Summer 1 **Theme: Space**

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| Theme | Prior Knowledge**experiences in Autumn 1 and 2 and spring 1 and 2** | Activities | Links to the Early Years Foundation Stage Curriculum | Key Vocabulary | What I want the children to remember | Possible links to the NC |
| Introduction to space theme.What do you know about space?What would you like to find out about space? | **Comprehension- listening to stories** Engages in extended conversations about stories, learning new vocabulary.**LA&U**Enjoys listening to longer stories and can remember much of what happens**Writing**Is able to spell words by identifying the sounds and then writing the sound with letter/s and moving onto short captions and sentences.**Creating with materials**Previous experiences of using paints to paint a portrait of themselves in Autumn 1**Speaking**Asks lots of questions to find out more about different topics – pirates, spring etc**The natural world**Able to compare where we live with Arctic / Antarctic/ Hot places | **Focus teaching / group activities** \*Listen to story ‘Goodnight Spaceman’ by Nick East\*Talk about space and how it is different to where we live in Bromsgrove.\*Share what you already know about space.\*Ask questions about what it is like in space.\*Would you like to be an astronaut, why?\*Listen to a story read by an astronaut on the ISS\*Look at videos – what they do in space e.g. toilet, eat, sleep***Focus writing task:*** My Easter Holidays recount**Continuous provision activities** \*Write about what ten things you would like to take to space.\*Writing about pictures from space -what can you see, hear, fell, smell\*Make a rocket picture using collage materials\*Junk modelling – make a rocket\*Tap Tap shapes – make a rocket picture. What shapes have you used?\*Astronaut fitness – copy the cards to keep fit in space\*Construction – build rockets\*Role-play – ISS\*Small world – space themedSong to learn: Recap Twinkle, Twinkle little star**Stories**: Goodnight Spaceman by Michelle Robinson and Nick East.‘If I were an astronaut’ – read by an astronaut on the ISS | **Comprehension**Demonstrates an understanding about what has been read to them. **Speaking**Is able to articulate ideas and thoughts in well- formed sentences (talking about they have learned about what pirate needs)Asks questions to find out more and to check he/she understands what has been read to them or explained**L, A & U**Learns new vocabularyEngages in story times Listens to and talks about stories to build familiarity and understanding Listens carefully to rhymes and songs, paying attention to how they sound Learns rhymes, songs**Creating with materials**Is able to return to and build on his/her previous learning of building a pirate ship to build a rocket using junk materials.**The Natural World**Explores the natural world around him/herUnderstands the effect of changing seasons on the natural world around him/herRecognises that some environments are different to the one where they live**Writing**Can write short sentences with words with known sound-letter correspondences using a capital letter and full stopRe-reads what he/she has written to check that it makes sense**Understanding the world**Recognises that some environments are different to the one where they live**People, cultures and communities**Is able to draw information from a simple map**Past and present**Comments on images of familiar situations in the pastIs able to compare and contrast characters from stories, including figures from the past. **Comprehension**Demonstrates an understanding about what has been read to them. **Speaking**Is able to articulate ideas and thoughts in well -formed sentences (talking about own experiences/ Explaining their understanding about what has been read to themAsks questions to find out more and to check he/she understands what has been read to them or explained**L, A & U**Learns new vocabularyEngages story times Listens to and talks about stories to build familiarity and understanding Listens carefully to rhymes and songs, paying attention to how they sound Learns rhymesUses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen**Creating with materials**Safely uses and explores a variety of materials, tools and techniques, experimenting with**The natural world**Explores the natural world around him/herRecognises that some environments are different to the one where they live**Speaking**\*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**Comprehension**\*Demonstrates an understanding about what has been read to them. **L, A & U**\*Learns new vocabulary\*Engages in story times \*Listens to and talks about stories to build familiarity and understanding \*Listens carefully to rhymes and songs, paying attention to how they sound \*Learns rhymes, songs**Writing**Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop**Writing:**\*Can write short sentences with words with known sound-letter correspondences using a capital letter and full stopRe-reads what he/she has written to check that it makes senseSpells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)**Creating with materials**\*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)**L, A & U**\*Learns new vocabulary and uses it through the day. \*Engages in story times\*Listens to and talks about stories to build familiarity **Speaking**\*Is able to articulate ideas and thoughts in well-formed sentences Can connect one idea to another using a range of connectives\*Is able to describe events in some \*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**Writing:**\*Can write short sentences with words with known sound-letter correspondences using a capital letter and full stopRe-reads what he/she has written to check that it makes senseSpells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)**Creating with materials**\*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)**L, A & U**\*Learns new vocabulary and uses it through the day. \*Engages in story times\*Listens to and talks about stories to build familiarity **Speaking**\*Is able to articulate ideas and thoughts in well-formed sentences \*Can connect one idea to another using a range of connectives\*Is able to describe events in some \*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 | SpaceAstronaut Space words:MoonPlanetsRocketOxygen – airGravity  | \*To begin to understand what it is like in space compared to where we live in Bromsgrove – ***dark, cold, airless, no gravity******\****To write in sentences using a capital letter and full stop. | **Art**Create a collage of a rocket in space**Design Technology**Make a rocket using junk modelling materialsDesign a rocket using construction materials**Writing;**Write at least 3 short sentences for an Easter recount**P.E**Fitness cards – how to keep fit in space**Science:**Space  |
| Astronauts now and in the past | **LA&U**Rhymes/songs that children have learnt in Autumn 1 and 2, spring 1 and 2**Writing**Is able to spell words by identifying the sounds and then writing the sound with letter/s and moving onto short captions and sentences.**The Natural World**Compared own environment to The Arctic / Antarctic/ Hot places (Autumn 2 and spring 1)**Past and present**Learned about famous people in the past – Anne Bonny (Pirates), Jesus (R.E), Themselves and their families in the past (Aut 1)**People, culture and communities**Located north and south pole on world map.Located UK and Bromsgrove on world mapLocated China on world map**Creating with materials**Building rockets in week 1 Building ships in Spring 1 | **Focus teaching / group activities** \*Listen to story ‘The Darkest Dark’ by Chris Hadfield (Astronaut)\*Locate Uk and Canada on world map\*Talk about first man on the moon – Neil Armstrong. Watch videoclips of moon landing and talk about how it inspired Chris Hadfield to become an astronaut.\*What can you see from space? Look at Earth. What are the different colours e.g. green – land, blue - ocean\*Would you like to be an astronaut? Why?\***Teacher focus- Creative**Build a rocket in teams. What should it have? What is the best material to use? Junk / working collaboratively/ joining materials / cutting **Kapow DT – Structures – junk modelling*****Stories:*** The Darkest Dark by Chris Hadfield**Songs to learn:** Astronaut and Rocket Ship**Continuous Provision activities**: \*Writing - If I went to space I would…\*Follow Step by Step to draw a rocket\*Step by step draw an astronaut\*Ipads – how to draw a rocket\*Space collage using different textures\*Cutting skills – make an astronaut\*Make a space buggy using construction and junk materials\*Role-play – ISS\*Small world – space themed | SpaceAstronaut Space words:MoonPlanetsRocketOxygen – airGravity Moon landingNeil Armstrong  | **\***To understand what it might be like to be an astronaut in space. \*To remember Neil Armstrong was the first man to land on the moon\*To share and collaborate to make a rocket in a group. Listen to others ideas and suggestions. | **Design & technology**Make a rocket in a group sharing ideas and resources**Geography**Comparing environments to the one where they liveIdentify UK and Canada on the world map**Music:** Singing**Art:**Collage using different textures**History:**Talk about famous figures and events from the past – Neil Armstrong/moon landing**Science:**Space |
| The Solar System x2 weeks | **The Natural World**Compared own environment to The Arctic / Antarctic/ Hot places (Autumn 2 and spring 1)Talk about what it is like in space compared to Bromsgrove (Weeks 1 and 2 summer 1)**Being imaginative and expressive**Songs previously practiced and performed (Nursery rhymes, songs linked to toics)**Speaking**Offering explanations as to what might happen and why – (spring 1)**Writing**Uses finger spaces, some capital letters and full stops when writing a sentence. | **Focus teaching/ group activities** \*Read Back to Earth with a bump (Twinkl story) – Can you remember any names to do with space?\*Elicit what the children already know about the solar system.\*Introduce names of the planets in the solar system\*Begin to learn the different planets and their environments.\*Planet riddles\*compare space with the Arctic, Bromsgrove and the Desert. Where would you rather live? Why?\*Where am I? Read clues children guess where Chris Hadfield/Neil Armsrtong are in the universe**Creative focus:** Marble paint the planets – colour mixing**Music:** Listen to music by composer Gustav Holst – Planets (Mercury/Mars) respond to the music in different ways, thinking about the tempo of the music.**Stories:** Back to Earth with a bump!**Song to learn:** If you blast off into space today**Continuous provision** \*Label the astronaut\*Use chalks and pastels to create the sun**Kapow Art – Marvellous Marks – drawing with chalk and pastels**\*Writing: Thought bubbles – Back to earth with a Bump.Draw and label a new planet.\*Describe a planet.\*What makes earth special?\*Create the planets using construction kits\*Paper plate planets / bubble painting the moon\*Role-play – ISS\*Small world – space themed\*Ipads – create a space scene\*Make s foil astronaut collage.\*Use skills of scrunching, tearing, ripping to design their new planet. | SpaceAstronaut Space words:MoonPlanetsRocketOxygen – airGravity Moon landingNeil ArmstrongSolar systemSome planet names – Earth, Mars, sun, Jupiter | \*To remember some of the planet names – Earth, Mars, Jupiter\*To remember that we live on Earth\*To know that the planets orbit the sun\*To say where they would rather live and give reasons | **Science:** The Solar System**Music:** Singing**Art:**Painting – marbling and colour mixingChalks and pastels to draw picture**D&T:**Junk model alien character |
| Whatever Next by Jill Murphy | **Speaking:**Talk for writing - The Enormous Turnip (spring 2)Using connectives to join ideas.Speaking in full sentences.Can retell the story, using talk for writing, (spring2) developed a deep familiarity with the text; some as exact repetition and some in his/her own words**Being imaginative and expressive**Songs previously practiced and performed (Nursery rhymes / topic related songs)**The natural world**Understanding of what it is like in space, what it is like to be an astronaut.Compare space to where we live in Bromsgrove/ Earth to other planets**Writing**Writing stories at length using talk for writing storyboards (The Enormous Turnip spring 2) | **Focus teaching/ group activities** \*Share chosen text – Whatever Next…\*Predict what it is about.\*What happened in the story? Retell events\*What is your favourite part of the story? Why?\*Talk for writing storyboard and actions\*Retell the story using actions, record video Seesaw**Focus activity:** Where would you rather live? – space, Arctic, Bromsgrove, desert island**Stories :** Whatever Next by Jill Murphy**Songs to learn:** Journey to the moon song**Continuous provision** :\*Writing: weekend news, Speech bubbles, What happened next?\*Space pictures using chalk\*Draw step by step owl like the story Whatever Next\*Act out the story Whatever Next using props.\*Make polydron planets\*Owl craft – scrunch tissue for the tummy, draw a round hands | Once upon a timeThe endNextThenAndSentenceFull stopCapital letter | \*To use a capital letter and full stop when writing a sentence.\*To remember the story of Whatever Next and to retell it verbally using story language from the text. | **D&T:** Junk modelling**Art:** Chalk pictures**Music:** Sing songs**English:** retell stories verbally and in writing using story language from the text |
| Whatever Next by Jill Murphy  | **Speaking:**Talk for writing - The Enormous Turnip (spring 2)Using connectives to join ideas.Speaking in full sentences.Can retell the story, using talk for writing, (spring2) developed a deep familiarity with the text; some as exact repetition and some in his/her own words**Being imaginative and expressive**Songs previously practiced and performed (Nursery rhymes / topic related songs)**The natural world**Understanding of what it is like in space, what it is like to be an astronaut.Compare space to where we live in Bromsgrove/ Earth to other planets**Writing**Writing stories at length using talk for writing storyboards (The Enormous Turnip spring 2) | **Focus teaching/ group activities** \*Sequence the story of Whatever Next…\*Shared writing of the story – beginning and middle**Focus activity:** Write the story using the talk for Writing story board to help**Stories –** Whatever next by Jill Murphy**Songs to learn:** In a rocket song**Continuous provision** \*Draw your own story map for whatever next \*Disc planets to decorate and hang (joining) \*Space writing activities\*Make a landing shuttle (cutting/ joining)**Kapow DT – Structures – junk modelling** | Once upon a timeThe endNextThenAndSentenceFull stopCapital letter | \*To use a capital letter and full stop when writing a sentence.\*To remember the story of Whatever Next and to retell it verbally using story language from the text.\*To re-write the story Whatever Next… using the appropriate story language and some of their own. | **D&T:**Making alien space ships using paper plates**Art:**Planet discs using glitter, glue and CD discs**English:** retell stories verbally and in writing using story language from the text**Music:** singing songs |
| Whatever Next by Jill Murphy  | **Speaking:**Talk for writing - The Enormous Turnip (spring 2)Using connectives to join ideas.Speaking in full sentences.Can retell the story, using talk for writing, (spring2) developed a deep familiarity with the text; some as exact repetition and some in his/her own words**Being imaginative and expressive**Songs previously practiced and performed (Nursery rhymes / topic related songs)**The natural world**Understanding of what it is like in space, what it is like to be an astronaut.Compare space to where we live in Bromsgrove/ Earth to other planets**Writing**Writing stories at length using talk for writing storyboards (The Enormous Turnip spring 2) | **Focus teaching/ group activities** \*Share a modelled version of Whatever Next with the activity on the moon changed.\*Share write children’s ideas to give examples of what is expected.**Focus activity:** Write the activity that they do on the moon. Not the whole story.**Stories –** Whatever next by Jill Murphy**Songs to learn:** In a rocket song**Continuous provision** \*Draw your own story map for whatever next \*Writing – What do you see from your window at night?\*Writing - I have learned….\*Make a space collage\*Junk modelling – Baby Bear’s aeroplane\*Junk modelling – airplanes from the story Whatever Next **Kapow DT – Structures – junk modelling**\*Earth and Space spot the difference |  | Once upon a timeThe endNextThenAndSentenceFull stopCapital letter | \*To use a capital letter and full stop when writing a sentence.\*To remember the story of Whatever Next and to change one activity that they do when they have landed on the moon.\*To re-write the story Whatever Next… but change one activity when on the moon | **D&T:**Making landing shuttle**Art:**Planet discs using glitter, glue and CD discs**English:** retell stories verbally and in writing using story language from the text**Music:** singing songs |
| Jigsaw  | **Jigsaw sessions** **Autumn 1 – Ourselves****Autumn 2 – Anti- Bullying****Spring 1 – Perseverance / Resilience****Spring 2 – Healthy Me** | I can identify some of the jobs I do in my family and how it feels to belong.I know how to make friends and stop myself from feeling lonely.I can think of ways to solve problems and stay friends.I am starting to understand the impact of unkind words.I can use Calm Me time to manage my feelings.I know how to be a good friend. | P, C & C: Reception.Talks about members of his/her immediate family and community.Names and describes people who are familiar to him/her.Building Relationships:Reception.Shows sensitivity to his/her own and to others’ needs (ELG).Building Relationships:Reception. Builds constructive and respectful relationships. Thinks about the perspectives of others.Forms positive attachments to adults and friendships with peers (ELG).Self-Regulation, Reception. Expresses his/her feelings and considers the feelings of others. Is able to identify and moderate his/her own feelings socially and emotionally. Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly (ELG).Self-Regulation, Reception. Is able to identify and moderate his/her own feelings socially and emotionally. Can set and work towards simple goals, is able to wait for what he/she wants and control his/her immediate impulses when appropriate (ELG). | **Vocabulary** FamilyFriendsRespectKindUnkindFeelingsControl | **What we want the children to remember**How to be a good friend.How to show kindness.We can try to control our feelings. | **PSED** **P, C & C** Talks about members of his/her immediate family and community.Names and describes people who are familiar to him/her. |
| Nursey Rhymes  | Autumn 1 and 2 Nursey Rhymes practiced Recap of nursery rhymes in spring 1 and 2 | Revist the nursery rhymes that we practiced in Last two terms:\*Row Row Row your boat \*Pat a cake \*I’m a little teapot\*Humpty Dumpty \*Ring a ring a roses \*Twinkle twinkle little star  | **Specific curriculum links** **L, A & U**Learns new vocabularyLearns rhymes Listens carefully to rhymes and songs, paying attention to how they sound**Being imaginative and Expressive** 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)Sings a range of well know nursery rhymes (ELG) | Rhyme Language within the rhymes e.g. short, stout, handle, spout, teapot, little, shout, pour…. | \* To sing 6 nursery rhymes either solo or in a group  | **English:** To know and perform rhymes |
| Indoor P.E:  | Autumn 1 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)Spring 1 - To use fundamental movements \*to travel across a bench. \*How to perform a stretch jump on the floor and from a bench/ box top. (tuck and star for HA)\*How to land safely when jumping on the floor and from a bench/ box top.\*To hold a balance (standing on one foot) for three seconds on a bench or floor spot. | **Gymnastics:**\*Basic gymnastic shapes – Pencil, Disc and arch, Tuck curled positions, Front and back support\*Weight bearing exercises – bunny hops into and over hoops and benches\*Landings – revisit safe landing, recap basic shapes, Practise star jumps, tuck jumps and move them onto benches to practise.\*Balance and walking on tiptoes – walking tall on their toes along a bench, forwards, backwards, sideways\*Follow my leader – choose 3 gymnastic shapes, balances or ways to travel. Demonstrate the three movements, fluently moving from one position to another. | **Managing self - ELG**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)**Physical Development - Reception**Know and talk about the different factors thatsupport their overall health and wellbeing: - regular physical activity (Reception)Is developing overall body-strength, balance, co-ordination and agility (Reception)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)Is revising and refining the fundamental movement skills he/she has already acquired; rolling, jumping, crawling, walking, running, hopping, skipping, climbingProgress towards a more fluent style of moving,with developing control and grace. | BalancePencilTuckArchDisc travel | \*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. \*To demonstrate a jump with a safe controlled landingHA: to be able to demonstrate a range of jumps (star, tucked) \*To be able to hold a range of balances. \*To bunny hop over a bench successfully transferring their weight.  | **P.E: Gymnastics** |
| Outdoor P.E | To move from one movement to another with fluency when climbing, running between obstacles, using small and large equipment (agility) Developing balance on bikes and trikes, climbing equipmentDeveloping coordination and body strength (skipping/ hopping/ jumping/running/climbing)Further develop ball skills that involve using equipment such as bats, rackets, hockey sticks. | In small groups children use the three areas of the playground.**\*Activity 1 - Adventure:** To encourage climbing, jumping, walking and managing own risks.**\*Activity 2 - Field** – running games (stuck in the mud, tag, cat and mouse)\*Activity 3- Bouncing a ball *Skills: I can show good control when using equipment in a range of ways – bouncing, catching, moving in different ways**Practise skills of bouncing a ball. Bounce to partner. Partner to catch the ball.*\*Activity 4 – Bike and trikes – being a safe pedestrian.\*Activity 5 – Field – Run or walk a mile\*Activity 6 – Aiming at a targetSkills - *I can show good control when using equipment in a range of ways – throwing a ball, aiming at a target*Throw overarm or underarm at basketball hoops from different distances. | **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) **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)**Physical Development** Know and talk about the different factors thatsupport their overall health and wellbeing: - regular physical activity (Reception)**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\*Is developing overall **body-strength, balance, co-ordination and agility**\*Combine different movements with ease and fluency.\*Is further developing and refining a range of ball skills including: **bouncing, passing, catching, aiming at a target**\*Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball**Demonstrates strength, balance and coordination when playing Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG)****Is able to negotiate space and obstacles safely, with consideration for himself/herself and others (ELG)** | BounceCatchAimOverarmUnderarm  | Fundamental movements-To move from one movement to another with fluency when climbing, running between obstacles, using small and large equipment (agility) Developing coordination and body strength (skipping/ hopping/ jumping/running/climbing/ hitting/ batting/ throwing)Further develop ball skills that involve **throwing, catching, bouncing a ball**. Become more accurate when **throwing a ball at a target. Begin to use the underarm / overarm action.** | **P.E – ball skills** |
| Forest school  | **Autumn 2 Forest school sessions.**  \*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. \*To use a handrill with support to make a hole in a piece of wood.**Spring 1 Forest school sessions** \*To develop storylines in their play.\*To use props and materials to role play pirate stories. \*To invent and adapt the pirate stories that they hear. \*To recognise that some environments are different to the one that they live in (pirate islands/ the sea)\*To use a trowel safely. \*To draw and label a simple map of the forest school area. **Spring 2 Forest school sessions** **\***To be able to identify signs of spring \*Talk about what they can see / feel and hear in Forest school area. \*To draw pictures of plants and animals that they see in relation to the signs of spring. \*To use a fire lighter to create and spark. \*To talk about how to be safe around a fire.  | Explore the Forest school area. Looking for seasonal clues Collect sticks for firewood Have a fire / fire safetyMelt chocolate on the fire (changing states of matter) Create own space station using tarpaulin and other den making equipmentCreate mud paints then paint a mud solar system (Kapow Art and Design- Outdoor Painting – revisit from Autumn 1)Space themed team games on the fieldHave a go at lighting their own fires (aluminium tin, cotton wool and fire lighter)**Stories: Whatever Next… by Jill Murphy****Tool use**: Equipment for making densFirelighters**Listening basecamp games**: Eye spy/ listen for what you can feel/hearWhat can you see Leaf whispers Sing topic related songs/ read topic related stories around basecamp.123 Where are you?**Science:** Comparing environments (Earth and Space)Fire (oxygen, spark and fuel) Changing states of matter (melting chocolate)  | 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:**Personal Social and Emotional Development** **Self- regulation** Expresses feelings and considers the feelings of others Can identify and moderate own feelings **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****Building relationships** Builds constructive and respectful relationships Thinks about the perspective of others **Physical Development** **Gross Motor skills** Revising fundamental movements- walking, jumping, running, climbing Developing overall body strength, coordination and balanceIs able to combine different movements with ease and fluencyIs further developing the skills he/she needs to manage the school day e.g. lining up**Fine motor skills** Is developing small motor skills so that he/she can use a range of tools competently, safely and confidently**Mathematics** **Number**Counts objects actions and soundsIs 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**Understanding the world** **The Natural world**Explores the natural world around themDescribes what they can see, hear and feel. Understands the effect of the changing seasons on the natural world around them**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 | **Areas of forest school** Base camp Fire pit Mud kitchen Swing Dens Stage Obstacle coursePond **Seasonal / Environment**summerTrees Leaves Name of any Weather / cold / freezing/ hot / warm **Fire**spark, oxygen, water, burn, embersMud paints mud, mix, texture, colour Space themeGravity, space, environment,space station, planets, Solar systemPlanet names**Melting chocolate**Melt, heat, solid, liquid, pour  | **\***To work cooperatively to make a space station \*To recognise that some environments are different to the one they live \*To mix mud and paint to make to make a team mud painting of the solar system **\*To** use a fire lighter to create a spark to light their own fire. (show perseverance) \*To talk about how to be safe around a fire. \*To know what happens to chocolate when it is heated on a fire. **Specific Curriculum links** \* **The Natural World – Reception** \*Identify key changes through the seasons.\*Remember the key to a successful fire.**Being Imaginative and Expressive – Reception** \*Is able to develop storylines and develop narrative in pretend play **Creating with materials – Reception** \*Makes use of props and materials when role playing characters in narratives and stories (ELG)\*Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)**The natural world –** Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter (ELG) | **Science:** Seasonal changesPlanets and solar systemsChanging states of matter (melting chocolate)Understanding what is needed to make a fire (spark, oxygen, fuel) **Geography**Exploring a local environment/ seasonal changes **PSHE**: Managing risks and following established rules **Art and Design:** Outdoor painting (mud) **P.E**Moving around in outdoor environment – fundamental movements- running, jumping, skipping, hopping climbing  |
| **Reading and Writing**  | **By end of Spring 2****REVIEW****Word reading:**Read individual letters by saying the sounds for them. **Autumn !: S a t p i n m d g o c k ck e u r s ss h b f ff l ll****Autumn 2 J v w x y z zz** Can read some letter groups that represent one sound and say the sound for them. Autumn 2: **qu ch sh th ng nk ai ee igh oa es****Spring 1: oo ar ur oo or ow oi ear air ure er ow (oa)**Is able to blend sounds into words, so that he/she can read short words made up of known letter- sound correspondences. Is able to read simple phrases and sentences made up of words with known letter- sound correspondences.**HRSW:**Can read a few common exception words matched to the schools phonic programme Autumn 1: **I the no put of is to go into pull as his**Autumn 2**: he she buses we me be push was her es my you.**Spring 1: **they all are ball tall when what** Spring 2: **said so have were out like some come there little one do children love****Writing**To spell words by identifying the sounds and then writing the sound/s with lettersCan write short sentences with words with known sound-letter correspondence. Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)Writes simple phrases and sentences that can be read by others (ELG) Writes recognisable letters, most of which are correctly formed (ELG)   | Phonics taught daily **Writing focuses during topic sessions:** * Easter holiday recount
* What planet am I?
* Write a letter
* Extended narrative – Whatever Next…
 | **Word reading**ReceptionReads individual letters by saying the sounds for themIs able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondencesCan read some letter groups that each represent one sound and say the sounds for themCan read a few common exception words matched to the school's phonic programmeIs able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception wordsReads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words (ELG)Can read words consistent with his/her phonic knowledge by sound-blending (ELG)Is able to say a sound for each letter in the alphabet and at least 10 digraphs (ELG)**Writing**ReceptionCan form lower-case and capital letters correctlyIs able to spell words by identifying the sounds and then writing the sound with letter/sCan write short sentences with words with known sound-lettercorrespondences using a capital letter and full stopRe-reads what he/she has written to check that it makes senseSpells 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)Writes simple phrases and sentences that can be read by others (ELG) | Phase 3 grapheme namesSyllableConsonantvowel**Use the vocabulary in lessons:**LetterSoundPhonemeGraphemeBlendSegmentDigraphTrigraph | **Word reading- Reception** **By end of Summer 1** **Word reading:**Read individual letters by saying the sounds for them. **Autumn !: S a t p i n m d g o c k ck e u r s ss h b f ff l ll****Autumn 2 J v w x y z zz** Can read some letter groups that represent one sound and say the sound for them. Autumn 2: **qu ch sh th ng nk ai ee igh oa es****Spring 1: oo ar ur oo or ow oi ear air ure er ow (oa)****Spring 2/ Summer 1- no new sounds introduced.** Is able to blend sounds into words, so that he/she can read short words made up of known letter- sound correspondences. ed /ed/cvcc / adjacent consonants / compound words ed /t/ ccvc ed /d/ ccvcc cccvcer /est cccvccIs able to read simple phrases and sentences made up of words with known letter- sound correspondences.Reads aloud simple sentences and books that are consistent with their phonic knowledge (ELG) **HRSW: (no new words introduced)** Can read a few common exception words matched to the schools phonic programme Autumn 1: **I the no put of is to go into pull as his**Autumn 2**: he she buses we me be push was her es my you.**Spring 1: **they all are ball tall when what** Spring 2: **said so have were out like some come there little one do children love****Writing**To spell words by identifying the sounds and then writing the sound/s with lettersCan write short sentences with words with known sound-letter correspondence. Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)Writes simple phrases and sentences that can be read by others (ELG) Writes recognisable letters, most of which are correctly formed (ELG)   | **English** |
| **Mathematics** Children are taught mathematics during daily sessions. These sessions are taught discretely in order to build on the children’s next steps. 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.  | **Aut 1 and 2**\*Composition of 1-5 \*Comparing numbers 1 – 5\*One more and one less to 5\*2D shapes – circles, triangles, shapes with four sides\*Positional language\*Time – times of the day, daily routines\*Making simple repeating patterns\*Comparing amounts, matching and sorting**Spring 1 and 2***\**Introducing 0 \*comparing numbers to 8 *\*Composition of 4, 5, 6, 7, 8* \*Compare mass and capacity \* Length, height and time\*Introducing 9 & 10\*Comparing numbers to 10\*Know number bonds to 10\*3D shape –name 3D shapes, nets and how they make a shape, rotate and manipulate shapes to build bigger shapes,**\*Pattern –** Copy, continue and create patterns that are not just ABAB patterns. | **White Rose maths****To 20 and beyond: (2 weeks)**\* Build numbers beyond 10 (to 20)\*Continue patterns beyond 10 (to 20)\*Verbal counting beyond 20\*Verbal counting patterns**How many now? (1 week)**\*Add more\* How many did I add?\*Take away\*How many did I take away?**Manipulate, Compose and decompose (2 weeks)**\*Select shapes for a purpose\*Rotate shapesManipulate shapes\*Explain shape arrangements\*Compose shapes\*Decompose shapes\*Copy 2D shape pictures\*Find 2D shapes within 3D shapes**Sharing and grouping (1 week steps 1-5)**\*Explore sharing\*Sharing\*Explore grouping\*Grouping\*Even and odd sharingDuring each session children are encouraged to demonstrate reasoning skills and to answer in full sentences   | **Number****Reception****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)****Numerical patterns****Reception****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, just as numbers can****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)****Is able 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)** | RotateAddAdditionTake awaySubtractEqualsIs the same asTeens numbers to 20MoreLess ForwardsBackwards | **Mathematics**\*To remember the names of teens numbers\*To identify teens numbers to 20\*To be able to add one more, two more\*To be able to take away one, two\*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 | **Maths – number and shape, space and measures** |

To update: Maths and RE.