 *Is able to name some 2D and 3D shapes *Is able to manipulate shapes and rotate them *Know that 3D shapes are made up of 2D shapes</p>	<p>Make connections (1 week) *Deepen understanding *Patterns and relationships</p> <p><u>During each session children are encouraged to demonstrate reasoning skills and to answer in full sentences</u></p>	<p>Is able to continue, copy and create repeating patterns 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) To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG) Verbally counts beyond 20, recognising the pattern of the counting system (ELG)</p>	<p>in front, behind, next to, at the side of, in between, on top, under</p> <p>First, next, then</p> <p>Problem Reasoning I think... because... I know that...</p> <p>First, next, last</p>		
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<p><u>Outdoor P.E-</u></p> <p>Children have access to outdoor resources and equipment. They move round the activities during their outdoor games afternoon. (Thursday)</p>	<p><u>Autumn 1</u> <u>Access to:</u> *Adventure play area *Sensory area *Bikes and trikes *Large balls - catch a ball/ kick a ball</p> <p><u>Autumn 2</u> *Adventure play area *Sensory area *Bikes and trikes *Climbing wall *Ball skills – throwing and catching</p> <p><u>Spring 1</u> *Adventure playground *Sensory area *Kicking a ball and aiming at a target</p> <p><u>Spring 2</u> *Adventure playground *Run a mile *Climbing wall *Use a stick or bat to show some control *Aim, hit and throw at a target *Parachute games and skills</p> <p><u>Summer 1</u> Adventure Sensory area Run a mile Climbing wall</p>	<p>*Balance bean bags on heads *Running races *Sack races *Balance egg on a spoon *Practise skipping *Throw a javelin *Aim at a target</p>	<p><u>Specific curriculum links</u></p> <p><u>Managing self - ELG</u> 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><u>Physical Development - Reception</u> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity (Reception)</p> <p>Is revising and refining fundamental movement skills</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 further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming (Reception)</p> <p>Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball (Reception)</p>	<p><u>Vocabulary</u></p> <p>walk, run, jump, hop, climb, over, under, though, balance, aim, accurate, target throw, catch, hit, control</p>	<p><u>What do I want children to remember?</u></p> <p>Fundamental movements-</p> <p>To move from one movement to another with fluency when climbing, running between obstacles, using small and large equipment</p> <p>Developing coordination and body strength (skipping/ hopping/ jumping/running/climbing/ hitting/ batting/ throwing)</p> <p>Further develop ball skills that involve throwing, catching, moving a ball with a range of equipment.</p> <p>Become more accurate when throwing a ball at a target / when moving a ball in different ways with different equipment.</p>	<p><u>P.E</u></p> <p>Fundamental movements Agility, balance and coordination. Engaging in competitive and co-operative activities.</p> <p>Basic movements-running. Jumping, agility and coordination.</p> <p>Participate in team games</p>
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	Bounce a ball / throw a ball at a target					
RE	<p>Autumn 1: Why is the word God so Important to Christians?</p> <p>Autumn 2: Why do Christians perform Nativity Plays at Christmas?</p> <p>Spring 1: Being Special- Where do we belong?</p> <p>Spring 2: Why do Christians put a cross on their Easter Garden?</p> <p>Summer 1: Which places are special and why?</p>	<p><u>Summer 2</u></p> <p>Which stories are special and why?</p> <p>Lesson 1: what is special to you and why?</p> <p>Lesson 2: Which stories do you know that are special to Christians?</p> <p>Lesson 3: How might a story from the bible show a Christian how to treat other people?</p> <p>Lesson 4: Which stories are special to Christian and Jewish people?</p> <p>Lesson 5: What is the holy book for muslims?</p> <p>Lesson 6: Which stories are special to Muslims?</p>	<p>Reception:</p> <ul style="list-style-type: none"> Understands that some places are special to members of his/her community Recognises that people have different beliefs and celebrate special times in different ways Recognises some similarities and differences between life in this country and life in other countries <p>ELG</p> <ul style="list-style-type: none"> 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. 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>Christians, Text, Bible, stories, Muslims, Jews, Torah, Quran, Believer, Special</p>	<p><u>What we want the children to remember</u></p> <ul style="list-style-type: none"> Christians read stories from the Bible to teach them about God. <p>Listen to the stories- The storm that stopped, Zacchaeus, David and Goliath to learn that:</p> <ul style="list-style-type: none"> Christians try act like Jesus did Christians live their lives in the way that God would want them to. The Torah is the holy text for Jewish people. Some stories from the Bible are also in the Torah. The Quran is the holy text for Muslims. <p>The Bible, Torah and Quran all have stories that teach us how God wanted us to live.</p>	RE