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| Theme for the week | | Prior Knowledge  **(Linked to 40-60 months)** | Activities | Links to the Early Years Foundation Stage Curriculum | What I want the children to remember  **(40-60 months)** | Possible links to the NC |
| **Week 1**  **The Hungry Caterpillar** | | **Reading**  **40-60 months**  Enjoys an increasing range of books/ stories  Uses vocabulary and forms of speech that are increasingly influenced by his/her experiences of books  **Writing** –  40-60 months  Gives meaning to marks and uses some clearly identifiable letters to communicate meaning to represent some sounds correctly and in sequence.  Links sounds to letters  Can segment the sounds in simple words and blend them together and knows which letters represent some of them  Expected- Children use their phonics knowledge to write words to match their spoken sounds  Write some irregular common words  Write simple sentences which can be read by themselves and others.  Uses his/her phonic knowledge to write words in ways which match their spoken sounds.  Writes some irregular common words  Writes simple sentences which can be read by himself/herself and others  Spells some words correctly and others are phonetically plausible  **Previous experience of retelling stories – Whatever Next- Summer 1.** | Introduce the story of ‘**The Very Hungry Caterpillar’ by Eric Carle.**  **Writing focus:** Write the Hungry caterpillar story (recount)  \*Sorting healthy and unhealthy foods  \* story sequencing  \* Balloon printing/ cardboard tube printing caterpillars.  \*ICT Purple Mash- Symmetrical butterflies/ life cycles- adding labels / Garden centre  \*Playdough butterflies  \*Junk model caterpillars and butterflies  \*Role play bug station/animal house  \* investigation table  \*Sorting mini beasts according to features  \*Drawing butterflies in wet sand | **Exploring and using media and materials**  **40-60 months**  Experiments with and understands that different media can be combined to create new effects.  Begins to build a repertoire of songs and dances.  Explores different sounds of instruments.  Understands that different media can be combined to create new effects.  Constructs with a purpose in mind, using a variety of resources.  Uses simple tools and techniques competently and appropriately.  Selects appropriate resources and adapts work where necessary.  Selects tools and techniques needed to shape, assemble and join materials they are using.  **ELG :**  Children sing songs, make music and dance, and experiment with ways of changing n them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  **Being Imaginative**  **40-60 months**  Chooses particular colours to use for a purpose  Creates simple representations of events people and objects  Introduces a story line or narrative to their play  Plays alongside other children who are engaged in the same theme  Plays cooperatively as part of a group to develop and act out a narrative  **ELG:**  Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.  **The World**  **40-60 months**  Looks closely at similarities, differences, patterns and change.  **ELG:**  Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of plants and explain why some things occur and talk about changes.  **People and communities:**  **40-60 months**  Enjoys joining in with family customs and routines.  **ELG:**  Children talk about past and present events in their own lives and in their lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions.  **Speaking**  **40-60 months**  Uses language to imagine and recreate roles and experiences in play situations.  Links statements and sticks to a main theme or intention.  Use talk to organise, sequence and clarify thinking, ideas, feelings and events.  Introduce a storyline or narrative into their play.  **ELG:**  Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.  **Listening and Attention**  **40-60months**  Two-channelled attention- can listen and do for short span.  Maintains attention, concentrates and sit quietly during appropriateactivity.  **ELG:**  Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.  **Understanding**  **40-60 months**  Responds to instructions involving a two-part sequence. Understands humour.  Able to follow a story without pictures or props.  Listens and responds to ideas expressed by others in conversation or discussion.  **ELG:**  Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  **Managing Feelings and behaviour**  **40-60 months**  Understands that own actions affect other people.  Aware of boundaries set and behavioural expectations  Beginning to be able to negotiate and solve problems without aggression  Can usually adapt behaviour to different events, social situations and changes in routine.  **ELG:**  Children talk about how they and others show feelings, talk about their own and other’s behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.  **Making relationships**  **40-60 months**  Initiates conversations, attends to and takes account of what others say  Explains own knowledge and understanding and asks appropriate questions of others.  Takes steps to resolve conflicts with other children.  **ELG:**  Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others needs and feelings and form positive relationships with adults and others children.  **Technology**  **40-60+ months**  Completes a simple program on a computer.  Uses ICT hardware to interact with age-appropriate computer software.  **ELG:**  Children recognise that a range of technology is used in school. They select and use technology for a particular purposes.  **Reading**  **40-60 months**  Hears and says the initial sounds in words  Can segment the sounds in simple words and blend them together and knows which letters represent some of them  Links sounds to letters  Begins to read word  **ELG**- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.  Read some common irregular words  Demonstrate understanding when talking with others about what they have read  Reads and understands simple sentences  Uses phonic knowledge to decode regular words and reads them aloud accurately  Reads some common irregular words  Demonstrates understanding when talking with others about what they have read  **Writing**  **40-60 months**  Gives meaning to marks and uses some clearly identifiable letters to communicate meaning to represent some sounds correctly and in sequence.  Links sounds to letters  Can segment the sounds in simple words and blend them together and knows which letters represent some of them  **ELG**- Children use their phonics knowledge to write words to match their spoken sounds  Write some irregular common words  Write simple sentences which can be read by themselves and others.  Uses his/her phonic knowledge to write words in ways which match their spoken sounds.  Writes some irregular common words  Writes simple sentences which can be read by himself/herself and others  Spells some words correctly and others are phonetically plausible | **Writing**  ELG- Children use their phonics knowledge to write words to match their spoken sounds  Write some irregular common words  Write simple sentences which can be read by themselves and others.  Uses his/her phonic knowledge to write words in ways which match their spoken sounds.  Writes some irregular common words  Writes simple sentences which can be read by himself/herself and others  Spells some words correctly and others are phonetically plausible  Exceeding  Uses key features of narrative  Spell phonically regular words of more than one syllable, as well as many irregular high frequency words.  **UW**  ELG: Makes observations of animals, explains why some things occur and talks about changes.  **EAD**  ELGSafely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function  Uses what he/she learnt about media and materials in original ways, thinking about uses and purposes  **Technology:**  ELG  Selects and uses technology for particular purposes  **Writing ELG as above**  **PSED**  **ELG**  Talks about how he/she and others show feelings, talks about his/her own behaviour and its consequences and knows that some behaviour is unacceptable  **UW**  ELG: Makes observations of animals, explains why some things occur and talks about changes.  Knows similarities and differences in relation to living things.  **EAD**  **ELG**  Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function  Sings songs, makes music and dances and experiments with ways of changing them.  Writing as above  **UW**  ELG: Makes observations of animals, explains why some things occur and talks about changes.  Knows similarities and differences in relation to living things.  **EAD**  **ELG**  Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  **Writing**- as above  **UW**  ELG: Makes observations of animals, explains why some things occur and talks about changes.  Knows similarities and differences in relation to living things.  **EAD**  **ELG**  Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  **Writing** – as above  **PSED**  **MFB**  Works as part of a class or group, understands and follows rules  Adjusts behaviour to different situations  **EAD**  **ELG**  Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | **Science:** Life cycle of a butterfly/ sorting mini beasts according to features  **DT:** Make caterpillars and butterflies using cardboard tubes / playdough mini beasts  **Art:** Printing caterpillars / making patterns  **ICT:** Purple mash- symmetrical butterflies/ life cycle of a butterfly  **English**  Story retell  **Science:**  Facts about lady birds  **Art:** Rock painting mini beasts  **Music** Use instruments to represent favourite minibeast  **ICT:** Purple mash- mini beast captions  **English**- Story retell  **Science:**  Facts about spiders  **Art:** Chalk spider webs  **DT** Spider web weaving  **ICT:** Purple mash- mini beast captions  **Science:**  Facts about Minibeasts  **Art:** Painting Minibeasts  **DT** Clay mini beasts / Paper Mache minibeasts / Peg insects  **English**- alphabetical order  Writing facts  Non- fiction texts  **English-** writing posters for a party.  **Art:** Painting Minibeasts  **DT** Mini beast hats / Toilet roll minibeasts / making party decorations |
| **Week 2**  **The Bad Tempered Ladybird.** | | Eric Carl story the previous week. (The Hungry Caterpillar)  Previous work on Feelings  What make me happy/sad –Autumn 1  Colour monster – Autumn 1  Anti -bullying week –Autumn 2  Smeds and Smoos story by Julia Donaldson.  Circle times- Why is …. Kind?  Spotting each other doing kind things  Spotting differences in our friends.  Is it ok to be different? Unique? | Read the Bad tempered lady bird.  **Writing focus:** Write a speech bubble to show what makes you bad tempered.   * Fingerprint ladybird. Add photo of grumpy face. * ICT: Mini beast captions * Minibeasts in soil (make a tally of how many) * Rock painting ladybirds * Compose minibeast music to represent favourite minibeast. * Lego ladybirds |
| **Week 3**  **The very busy spider** | | **Previous Recounts**   * Whatever Next- Summer 1 * The Hungry caterpillar Summer 2 Week 1   Continuing to develop minibeast theme and introduce another Eric Carl story. | Read the story: The Very Busy Spider  **Writing focus:** Order pictures to retell the story. Retell the story of the Busy Spider.   * Chalk web pictures on black paper * Weaving a web on paper plates * Cardboard tube spiders * Busy Spider small world play * Sand tray covered in masking tape- help the insects escape the web. |
| **Week 4**  **Insect encyclopedia.** | | Previous experience of researching facts:  Summer 1 Space facts  Summer 2: finding out about various minibeasts- caterpillars/ ladybirds / spiders. | Insect Encyclopedia  Circle time: similarities and differences  Choose an insect to research.  **Writing focus**: Write a fact page about a minibeast.  Extension: write 3 fact sheets and arrange in alphabetical order. Write a contents page.  \*Paint your favourite mini beast  \*Clay mini beasts  \* mini beast colouring  \*Paper Mache mini beasts  \*Peg insects |
| **Week 6**  **Ugly bug ball** | | Organising previous parties  Spring 1 – Pirate party  Other celebrations and festivals  Harvest / Bonfire / Christmas/ Easter / Diwali –  Link to how we can celebrate. | Plan an Ugly Bug ball Party  **Writing Focus:** Create a poster for the Ugly Bug Ball/ Write a party invitation/ Make a list of food/ games  \*Minibeast word search  \*Make a Minibeast hat  \*Make decorations  \*Toilet roll bugs  \*Minibeast tuff spot  \* Party games. |
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| **Physical Development** | | **PD**  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles  **Summer 1 space Dance**  ELG  Moves confidently in a range of ways, safely negotiating space  Shows good control and co-ordination in large and small movements  Exceeding  Hops confidently and skips in time to music  **EAD**  **ELG**  Represents his/her own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories  Sings songs, makes music and dances, and experiments with ways of changing them | **Indoor: Dance**  “Bugs and crawly things” Dance  Hungry caterpillar retelling story- dance/ movement.  **Outdoor:**  Outdoor games  Bikes/Trikes  Adventure Playground  Sensory garden  Bats/ balls/ cones  Use of equipment to explore skills  Circle games | **Moving and handling**  **40-60 months**  Experiments with different ways of moving  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles  Health and self-care  40-60 months  Shows understanding of how to transport and store equipment safely  Shows understanding of the need for safety when tackling new challenges | **PD**  ELG  Moves confidently in a range of ways, safely negotiating space  Shows good control and co-ordination in large and small movements  Exceeding  Hops confidently and skips in time to music  **EAD**  **ELG**  Represents his/her own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories  Sings songs, makes music and dances, and experiments with ways of changing them | **P.E**  Exploring with a range of small equipment to develop gross motor skills and accuracy with an object.  (x1 weekly)  Dancing and moving rhythmically to music.  (x1 weekly) |
| H**andwriting**  Formation of:  **All letters**  Daily writing tasks / handwriting assessments / modelling of correct formation which introducing writing tasks and during phonics sessions. | | | | **Physical development**  **40-60+ months**  Shows a preference for a dominant hand.  Begins to form recognisable letters  Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed  **ELG:**  Children show good control in large and small movements  They handle equipment and tools effectively, including pencils for writing. | | |
| **Reading and Writing** | **Reading and writing**  Read and spell second 6 Phase 3 Tricky words – you, they, all, are, my, her.  Continue to revise phase 3 sounds.  Know Grapheme Phoneme correspondences for last 4 Phase 3 sounds – er, ear, air, ure.  Some pupils may have started to work within Phase 4. | 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. During this half term we expect the children to be achieving the following:  **This is dependent on the ability of the cohort and is flexible each year.**  **Apples**   * Revising phase 3 sounds. * Recap Phase 4. * Confidently read and writing words using **all** phase 3 sounds, and two phase 3 sounds in one word. * Read and spell 2 syllable words using phase 3 sounds. * Confidently read and write phase 3 tricky words. * Read **all** phase 4 tricky words * Write some phase Phase 4 tricky words. * Confidently read and write sentences using phase 3 sounds and phase 3 and 4 tricky words.   **Kiwis**   * Recognise all phase 3 sounds. * Confidently read and writing words using phase 3 sounds * Confidently read and write all phase 3 tricky words * Confidently read and write sentences using phase 3 sounds and phase 3 tricky words * Recap and revise Phase 4. * Read some phase 4 tricky words   **Bananas**   * Recognise **all** phase 3 sounds. * To read and write cvc words using **all** phase 3 sounds. * Read phase 3 tricky words. * To spell **all** phase 3 tricky words – * To read and write sentences using **most** phase 3 sounds including phase 2 and 3 tricky words.   **Peaches**   * To recognise **most** phase 3 sounds. * To read and write cvc words using **some** phase 3 sounds. * Read and write phase 2 tricky words. * To read the first 6 phase 3 tricky words – he, she, we, me, be, he * To read and write simple sentences including phase 2 and 3 tricky words and **some** phase 3 sounds.   As children become more confident writers we will always offer opportunities linked to our theme to help children to write for a purpose and use the skills that they are developing. | | **Reading**  **40-60 months**  Hears and says the initial sounds in words  Can segment the sounds in simple words and blend them together and knows which letters represent some of them  Links sounds to letters  Begins to read word  **ELG** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.  Read some common irregular words  Demonstrate understanding when talking with others about what they have read  Reads and understands simple sentences  Uses phonic knowledge to decode regular words and reads them aloud accurately  Reads some common irregular words  Demonstrates understanding when talking with others about what they have read **Writing**  **40-60 months**  Gives meaning to marks and uses some clearly identifiable letters to communicate meaning to represent some sounds correctly and in sequence.  Links sounds to letters  Can segment the sounds in simple words and blend them together and knows which letters represent some of them  **ELG**- Children use their phonics knowledge to write words to match their spoken sounds  Write some irregular common words  Write simple sentences which can be read by themselves and others.  Uses his/her phonic knowledge to write words in ways which match their spoken sounds.  Writes some irregular common words  Writes simple sentences which can be read by himself/herself and others  Spells some words correctly and others are phonetically plausible | **Reading and writing**  **Most children should be able to:**  Continue to review phase 3 sounds.  Children should be able to read and spell words with phase 3 graphemes.  Read and spell all phase 3 tricky words.  Some children will be working within phase 4.  Some children will be able to read and spell phase 4 tricky words. | |
| **Maths** | **Number**  Is beginning to use the vocabulary involved in adding and subtracting in practical activities and discussion  Beginning ELG:  Adds and subtracts, using quantities and objects, 2 single-digit numbers, and counts on or back to find the answer (ELG)  **SSM**  Uses everyday language related to time  Uses everyday language related to time  Uses everyday language related to time  Is beginning to use mathematical names for "solid" 3D shapes and "flat" 2D shapes, and mathematical terms to describe shapes  Can describe his/her relative position such as "behind" or "next to"  Orders two items by weight or capacity | Children are taught mathematics during daily sessions. These sessions are taught discretely in order to build on the children’s next steps. Some of the things that we may cover are:  **Week 1**  Weight and Capacity  Time (Days of the week)  **Week 2**  Addition and subtraction (related to money)  **Week 3**  Sharing, doubles and halves  **Week 4**  2D and 3D shape  **Week 5**  Creating and describing patterns | | **Mathematics**  **40-60 months**  Recognises some numerals of personal significance  Recognises numerals 1-5  Counts actions or objects which cannot be moved  Counts objects to 10 and beginning to count beyond 10.  Selects the correct numeral to represent 1-10  Finds one more and one less from a group of up to 5 objects then 10.  Beginning to use the vocabulary involved in adding and subtracting.  **ELG**  Counts reliably with numbers from 1 to 20, places them in order and says which number is one more or one less than a given number (ELG)  Adds and subtracts, using quantities and objects, 2 single-digit numbers, and counts on or back to find the answer (ELG)  **Mathematics /Shape Space and Measures**  **40-60 months**  Beginning to use everyday language related to money  Can describe his/her relative position such as "behind" or "next to"  Uses everyday language related to time  Orders and sequences familiar events  Orders two items by weight or capacity  **ELG**  Uses everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems (ELG) | **Number**  ELG  Solves problems, including doubling, halving and sharing.  Adds and subtracts, using quantities and objects, 2 single-digit numbers, and counts on or back to find the answer  **SSM**  ELG  Uses everyday language to talk about weight, capacity, position, distance, time to compare quantities and objects and to solve problems  Explores characteristics of everyday objects and shapes and uses mathematical language to describe them | |

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| **Forest School** | **PD**  Practices some appropriate safety measures without direct supervision – take risks, follows rules  **UW**  Looks closely at similarities, differences, patterns and change (autumn, winter, spring, Features of warm and cold places, land and sea | The ethos of Forest School, encourages us to build on the children’s interests and child initiated ideas and therefore Forest School will be different each year. Some of the things that we will be doing this half term:   * Mini beast discovery * Caring for minibeasts * Minibeast habitats/ create a habitat * Minibeast attributes * Improving the environment * Camp fire * Den building * Pond dipping | Here are some overarching Learning Outcomes for Forest School sessions: however children are experiencing learning in all areas of the Early Years Foundation Stage Curriculum every session due to the child initiated nature of Forest School.  The Personal Social and Emotional area of learning is particularly important at Forest school. As children are encouraged to try new, sometimes ‘risky’ activities. They also experience achievement at small achievable tasks.  **Self Confidence and Self awareness**  **ELG:** Children are confident to try new activities, and say why they like some activities more than others.  They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.  They say when they do or don’t need help.  **Managing Feelings and Behaviour**  **40-60 months**  Aware of the boundaries set, and of behavioural expectations in the setting.  **ELG**  They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.  **Health and self-care**  **40-60 months**  Shows understanding of how to transport and store equipment safely  Shows understanding of the need for safety when tackling new challenges  Practices some appropriate safety measures without direct supervision.  **ELG**  Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.  **The World**  **40-60 months**  Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment.  Looks closely at similarities, differences, patterns and change  **ELG**  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. | **UW**  Talks about the features of his/her own immediate environment and how environments might vary from one another seasonal changes for summer.  Knows about similarities and differences in relation to places, objects, materials and living things.  **PSED**  Is confident to try new activities, and says why he/she likes some activities more than others |