

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 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 * Paper chain caterpillars * Junk model caterpillars * Purple mash- painting butterflies * Playdough butterflies * Hungry Caterpillar board games * Bug hunts * Construction insects (interstar) * Mini beats investigation station.</p> <p>Rhyme to learn:</p> <p>Stories The very Hungry Caterpillar</p> <p></p> <p>https://www.youtube.com/watch?v=vkYmvxPOAJI (Read by Eric Carle)</p>	<p>Creating with Materials Reception</p> <p>Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them Creates collaboratively sharing ideas, resources and skills Makes use of props and materials when role playing in narrative and stories (ELG)</p> <p>Being imaginative and Expressive Reception</p> <p>Listens attentively, moves to and talks about music, expressing his/her feelings and responses Watches and talks about dance and performance art, expressing his/her feelings and responses. 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 Explores and engages in music making and dance, performing solo or in a group</p> <p>Comprehension Reception</p> <p>Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment</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>Specific curriculum links Comprehension Demonstrates an understanding about what has been read to them by retelling stories and narratives 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) Understanding the World Understands some important processes and changes in the natural world around them (ELG)</p>	<p>Art: Drawing pictures of holiday activities Printing caterpillars using cardboard tubes 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 How to be healthy</p>

<p>The Very Hungry Caterpillar</p> <p>Observing live caterpillars</p>	<p>Previous Week –</p> <p>*To develop a deep familiarity with the ‘The Very Hungry Caterpillar’ story</p> <p>*To remember key story vocabulary</p> <p>*New vocabulary introduced</p> <p>Hungry Caterpillar</p> <p>Fruit</p> <p>Vegetable</p> <p>Healthy</p> <p>Unhealthy</p> <p>Egg</p> <p>Caterpillar</p> <p>Tiny</p> <p>Fat</p> <p>Chrysalis</p> <p>Emerge</p> <p>Butterfly</p> <p>Life cycle</p>	<p>Focus teaching / group activities</p> <p>*Use story map to retell the story of the Very Hungry Caterpillar</p> <p>*Discuss life cycles</p> <p>*Make links to other life cycles we have learned about (Frog-spring 2)</p> <p>*Discuss their own lifecycle (baby, toddler, child, teenager, adult)</p> <p>https://www.youtube.com/watch?v=SdprpVClhu0</p> <p>*Teacher focus- To write a retell of The very Hungry Caterpillar.</p> <p>Stories: The Very Hungry Caterpillar</p> <p>Rhyme: Fuzzy wuzzy creepy crawly.</p> <p>Continuous Provision activities:</p> <p>*If I were a caterpillar, I would eat...(writing)</p> <p>*Life cycle of a butterfly book</p> <p>*Life cycle paper plate</p> <p>*Symmetrical hand print butterflies</p> <p>*Tissue paper butterflies</p> <p>*Frog face (paper plate/ handprints)</p> <p>*Junk model butterflies</p> <p>*Purple mash- butterflies/ garden centre activities/ drawing mini beasts</p> <p>*Playdough bugs</p> <p>*Knex butterflies</p> <p>*Minibeast investigation area.</p>	<p>Anticipates, where appropriate, key events in stories (ELG)</p> <p>Demonstrates an understanding of what has been read by retelling stories and narrative using their own words and recently introduced vocabulary (ELG)</p> <p>Listening, Attention & Understanding Reception</p> <p>Uses new vocabulary through the day</p> <p>Engages in storytimes</p> <p>Listens to and talk about stories to build familiarity and understanding</p> <p>Listens carefully to rhymes and songs, paying attention to how they sound</p> <p>Learns rhymes, poems and songs</p> <p>Engages in non-fiction books</p> <p>Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Speaking Reception</p> <p>Asks questions to find out more and to check he/she understands what has been said to him/her</p> <p>Is able to articulate his/her ideas and thoughts in well-formed sentences</p> <p>Can connect one idea or action to another using a range of connectives</p> <p>Is able to describe events in some</p> <p>Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</p> <p>Is developing social phrases</p> <p>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>Uses new vocabulary in different contexts</p>	<p>Hungry Caterpillar</p> <p>Fruit</p> <p>Vegetable</p> <p>Healthy</p> <p>Unhealthy</p> <p>Egg</p> <p>Caterpillar</p> <p>Tiny</p> <p>Fat</p> <p>Chrysalis</p> <p>Emerge</p> <p>Butterfly</p> <p>Life cycle</p>	<p>*To write a retell of the story “The very hungry caterpillar” using a story map.</p> <p>*To observe the growing live caterpillars</p> <p>*To order and discuss a range of life cycles (butterflies, child, frog)</p> <p>Specific curriculum links</p> <p>Writing</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>Comprehension</p> <p>Demonstrates an understanding about what has been read to them.</p> <p>Speaking</p> <p>Is able to describe events in some detail (life cycles)</p> <p>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</p> <p>Learns and use new vocabulary</p> <p>Engages story times</p> <p>Listens to and talks about stories to build familiarity and understanding</p> <p>Being imaginative and Expressive:</p> <p>Invents, adapts and recounts narratives and stories with peers and his/her teacher (ELG)</p> <p>Understanding the World</p> <p>Understands some important processes and changes in the natural world around them (ELG)</p>	<p>Art:</p> <p>Tissue paper butterflies</p> <p>Symmetrical hand print butterflies</p> <p>English:</p> <p>Retelling/ story map of ‘The very Hungry caterpillar’.</p> <p>Writing opportunities: What I would eat if I was a caterpillar/ Life cycle books</p> <p>Rhyme to learn and perform: Fuzzy wuzzy caterpillar</p> <p>Design</p> <p>Technology:</p> <p>Play dough- bugs</p> <p>Junk modelling butterflies</p> <p>Paper plate frog.</p> <p>Science:</p> <p>Observing live caterpillars, life cycles(butterfly, child)</p> <p>Mini beast investigation area.</p>
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<p>The Bad Tempered Ladybird</p>	<p>Previous 2 weeks – Eric Carle story</p> <p>Previous 2 weeks learning about Caterpillars</p>	<p>Focus teaching/ group activities</p> <p>Read/watch 'The Bad-Tempered Ladybird'.</p> <p>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? The very busy spider.</p> <p>Rhyme to learn: Insects all around / Andy's animal raps: https://www.bbc.co.uk/teach/bring-the-noise/andys-raps-minibeasts/zfwbhbk</p> <p>Teacher focus activity: Write a speech bubble: I feel bad tempered when.....</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? *What can I do to make someone else happy? Make a paper plate ladybird *Use mirrors to draw a grumpy/happy face *Ladybird lifecycle headband *Junk model ladybirds *Purple mash paint a ladybird *Salt dough ladybirds *Bad tempered ladybirds stick puppets *The very busy Spider game *Lego mini beasts *Minibeast investigation area. 	<p>Past and present Nursery</p> <p>Is beginning to make sense of his/her own life-story and his/her family's history</p> <p>Reception</p> <p>Comments on images of familiar situations in the past</p> <p>Is able to compare and contrast characters from stories, including figures from the past.</p> <p>People, Culture and Communities Reception</p> <p>Talks about members of his/her immediate family and community</p> <p>Names and describes people who are familiar to him/her</p> <p>Understands that some places are special to members of his/her community</p> <p>The Natural World Reception</p> <p>Explores the natural world around him/her</p> <p>Understands the effect of changing seasons on the natural world around him/her</p> <p>Recognises that some environments are different to the one where they live</p> <p>Describes what they see hear and feel whilst outside</p> <p>Self-regulation Reception</p> <p>Expresses his/her feelings and considers the feelings of others</p> <p>Is able to identify and moderate his/her own feelings socially and emotionally</p> <p>Managing self</p>	<p>Ladybird Lifecycle Bad tempered Speech bubbles Friendly/unfriendly.</p>	<p>*To understand the word "bad tempered"</p> <p>*To talk about what makes them bad tempered.</p> <p>*To Talk about ways to be friendly to others</p> <p>*To talk about how they can help others to feel better.</p> <p>Specific curriculum links Comprehension</p> <p>*Demonstrates an understanding about what has been read to them.</p> <p>L, A & U</p> <p>*Learns new vocabulary</p> <p>*Engages in story times</p> <p>Self-regulation:</p> <p>*Expresses feelings and considers the feelings of others.</p> <p>*Is able to moderate feelings socially and emotionally</p> <p>*Shows an understanding of their own feelings and those of others and is beginning to regulate behaviour accordingly.</p> <p>Building relationships</p> <p>*Builds constructive and respectful relationships</p> <p>Thinks about the perspective of others</p> <p>Shows sensitivity to others (ELG)</p>	<p>English:</p> <p>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</p> <p>Art: Drawing grumpy and happy faces in a mirror Paint a ladybird on purple mash Salt dough ladybirds</p> <p>Design</p> <p>Technology: Paper plate ladybird Ladybird life cycle headband Lego minibeast Junk model ladybirds</p> <p>Science: Ladybird life cycle Mini beast investigation area.</p> <p>PSED: feeling bad tempered.</p>
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<p>The Very busy Spider</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 *Read the very busy spider (making links to other Eric carle stories) *Introduce story map and use to retell story together as a class *Repeat this several times throughout the week to develop deep familiarity. *Non fiction text 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?</p> <p>Focus group activity: *To write a retell of the very busy Spider using a story map.</p> <p>Stories *The very busy spider (Eric Carle) * Why the spider has long legs.</p> <p>Songs *Insy Winsy Spider * Andy’s animal raps</p> <p>Continuous provision *weekend news *Sequence pictures of animals in the story *Write spider facts *Spider pictures/ chalk and black paper *Step by step how to draw a spider *Make a moving spider * Junk model a spider *Make a drainpipe with a moving spider *Purple mah: paint a spider *Very busy spider board game *Weaving – web on paper plates *Mini beast music – outside *Mini beast investigation area.</p>	<p>Reception Sees himself/herself as a valuable individual Manages his/her own needs around personal hygiene Shows resilience and perseverance in the face of challenge Can explain the reasons for rules, knows right from wrong, and tries to behave accordingly (ELG) Is confident to try new activities and shows independence, resilience and perseverance in the face of a challenge (ELG) Manages own basic hygiene and personal needs, including dressing and going to the toilet (ELG)</p> <p>Building relationships Reception</p> <p>Builds constructive and respectful relationships Thinks about the perspectives of others</p>	<p>Spider Busy Web Non fiction Africa</p>	<p>*To write a retell of ‘The very busy Spider’ *To know about non fiction texts *To recall some facts about a spider. *To make simple comparisons between Africa and the local area.</p> <p>Specific curriculum links: 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 Listens to and talks about non fiction to develop deep familiarity with new knowledge and vocabulary 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). 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>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 Design Technology: Junk modelling spiders/ moving spiders/ spider and drainpipe. Science: Non fiction texts- Spiders Geography: Comparing Africa to local area/ Google Earth.</p>
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<p>Week 5</p> <p>Minibeast Encyclopaedia</p>	<p>Space non fiction texts (spring 2) Space facts (Spring 2)</p>	<p><u>Focus teaching/ group activities</u> *Discuss non fiction texts *Explain what an encyclopaedia is. *Choose minibeasts to learn information about. *Discuss alphabetical order *Sing alphabet song</p> <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> *Mini beasts sentences *My favourite minibeast *Draw and label a minibeast/ write a fact *peg insects *Paint your favourite minibeast *Make a butterfly feeder *Purple mash: mini beast facts *Make a bug hotel *Mini beast colouring *Mini beast investigation area</p> <p><u>Rhyme:</u> *Here is the beehive</p>		<p><u>Vocabulary</u></p> <p>Non fiction Facts Alphabetical order</p>	<p><u>What we want the children to remember</u></p> <p>. *To know what a non- fiction text is *To understand what a fact is</p> <p><u>Specific Curriculum Links</u></p> <p><u>Comprehension:</u> 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> <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><u>English:</u> writing opportunities: writing mini beast facts Sharing non fiction texts.</p> <p><u>Art:</u> painting favourite mini beasts / Mini beast colouring</p> <p><u>Design Technology</u> Junk modelling – make a butterfly feeder/ make a bug hotel</p> <p><u>Science:</u> facts about mini beasts / investigation area</p>
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<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 <u>*Ugly bug ball preparation.</u> <u>*Mind map ideas as to what to do to plan a party</u> <u>*Create an invitation as a whole class</u></p> <p>Focus writing activity: Create a poster to tell everyone about the Ugly Bug ball</p> <p>Stories: Mad about Mini beasts by Giles Andrae and David Wojtowycz https://www.youtube.com/watch?v=I7aHXEsdFQ4</p> <p>Song/rhyme: Shoo fly</p> <p>Continuous provision activities: <u>*mini beast word search</u> <u>*Write about how to make a mini beast hotel</u> <u>*find and colour mini beasts pictures</u> <u>*Finger print insects</u> <u>*Make a mini beast party hat</u> <u>* Playdough mini beasts</u> <u>*Purple mash- snail</u> <u>*mini beast pencil control sheets</u> <u>*mini beast investigation area.</u></p>		<p>Vocabular y</p> <p>Party Poster Advertise Bright Colourful Bold</p>	<p>What we want children to remember</p> <p><u>*That a poster needs to be bright and colourful</u> <u>*It needs to include important information.</u></p> <p>Specific Curriculum links</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>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>Jigsaw</p>	<p>Jigsaw sessions Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1</p>	<p>Healthy Me</p> <p>*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</p>	<p>Vocabular 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.</p>	<p>PSED</p>

			<p>*Shows sensitivity to his/her own and to others' needs (ELG).</p> <p>Past and Present</p> <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).</p>		<p>*Talk about their feelings about moving to Year 1</p> <p>*To talk about the best bits of being in Reception.</p>	
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>Specific curriculum links</p> <p>L, A & 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>Being imaginative and Expressive</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>	<p>Vocabular y</p> <p>Rhyme</p> <p>Langauge within the rhymes</p>	<p>What we want the children to remember</p> <p>*To sing 6 nursery rhymes either solo or in a group</p>	<p>English:</p> <p>To know and perform rhymes</p>
Indoor P.E:	<p>Autumn 1</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</p>	<p>Mini Beast Dance</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.....</p> <p>*Choose another 3 mini beasts and repeat above.</p> <p>* 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.</p>	<p>Specific Curriculum links</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>Vocabular y</p> <p>Describing words for movement s of mini beasts</p> <p>Movement s</p> <p>Transition movement s</p> <p>Jump leap turn spins</p>	<p>What we want the children to remember</p> <p>*To perform a simple dance that includes 6 different movements</p> <p>*To include a transition between movements.</p>	<p>P.E/ dance</p> <p>Fundamental movements</p> <p>Agility, balance and coordination.</p> <p>Basic movements- Jumping, and coordination.</p> <p>Perform dances using simple</p>

	<p>foot) rolling (in a stretch position)</p> <p>Summer 1 *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>Choose their favourite three movements to put together to create a mini dance * Discuss how they can move from one movement into another. 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>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>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>roll skip hop</p> <p>Start and finish position</p>		<p>movement patterns</p>
Forest school	<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</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</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>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</p> <p>Gross Motor skills Revising fundamental movements- walking, jumping, running, climbing Developing overall body strength, coordination and balance</p>	<p>Areas of forest school Base camp Fire pit Mud kitchen Swing Dens Stage Obstacle course Pond</p> <p>Seasonal / 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</p> <p>Understanding what is needed to make a fire (spark, oxygen, fuel)</p> <p>Finding insects in their natural environment</p> <p>Geography:</p>

	<p>*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.</p> <p>Spring 1 Forest school</p> <p>*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 use a trowel safely. *To recognise that some environments are different to the one that they live in (pirate islands/ the sea) *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 *Talk about what they can see / feel and hear in Forest school area. *To plant a seed and know what the seed needs to help it grow. *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.</p> <p>Summer 1 Forest School</p> <p>*To work cooperatively to make a space station. *To recount and adapt the 'Whatever Next' story. *To use props and materials in role play of 'Whatever Next' story.</p>	<p>trees. Draw the insects that you find.</p> <p>*Work collaboratively to build a minibeast hotel</p> <p>*Observe the hotel built.</p> <p>*Fire lighting (cotton wool and firelighters)</p> <p>*Have a fire/ cook popcorn.</p>	<p>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> <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>Animal/ insect names. Habitat Environment</p> <p>Fire Fuel, spark, oxygen, water, burn.</p>		<p>Exploring a local environment</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</p> <p>Working collaboratively to make a insect hotel.</p>
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	<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 own fire. (show perseverance)</p> <p>*To talk about how to be safe around a fire.</p>				
<p>Reading and Writing</p>	<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 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 qu ch sh th ng nk ai ee igh oa es 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/cccvc/ cccvcc Ed ed (t) ed (d) er est</p> <p>Summer 2 ay ou ie ea oy ir ue aw wh ph ew oe</p>	<p>Phonics taught twice daily using the ELS phonics scheme</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</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</p>

	<p>HRSW: Please once any many again who whole where two</p>		<p>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) Writes simple phrases and sentences that can be read by others (ELG)</p>		<p>Writing 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 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) Writes recognisable letters, most of which are correctly formed (ELG) 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</p>	<p>Number and Numerical patterns- Autumn 1 *compare amounts using the language more/ fewer *Counting by rote to at least 10 *Make comparisons of objects by size, weight, length, capacity</p> <p>Autumn 2 *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</p>	<p>White Rose Maths – Phase 8. First then now.</p> <p><u>Week 1</u> Spatial reasoning 2 (Combine shapes to make new shapes)</p> <p>White rose Maths- Phase 9 Find my pattern</p> <p><u>Week 2</u> Doubling, Sharing and grouping, odd and evens.</p> <p><u>Week 3</u> Positional Language</p> <p><u>Week 4</u> Deepening understanding</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 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> <p>Numerical patterns Reception</p> <p>Can select, rotate and manipulate shapes in order to develop spatial reasoning skills</p>	<p>Shape</p> <p>Shape names – square, triangle, rectangle Cube, cuboid, sphere, cylinder.</p> <p>Turn round. Rotate. Shape/arrangement. Positional language.</p> <p>Double Share Odd Even Equal</p>	<p>Numerical patterns</p> <p>*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</p>	<p>Maths</p> <p>Shape Positional language Repeating patterns Symmetrical patterns</p> <p>Doubling Sharing Odd and even Counting in 2's</p>

<p>the continuous provision, inside and outside, to continue to promote and embed the learning.</p>	<p>numbers to 5 e.g. 2+1=3 Spring 1 *composition of 4 and 5 *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>Give time and opportunities to engage in problem solving and develop critical thinking skills link to familiar stories.</p> <p><u>Week 5</u> Patterns and relationships Explore and investigate relationships between numbers and shapes. Copy and continue and create patterns and symmetrical constructions.</p> <p><u>Week 6</u> Spatial reasoning- making maps and plans</p> <p>During each session children are encouraged to demonstrate reasoning skills and to answer in full sentences</p>	<p>Investigates composing and decomposing shapes and recognises a shape can have other shapes within it. 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>Fair Unfair Group</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>	<p>* To count in 2's *To create and draw maps</p>	
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<p>Outdoor P.E- to update from helen.</p> <p>Children have access to outdoor resources and equipment. They move round the activities during their outdoor games afternoon. (Thursday)</p>	<p>Autumn 1 Access to: *Adventure play area *Sensory area *Bikes and trikes *Large balls</p> <p>Autumn 2 *Adventure play area *Sensory area *Bikes and trikes *Climbing wall *Ball skills</p> <p>Spring 1 To update</p>	<p><u>Week 1-3</u></p> <ol style="list-style-type: none"> 1.) Adventure: To encourage climbing, jumping, walking and managing own risks 2.) Field running / walking a mile (11 laps of the playground) 3.) Bat and ball (Hockey) <p><u>Week 4-6</u></p> <ol style="list-style-type: none"> 1.) Parachute games 2.) Running games 3.) Ball skills 	<p>Specific curriculum links</p> <p>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)</p> <p>Physical Development - Reception 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>Vocabulary</p> <p>walk, run, jump, hop, climb, over, under, though, balance, aim, accurate, target throw, catch, hit, control</p>	<p>What do I want children to remember?</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>P.E</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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