

Theme	Prior Knowledge (Linked to aged 3-4 years)/ experiences in Autumn 1 / 2 Spring 1	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
Enormous Turnip	<p>Autumn 1 Traditional tales Gingerbread man/Goldilocks/Three bears/Three Little pigs Little red hen</p> <p>Own experiences visiting farms/ growing</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 * Read “The Enormous Turnip” (twinkl ppt) * Role-play the story as a class using masks. Make sure they use the key vocabulary in the story (Once upon a time, enormous, budge, so, suddenly) *Record the storyboard Talk for Writing – talk through actions. Chn to create actions with you so that they remember the story each time they go through the storyboard</p> <p>Continuous provision activities *Weekend news *I can see (Enormous turnip picture prompt) *Cut and stick story map *Caption writing for Enormous Turnip pictures *Paint a picture of something you did over the holiday *Make a turnip (Cut out hands for the top) *Investigating fruit and vegetables *Soil – Water sprays/ pots and trowels *Spot the difference picture *Enormous Turnip game *Construction: Make plants and flowers * Junk model a tractor * Farm shop role play *Small world farm.</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</p>	<p>Enormous Turnip Vegetable Budge Character names Once upon a time Suddenly</p>	<p>*To develop a deep familiarity with the ‘Enormous Turnip’ story</p> <p>*To remember key story vocabulary such as: Once upon a time, suddenly, budge..</p> <p>Specific curriculum links</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</p> <p>L, A & U Learns and uses 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: Invents, adapts and recounts narratives and stories. (ELG)</p>	<p>Art: Painting pictures of holiday activities Turnip pictures (handprints for tops)</p> <p>Design Technology Junk model a tractor Using construction resources to make flowers and plants</p> <p>English: Retelling/ role play/ story map of traditional tale (Enormous Turnip) Role play – Farm shop Small world – farm Free writing opportunities with story prompts</p>

		<p>Nursery Rhyme to revisit: I'm a little teapot/ Incy Wincey spider/Row Row Row your boat.</p> <p>Stories The Enormous Turnip (Twinkl)</p> <p>Different version of the storyhttps://www.youtube.com/watch?v=mGw5yTOPTSQ</p>	<p>fluency and his/her understanding and enjoyment Anticipates, where appropriate, key events in stories (ELG) 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 Engages in storytimes Listens to and talk about stories to build familiarity and understanding Listens carefully to rhymes and songs, paying attention to how they sound Learns rhymes, poems and songs Engages in non-fiction books 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 Is able to articulate his/her ideas and thoughts in well-formed sentences Can connect one idea or action to another using a range of connectives Is able to describe events in some Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen Is developing social phrases 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>Science: Investigating fruit and Vegetables Soil play Small world-Farm</p> <p>P.S.H.E Spot the difference pictures Playing games</p>	
Enormous Turnip	<p>Previous Week – *To develop a deep familiarity with the 'Enormous Turnip' story</p> <p>*To remember key story vocabulary such as: Once upon a time, suddenly, budge..</p>	<p>Focus teaching / group activities *Go through Talk for writing storyboard as a class "The Enormous Turnip" with the actions *Role play whilst chanting the Talk for Writing – use masks *Practise writing the start of the story together – modelled writing using talk for writing (smartboard)</p> <p>*Teacher focus- Orally retell the 'Enormous Turnip ' story using a story map.</p> <p>Nursery Rhymes to revisit: Ring o Roses Humpty Dumpty Twinkle Twinkle</p> <p>Stories: Sing along version of 'The Enormous Turnip' https://www.youtube.com/watch?v=5NqInV6_g5M</p> <p>Continuous Provision activities:</p> <p>*Weekend news *Enormous Turnip (free writing)</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 Is able to articulate his/her ideas and thoughts in well-formed sentences Can connect one idea or action to another using a range of connectives Is able to describe events in some Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen Is developing social phrases 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>Enormous Turnip Vegetable Budge Character names Once upon a time Suddenly</p>	<p>*To orally retell the story 'The Enormous Turnip' using a story map.</p> <p>Specific curriculum links</p> <p>Comprehension Demonstrates an understanding about what has been read to them.</p> <p>Speaking Is able to describe events in some detail 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 new vocabulary Engages story times Listens to and talks about stories to build familiarity and understanding</p>	<p>Art: Still life drawing of a turnip/ paper tissue turnip</p> <p>English: Retelling/ role play/ story map/ puppets/mask s of traditional tale (Enormous Turnip) Role play – Farm shop Small world – farm Free writing opportunities with story prompts</p> <p>Design Technology:</p>

		<ul style="list-style-type: none"> *I can see (Enormous turnip picture prompt) * Finger puppets and masks of characters *Tissue paper turnip * Still life turnip drawing *Playdough mats – Enormous Turnip * Soil – Water sprays/ pots and trowels * Enormous Turnip puzzle *Duplo- make a garden *Junk model- Make a animal in the story (cat/dog/mouse) *Role play- Farm shop *Small word – farm. 	<p>Uses new vocabulary in different contexts</p> <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>Being imaginative and Expressive:</p> <p>Invents, adapts and recounts narratives and stories with peers and his/her teacher (ELG)</p>	<p>Play dough-making characters from the story</p> <p>Junk modelling animals from the Enormous Turnip story.</p> <p>Masks of story characters</p> <p>Science: Soil play Small world-farm</p>
<p>Enormous Turnip</p> <p>Growing seeds.</p> <p>Planting bulbs in outside area.</p>	<p>Previous 2 weeks</p> <p>*To develop a deep familiarity with the 'Enormous Turnip' story</p> <p>*To remember key story vocabulary such as: Once upon a time, suddenly, budge..</p> <p>*To orally retell the 'Enormous Turnip story' using a story map.</p>	<p>Focus teaching/ group activities</p> <ul style="list-style-type: none"> * Retell the Enormous Turnip story using story map. * Model writing the start of the story.... *Share children's stories. * Look at the sweet peas that are growing (Forest School) - Recall how they planted them. *Watch first 1:30 mins from BBC learning clip: https://www.bbc.com/bitesize/clips/zc62tfr Ask children 'What do seeds need to grow?' Read and act out planting a seed, following Twinkl https://www.twinkl.co.uk/resource/t-t-859-how-to-grow-a-plant-display-posters?sign_in=1 <p>How to Grow a Plant.</p> <p>Stories: retell Enormous Turnip using actions</p> <p>Continuous provision</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>Enormous Turnip</p> <p>Vegetable Budge</p> <p>Character names</p> <p>Once upon a time</p> <p>Suddenly</p> <p>Seeds</p> <p>Soil</p> <p>Water</p> <p>Sun</p> <p>Grow</p>	<p>*To write a retell of the Enormous Turnip.</p> <p>*To know what a seed needs to help it to grow.</p> <p>*To order pictures of a growing seed.</p> <p>Specific curriculum links Comprehension</p> <p>*Demonstrates an understanding about what has been read to them.</p> <p>L, A & U</p> <ul style="list-style-type: none"> *Learns new vocabulary *Engages in story times *Listens to and talks about stories to build familiarity and understanding <p>Writing</p> <p>*Can form lower- and upper-case letters correctly</p>	<p>English:</p> <p>Enormous Turnip- retell</p> <p>Name and describe a new flower.</p> <p>Small word: Garden</p> <p>Role play: Farm shop</p> <p>Art: Draw and label a garden</p> <p>Colour, cut and stick flowers to make a bouquet</p> <p>Drawing flowers (ipads)</p> <p>Design a plant pot.</p>

		<ul style="list-style-type: none"> *Label a garden / colour *Draw a garden and label *Order pictures for planting a seed *write a sentence for each picture *Design a flower, name and describe it *Design a flower pot label for plant pot to give mum. * Colour, cut and stick flowers to make a bouquet *Make playdough flowers *Ipad- draw a flower (purple mash) *Build a greenhouse (construction resources) *Make a garden, using a large boxes (straws lollipop sticks, tissue squares, collage materials, garden magazines, Duplo? Lego- artificial grass. *role play- Farm shop * Small word design a garden 	<p>Managing self Reception</p> <p>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>		<ul style="list-style-type: none"> *Is able to spell words by identifying the sounds and then writing the sounds with letters *Can write short sentences with words with known sound-letter correspondences. *Re-reads what they have written to check it makes sense. 	<p>Design Technology: Design a new flower. Design a garden Use construction resources to make a green house.</p> <p>Science: How a seed grows.</p>
Mother's Day	<p>Other church related celebrations celebrated in Autumn 1 ,2 and Spring 1</p> <p>Autumn 1 Harvest Autumn 2 Christmas</p> <p>Spring 1 – Valentines Day</p> <p>R.E- special places Spring 1</p>	<p>Focus teaching/ group activities</p> <ul style="list-style-type: none"> *Read and discuss: All about Mothers Day *Listen to the story 'I love my Mummy – Giles Andreae. *Learn a Mother's Day Poem. *Read and discuss: How my Mum is Special <p>Circle time: How will I celebrate Mother's Day ?</p> <p>Focus group activity: Make a Mother's Day card and write a message.</p> <p>Stories I love my Mummy – Giles Andreae</p>		<p>Mother's Day Mothering Sunday Church Respect Thankful Grateful</p>	<ul style="list-style-type: none"> *To know about Mother's Day and talk about some ways it is celebrated. *To talk about how they will celebrate Mother's Day and what they can be thankful for. <p>Specific curriculum links: L, A & U Listens carefully to rhymes, paying attention to how they sound/ learns rhymes Engages in story times Engages in non- fiction texts Listens to and talks about non fiction to develop deep familiarity with new knowledge and vocabulary (Rec)</p>	<p>English: non fiction texts- Mother's Day information. Learning and performing a Mother's Day Poem. Writing Mother's Day cards Free writing about Mom.</p> <p>Art: Painting pictures of Mom.</p>

		<p><u>Continuous provision</u></p> <ul style="list-style-type: none"> *Make own Mother's Day cards *Mother's Day certificates *Write about your Mom *I love you more than.... Sentences * Cake case flowers *Pipe cleaner and tissue paper flowers *Paint a picture of Mom *How to draw a flower (ipads) *3D shape purple mash game (ipads) *Write a message to Mom in wet sand *Construction resources: make something that Mom would like. *Junk model Mom *Farm shop role play *Garden- with frogspawn. Tadpoles, frogs..(Small world) 		<p><u>Speaking</u></p> <p>Is able to articulate ideas and thoughts in well-formed sentences</p> <p>Can connect one idea to another using a range of connectives</p> <p><u>Being Imaginative</u></p> <p>Performs rhymes with others.</p> <p><u>People, Culture and communities</u> Recognise the people celebrate in different ways.</p> <p><u>Self -Regulation:</u> Considers the feelings of others</p> <p><u>Building Relationships:</u> Shows sensitivity to others</p>	<p>Making Mother's Day card</p> <p>How to draw (ipads) – flowers</p> <p>Design Technology:</p> <p>Junk modelling of their mom.</p> <p>Pipe cleaner and tissue paper flowers</p> <p>Cake case flowers</p> <p>Science:</p> <p>Farm shop role play</p> <p>Small world-tadpoles / frogs (lifecycles)</p> <p>R.E Religious celebrations (Mother's Day)</p>	
Easter Week 5	<p>R.E Autumn 1 – <u>Being Special where we belong - To understand what makes us special and welcomed. To know we belong to a group - religious or non-religious.</u></p> <p>R.E Autumn 2- <u>Why is Christmas Special to Christians?</u> To understand that</p>	<p><u>Focus teaching/ group activities</u></p> <p>Easter"- Unit F3</p> <p>'Why is Easter special to Christians?'</p> <p>Show picture of Jesus (first page of 'All About Palm Sunday' PowerPoint). <u>Do children know who this is? Can they remember any stories about Him?</u></p> <p>Work through 'All About Palm Sunday' PowerPoint.</p>		<p><u>Vocabulary</u></p> <p>Christians</p> <p>Easter</p> <p>Palm Sunday</p> <p>Maundy Thursday</p> <p>Good Friday</p> <p>Easter Saturday</p> <p>Easter Sunday</p> <p>Resurrected</p> <p>Died</p>	<p><u>What we want the children to remember</u></p> <p>* To be able to retell the Easter Story using picture prompts</p> <p>To know why Easter is celebrated by Christians.</p> <p><u>Specific Curriculum Links</u></p> <p><u>R.E Agreed Syllabus</u></p> <p>Recognise and retell stories connected with celebrations of Easter (RE Making Sense).</p>	<p>Religious Education:</p> <p>Easter Story</p> <p>Talking about own experiences of celebrating Easter</p> <p>English:</p> <p>Easter story</p> <p>Easter Role play / small world</p>

	<p>Christians celebrate Christmas to celebrate the birth of Jesus. To recall some events of the Nativity story.</p> <p>R.E Spring 1 – <u>Which places are special and why?</u> To understand that there are different places that are special to Christians, Muslims and Jews.</p>	<p>Watch short clip to learn how Christians celebrate Palm Sunday today.</p> <p>https://www.youtube.com/watch?v=koB0cSZHtVI</p> <p>Recall the story of Palm Sunday. Look at children’s palm leaves (finger gym activity) and a palm cross. Show hot cross bun image and highlight the cross. (smartboard). Explain that Christians believe Jesus died on the cross. Read the Easter Story- PowerPoint.</p> <p>Question: What do Christians believe happened to Jesus at Easter?</p> <p>What happens to daffodils that ‘died’ in the winter? They come back to life in the Spring! Remind children that Christians believe Jesus ‘resurrected’ and came back to life on Easter Sunday. Revisit the Easter story.</p> <p>Watch: What is Easter? BBC Bitesize.</p> <p>https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6</p> <p>Smartboard -sequence pictures of Palm Sunday, Maundy Thursday. Good Friday, Easter Saturday and Easter Sunday.</p>			<p><u>People, Culture and Communities</u></p> <p>Talks about their own immediate Family (own Easter Experiences)</p> <p>Understand that some places are special to members of their community</p> <p>Recognises that people have different beliefs and celebrate special times in different ways</p> <p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class (ELG)</p> <p><u>Past and Present</u></p> <p>Is able to compare and contrast characters from stories, including figures from the past</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>Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p>	<p>Writing Easter cards</p> <p>Art: Making Easter Cards- repeating patterns</p> <p>Easter crafts- making a cross/ palm leaves- handprints, cutting skills palm leaves, Colouring sheets. Decorating Easter eggs</p> <p><u>Design Technology</u> Junk modelling make the Easter Bunny a home Use construction resources to build a cross/ tomb.</p> <p><u>Music</u> Learn and perform an Easter Song- I’m a spring chick</p>
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		<p>Question: What do Christians believe happened to Jesus?</p> <p>Stories Its Easter Time – flip book.</p> <p>Continuous provision <ul style="list-style-type: none"> *Write Easter card for a friend/ relative *What can you see sentences- (spring / Easter pictures) *Easter colouring sheets *Easter egg colouring *Sequence pictures to retell the Easter Story * Printing Repeating patterns- Easter eggs *Decorate Easter egg shape *Small world- Easter garden/ Egg hunt * sand- numicon shapes – hunt the matching egg *Cutting skills palm leaves *Hand print palm leaves *make a palm cross *Construction: make a cross/ Make a tomb *Junk- make the Easter Bunny a home * Whole class- make a cross by making tissue paper flowers. *Role play- Easter Shop </p> <p>Rhyme: I'm a Spring Chicken</p>				
Easter Week 6	<p>Previous week-</p> <p>To be able to retell the Easter Story using picture prompts</p>	<p>Focus teaching and group activities</p> <p>Revisit sequenced Easter Story pictures (smartboard). Can children say what Christians believe is happening to Jesus in each of the pictures?</p>		<p>Vocabulary</p> <p>Christians Easter Palm Sunday Maundy Thursday Good Friday</p>	<p>What we want children to remember</p> <p>To know why Easter is celebrated by Christians.</p> <p>To know some symbols related to Easter.</p>	<p>Religious Education:</p> <p>Easter Story Talking about own experiences of celebrating Easter</p>

	<p>To know why Easter is celebrated by Christians.</p>	<p>Watch CBeebies clip: How we celebrate Easter. https://www.bing.com/videos/search?q=How+we+celebrate+Easter+cbeebies&docid=608047785011380498&mid=56F2D4098667C0564F3E56F2D4098667C0564F3E&view=detail&FORM=VIRE</p> <p>Explore the Question: What do Christians do at Easter time?</p> <p>Discuss children's ideas - What did they notice on the clip.</p> <p>Recognise and retell stories connected with celebrations of Easter. Say why Easter is a special time for Christians. (RE Making Sense).</p> <p>Work through and discuss 'Signs of New Life at Easter Time'</p>  <p>powerpoint.</p> <p>Do children know any other Easter symbols? E.g. hot cross bun, Easter Bunny.</p> <p>Explore the Question: Why do Christians have Easter eggs?</p> <p>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs etc., and make connections with signs of new life in nature. (RE Understanding Impact/Making connections).</p> <p>Circle timeHow do Christians celebrate Easter? Do you celebrate Easter?</p>		<p>Easter Saturday Easter Sunday</p> <p>Resurrected Died Celebrate New life Spring symbol</p>	<p>Specific Curriculum links</p> <p>RE Agreed Syllabus</p> <p>Recognise and retell stories connected with celebrations of Easter (RE Making Sense).</p> <p>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs etc., and make connections with signs of new life in nature. (RE Understanding Impact/Making connections).</p> <p>Talk about some ways Christians remember these stories at Easter. (RE Understanding Impact).</p> <p>Recognise and retell stories connected with celebration of Easter. Say why Easter is a special time. (Making sense)</p> <p>Links to EYFS curriculum – see previous week.</p>	<p>English: Easter story Easter shop Role play / small world Write sentences for Easter symbols/ why we have eggs. Healthy is..... sentences</p> <p>Art: How to draw a chick Intricate egg decorating Tap a shape Easter pictures</p> <p>Design Technology : Cut and stick rabbit and chick. Salt dough eggs Make an Easter Bonnet Construction – make a cross/tomb</p> <p>Music: Singing and performing Easter songs</p>
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		<p>Talk about some ways Christians remember these stories at Easter. (RE Understanding Impact). Recognise and retell stories connected with celebration of Easter. Say why Easter is a special time. (Making sense)</p> <p>Stories: The Easter Journal</p>  <p>Continuous provision activities: *Writing sentences for sequenced pictures of the Easter Story * Colour and write sentences about Easter symbols *Write a sentence about why we have Easter eggs *Jigsaw link- healthy is..... * How to draw a chick *Cut and stick rabbit and chick * Salt dough Easter Eggs – decorate *Find laminated eggs in sand- sort into baskets (colour pattern size) *Finger gym- intricate egg decorating *Tap a shape- Easter Pictures *Construction: cross / tombs *Make an Easter Bonnet *Role play- Easter shop</p>				
Jigsaw	Jigsaw sessions Autumn 1 Autumn 2 Spring 1	<p>Healthy Me</p> <ul style="list-style-type: none"> * I understand that I need exercise to keep my body healthy * I understand how moving and resting are good for my body. 	<p>Specific curriculum links</p> <p>Managing self:</p> <ul style="list-style-type: none"> *Knows and can talk about the different factors that support his/her overall health and wellbeing; regular physical activity. * Manages his/her own basic hygiene and personal needs, including dressing and 	<p>Vocabulary</p> <ul style="list-style-type: none"> *Healthy *Exercise *Physical activity *good sleep routine 	<p>What we want the children to remember</p> <ul style="list-style-type: none"> *To talk about some ways to stay healthy -exercise/physical activity -healthy foods -sleep routine 	PSED

		<p>* I know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p>* I understand how to help myself go to sleep and understand why sleep is good for me.</p> <p>*I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p>* I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p>going to the toilet and understands the importance of healthy food choices (ELG).</p> <p>* Knows and can talk about the different factors that support his/her overall health and wellbeing; having a good sleep routine.</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>*Knows and can talk about the different factors that support his/her overall health and wellbeing; sensible amounts of 'screen time'</p> <p>* Knows and can talk about the different factors that support his/her overall health and wellbeing; toothbrushing</p> <p>* Sees himself/herself as a valuable individual. (Rec).</p> <p>*Can explain the reasons for rules, knows right from wrong and tries to behave accordingly (ELG).</p> <p>* Knows and can talk about the different factors that support his/her overall health and wellbeing; being a safe pedestrian.</p>	<p>*sensible screen time</p> <p>*Safe pedestrian</p> <p>*stranger</p>	<p>-washing hands</p> <p>- toothbrushing</p> <p>-sensible screen time</p> <p>-who a stranger is (including online)</p> <p>- being a safe pedestrian</p>	
Nursey Rhymes	Autumn 1 Nursey Rhymes practiced	<p>Revist the nursery rhymes that we practiced in Autumn 1</p> <p>*Row Row Row your boat</p> <p>*Pat a cake</p> <p>*I'm a little teapot</p> <p>Humpty Dumpty</p> <p>Ring a ring a roses</p> <p>Twinkle twinkle little star</p> <p>Mother's Day Rhyme</p> <p>Easter songs: I'm a Spring Chicken</p>	<p><u>Specific curriculum links</u></p> <p><u>L, A & U</u></p> <p>Learns new vocabulary</p> <p>Learns rhymes</p> <p>Listens carefully to rhymes and songs, paying attention to how they sound</p> <p><u>Being imaginative and Expressive</u></p> <p>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><u>Vocabulary</u></p> <p>Rhyme</p> <p>Language within the rhymes</p> <p>e.g. short, stout, handle, spout, teapot, little, shout, pour....</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:</p> <p>To know and perform rhymes</p>

			Sings a range of well know nursery rhymes (ELG)			
Indoor P.E:	<p><u>Autumn 2</u></p> <p>*To slide a beanbag accurately to a target (through cones/ hit a cone) using a good technique: Underarm, opposite arm to leg, bend the front knee- staying in line with the shoulder. Back knee to touch the floor.</p> <p>*To roll a ball accurately to a target (through cones/ hit a cone) using a good technique: Underarm, opposite arm to leg, bend the front knee- staying in line with the shoulder. Back knee to touch the floor.</p> <p>*To accurately throw a bean bag underarm to a target using a good technique: Underarm, opposite arm to leg, releasing the beanbag when the arm is facing the target.</p>	<p><u>Multi skills – football skills</u></p> <p>Recap movement fundamentals and developing agility as part of warm ups.</p> <p>*Introduce parts of the foot (inside/outside/heel/sole)</p> <p>*Dribble a cone (little kicks, keeping the ball close to foot)</p> <p>*Introduce ‘defenders’ – cones to dribble around</p> <p>*Dribble a small ball around defenders (cones)</p> <p>*Traffic light game- controlling the cone- red- stop with the sole, amber- marches with alternative feet. Green- dribble with inside of foot.</p> <p>*Dribble a ball to a hoop- stop the ball with the sole of the foot in a hoop.</p> <p>* Knock over skittles with cone/ball using different parts of the foot</p> <p>* Introduce a goal keeper.- work in teams- dribble the ball, stop with sole of foot. Attempt to score a goal by kicking the ball with the inside of the foot.</p> <p>*Balance a beanbag on top of foot- kick into/through a a hoop.</p> <p>*Repeat team game with goal keeper but introduce a defender to try to tackle the ball of the attacker.</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 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>Demonstrates strength, balance and coordination when playing (ELG)</p> <p>Moves energetically such as running, jumping, hopping, skipping (ELG)</p>	<p><u>Vocabulary</u></p> <p>Walk, run, hop, crawl, jump, skip, balance.</p> <p>Parts of the foot: Inside/outside /heel/ sole.</p> <p>Cones Skittle</p> <p>Dribble (little kicks, keeping the ball/cone close to your feet)</p> <p>Defend (er) Goal (keeper)</p> <p>Agility</p>	<p><u>What we want the children to remember</u></p> <p>*To be able to dribble a ball around a cone without touching the cone</p> <p>*To stop the ball using the sole of their foot</p> <p>*To accurately kick the ball to a target or another player.</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>

<p>Forest school</p>	<p>Autumn 2 Forest school</p> <p>To move around basecamp without going in the middle</p> <ul style="list-style-type: none"> *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. <p>Spring 1 Forest school</p> <ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *seasonal changes *identify signs of Spring *Spring hunt checklist * Plant a seed *Looking for frogspawn *Drawing and labelling signs of spring *Team games on the field *Collecting stick for a fire *Were going on an Egg hunt (story) *Easter hunt- find the pictures- write the sentence to decode the message. *Role play egg hunts *Hot cross buns on the fire *Trying to light their own fires <p>Outdoor maths challenges to link to maths focus tasks and continuous provision:</p> <ul style="list-style-type: none"> *Make a natural 10's frame- represent 9/10 *Make an objects number line e.g. 1 twig, 2 leaves, 3 bricks * Arrange objects in different ways to show different compositions of numbers (9/10) * Counting back songs (10 little speckled frogs) * Write their name in the ground using a stick or natural objects. How many letters does their name have? How many letters does your friends name have. Who has more/ fewer? *Use natural objects to make patterns. * 	<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</p> <p>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</p> <p>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> <u>Moves energetically, such as running, jumping, hopping, skipping and climbing. (ELG)</u></p> <p>Fine motor skills</p> <p>Is developing small motor skills so that he/she can use a range of tools competently, safely</p> <p>Understanding the world</p> <p>The Natural world</p> <p>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>Mathematics</p> <p>Number</p> <p>Counts objects actions and sounds Is able to subitise Link number symbol to cardinal number Understand one more than and one less than Explores the composition of numbers to 10</p> <p>Numerical patterns</p> <p>Can select, rotate and manipulate shapes to develop spatial reasoning</p>	<p>Areas of forest school</p> <p>Base camp Fire pit Mud kitchen Swing Dens Stage Obstacle course Pond</p> <p>Seasonal / Environment</p> <p>Spring Buds Leaves Daffodils Blue bells Crocuses Blossom Frogspawn Tadpole Frog New life</p> <p>Animal/ insect names. Weather- warm</p> <p>Fire</p> <p>Fuel, spark, oxygen, water, burn.</p>	<ul style="list-style-type: none"> *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 to 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>Science:</p> <p>Seasonal changes</p> <p>Understanding what is needed to make a fire (spark, oxygen, fuel)</p> <p>Planting a seed</p> <p>Life cycles- frogs</p> <p>Geography:</p> <p>Exploring a local environment</p> <p>PSHE:</p> <p>Managing risks and following established rules Perseverance</p> <p>P.E</p> <p>Moving around in outdoor environment – fundamental movements- running, jumping, skipping, hopping climbing</p> <p>Art</p>
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			Investigates composing and decomposing shapes and recognises a shape can have other shapes Is able to continue, copy and create repeating patterns			Drawing signs of spring.
<p>Reading and Writing</p> <p>Children are taught to read and write during daily phonics sessions. These sessions are taught discretely in order to build on the children's next steps.</p> <p>Phase 2 sounds and high frequency words Phase 2 tricky words Hearing initial sounds Blending and segmenting Rhymes and syllables</p>	<p>Word reading- Reception</p> <p>By end of Spring 1</p> <p>Know Grapheme Phoneme correspondences for a further 14 Phase 3 sounds – ch, sh, th, th,ng, ai, ee, igh, oa, oo, oo, ar, or, ow, oi, ur.</p> <p>Can read and spell a few common exception words matched to the schools phonic programme (Phase 2 I no go to the into) and phase 3 He she me we be was my</p> <p>Read Phase 3 Tricky words – he, she, we, me, be, was my you all are her they.</p>	<p>Phonics taught twice daily-</p> <p>(see weekly plans)</p> <p>Writing focuses: *My holiday News *Oral retell of Enormous Turnip *Enormous Turnip story retell *Easter card Insert *Easter Story sentences</p>	<p>Word reading Nursery</p> <p>Understands that print has meaning Understands that print can have different purposes Understands that we read English text from left to right and from top to bottom Understands the names of the different parts of a book Understands page sequencing Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother</p> <p>Reception</p> <p>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</p> <p>Writing Nursery</p> <p>Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy Writes some or all of his/her name Writes some letters accurately</p> <p>Reception</p> <p>Can form lower-case and capital letters correctly</p>	<p>Phase 2 / 3 grapheme names</p> <p>Begin to use the correct vocabulary in lessons: Letter Sound Phoneme Grapheme Blend Segment</p>	<p>Word reading:</p> <p>Can read some letter groups that each represent one sound and say one sound for them. Phase 3- j v w x y z zz uq sh ch th th ng ai ee igh oa oo o oar or ur ow oi ear air ure er</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 (Phase 2- I no go to the into, phase 3 - he she me we be was my you all are her they)</p> <p>Is able to read simple phrases and sentences made up of known letter-sound correspondences and where necessary, a few exception words.</p> <p>Writing</p> <p>Can form lower-case and capital letters correctly (on going formation introduced to when letters are taught)</p> <p>Is able to spell words by identifying the sounds and</p>	

			Is able to spell words by identifying the sounds and then writing the sound with letter/s		then writing the sound with letter/s (using all phase 2 graphemes and phase 3 graphemes) Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop	
<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 promote and embed the learning.</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 *Compare mass and capacity *6,7,8, *Making pairs *combining two groups *Length and Height 	<p>White Rose Maths – 1,2,3 look at me/ light and dark</p> <p><u>Week 1</u> 9 and 10</p> <p><u>Week 2</u> Comparing numbers to 10</p> <p><u>Week 3</u> Bonds to 10 / digging deeper</p> <p><u>Week 4</u> 3D shape</p> <p><u>Week 5</u> Pattern</p> <p><u>Week 6</u> Consolidation</p> <p><u>During each session children are encouraged to demonstrate reasoning skills and to answer in full sentences</u></p>	<p>Number Reception</p> <p>Is able to compare numbers Can count beyond ten Counts objects, actions and sounds Is able to subitise Is able to link the number symbol (numeral) with its cardinal value. Understands the one more than and one less than relationship between consecutive numbers Explores the composition of numbers Automatically recalls number bonds to 5. Automatically recalls 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 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) Verbally counts beyond 20, recognising the pattern of the counting system (ELG)</p>	<p>Highlighted vocabulary – expected that children will remember</p> <p>Composition Cardinal principle Subitise More than / fewer than One more / one less More/less/fewer, fewest/ most/ same</p> <p>Numeral Compare Count on count back Altogether</p> <p>3D Shape s Describe Properties Edges Corners faces equal length</p> <p>pattern</p>	<p>Mathematics</p> <ul style="list-style-type: none"> *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 recall number bonds to 10 <p>Numerical Patterns</p> <ul style="list-style-type: none"> *To copy, continue and create a pattern. * To recognise 3D shapes *To talk about some properties of 3D shapes 	<p>Maths</p> <p>Compositions of 9 and 10</p> <p>Number bonds to 10</p> <p>Comparing numbers to 10 (more fewer and same)</p> <p>Repeating patterns</p> <p>3D shapes</p>

	*Time			repeating		
<p><u>Religious Education</u></p> <p>Lessons are planned in accordance to the Worcestershire agreed syllabus</p> <p>Children have 1x30 minute RE lesson each week With activities planned as part of continuous provision to continue to support and embed learning.</p> <p>See above</p>	<p><u>Autumn 1 Being Special: Where do we belong</u></p> <p>To understand what makes us special and welcomed. To know we belong to a group – religious or non-religious.</p> <p><u>Autumn 2 Why is Christmas Special to Christians</u></p> <p>To understand that Christians celebrate Christmas to celebrate the birth of Jesus. To recall some events of the Nativity story.</p> <p><u>Spring 1 – Which places are special and why?</u></p> <p>To understand that there are different places that are special to Christians, Muslims and Jews.</p>	<ol style="list-style-type: none"> 1. Talk about people who are special to them and why. (share family photos on see saw) – say what makes their family special. 2. To recap what a special place is/ what places are special and why. 3. To understand that there are special places to Christians where they go to worship God 4. To begin to recognise things you might find in a church 5. To begin to understand that there are different types of places of worship 6. To begin to recognise a mosque is a special place for Muslims and a synagogue is a special place for Jews. <p>To visit a church</p>	<p>People, culture and communities Reception</p> <p>Recognises that some places are special to members of their community(church)</p> <p>Recognise that some people have different beliefs</p>	<p>Christians Jew Muslin Church Mosque Synagogue</p> <p>Special</p>	<p>To understand that there are different places that are special to Christians, Muslims and Jews</p>	<p><u>R.E</u></p> <p>Special places</p>

<u>Outdoor P.E</u>	<u>Autumn 1</u>	<u>Week 1-3</u>	<u>Specific curriculum links</u>	<u>Vocabulary</u>	<u>What do I want children to remember?</u>	<u>P.E</u>
<p>Children have access to outdoor resources and equipment. They move round the activities during their outdoor games afternoon. (Thursday)</p>	<p>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</p> <p>To update</p>	<p>1.) Adventure: To encourage climbing, jumping, walking and managing own risks</p> <p>2.) Field running / walking a mile (11 laps of the playground)</p> <p>3.) Bat and ball (Hockey)</p> <p><u>Week 4-6</u></p> <p>1.) Parachute games 2.) Running games 3.) Ball skills</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>walk, run, jump, hop, climb, over, under, though, balance, aim, accurate, target throw, catch, hit, control</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>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>