

| Theme | Prior Knowledge experiences in Autumn 1 and 2 and spring 1 and 2 | Activities | Links to the Early Years Foundation Stage Curriculum | Key Vocabulary | What I want the children to remember (Reception Statements) | Possible links to the NC |
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| <p>Introduction to space theme.</p> <p>What do you know about space?</p> <p>What would you like to find out about space?</p> | <p>Comprehension- listening to stories Engages in extended conversations about stories, learning new vocabulary.</p> <p>LA&U Enjoys listening to longer stories and can remember much of what happens</p> <p>Writing Is able to spell words by identifying the sounds and then writing the sound with letter/s and moving onto short captions and sentences.</p> <p>Creating with materials Previous experiences of using paints to paint a portrait of themselves in Autumn 1</p> <p>Speaking Asks lots of questions to find out more about different topics – pirates, spring etc</p> <p>The natural world Able to compare where we live with Arctic / Antarctic/ Hot places</p> | <p>Focus teaching / group activities *Listen to story ‘Goodnight Spaceman’ by Nick East *Talk about space and how it is different to where we live in Bromsgrove. *Share what you already know about space. *Ask questions about what it is like in space. *Would you like to be an astronaut, why? *Listen to a story read by an astronaut on the ISS</p> <p>Focus writing task: My Easter Holidays recount</p> <p>Continuous provision activities *Write about what ten things you would like to take to space. *Writing about pictures from space - what can you see, hear, feel, smell *Make a rocket picture using collage materials *Junk modelling – make a rocket *Tap Tap shapes – make a rocket picture. What shapes have you used? *Astronaut fitness – copy the cards to keep fit in space *Construction – build rockets *Role-play – ISS *Small world – space themed</p> <p>Song to learn: Recap Twinkle, Twinkle little star</p> <p>Stories: Goodnight Spaceman by Michelle Robinson and Nick East.</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) Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) Shares his/her creations, explaining the process he/she has used (ELG)</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 Invents, adapts and recounts narratives and stories with peers and his/her teacher (ELG)</p> | <p>Space</p> <p>Astronaut</p> <p>Space words: Moon Planets Rocket Oxygen – air Gravity</p> | <p>*To begin to understand what it is like in space compared to where we live in Bromsgrove – dark, cold, airless, no gravity</p> <p>*To write in sentences using a capital letter and full stop.</p> <p>Specific curriculum links</p> <p>Comprehension Demonstrates an understanding about what has been read to them.</p> <p>Speaking Is able to articulate ideas and thoughts in well formed sentences (talking about they have learned about what pirate needs) Asks questions to find out more and to check he/she understands what has been read to them or explained</p> <p>L, A & U Learns new vocabulary Engages in story times Listens to and talks about stories to build familiarity and understanding Listens carefully to rhymes and songs, paying attention to how they sound Learns rhymes, songs</p> <p>Creating with materials Is able to return to and build on his/her previous learning of</p> | <p>Art Create a collage of a rocket in space</p> <p>Design Technology Make a rocket using junk modelling materials Design a rocket using construction materials</p> <p>Writing; Write at least 3 short sentences for an Easter recount</p> <p>P.E Fitness cards – how to keep fit in space</p> <p>Science: Space</p> |

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| | | <p>'If I were an astronaut' – read by an astronaut on the ISS</p> | <p>Performs songs, rhymes, poems and stories with others, and - when appropriate - tries to move in time with music (ELG) Sings a range of well-known nursery rhymes and songs (ELG)</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 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>Writing Reception</p> <p>Is able to spell words by identifying the sounds and then writing the sound with letter/s Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-reads what he/she has written to check that it makes sense Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Writes simple phrases and sentences that can be read by others (ELG)</p> <p>Listening, Attention & Understanding Reception</p> | | <p>building a pirate ship to build a rocket using junk materials.</p> <p>The Natural World Explores the natural world around him/her Understands the effect of changing seasons on the natural world around him/her Recognises that some environments are different to the one where they live</p> <p>Writing 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>Astronauts now and in the past</p> | <p>LA&U</p> <p>Rhymes/songs that children have learnt in</p> | <p>Focus teaching / group activities *Listen to story 'The Darkest Dark' by Chris Hadfield (Astronaut) *Locate UK and Canada on world map</p> | <p>Uses new vocabulary through the day Engages in storytimes Listens to and talk about stories to build familiarity and understanding</p> | <p>Space Astronaut Space words:</p> | <p>*To understand what it might be like to be an astronaut in space.</p> | <p>Design & technology Make a rocket in a group</p> |

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| <p>Autumn 1 and 2, spring 1 and 2</p> <p>Writing Is able to spell words by identifying the sounds and then writing the sound with letter/s and moving onto short captions and sentences.</p> <p>The Natural World Compared own environment to The Arctic / Antarctic/ Hot places (Autumn 2 and spring 1)</p> <p>Past and present Learned about famous people in the past – Anne Bonny (Pirates), Jesus (R.E), Themselves and their families in the past (Aut 1)</p> <p>People, culture and communities Located north and south pole on world map. Located UK and Bromsgrove on world map Located China on world map</p> <p>Creating with materials Building rockets in week 1 Building ships in Spring 1</p> | <p>*Talk about first man on the moon – Neil Armstrong. Watch videoclips of moon landing and talk about how it inspired Chris Hadfield to become an astronaut. *Would you like to be an astronaut? Why?</p> <p>*Teacher focus- Creative Build a rocket in teams. What should it have? What is the best material to use?</p> <p>Stories: The Darkest Dark by Chris Hadfield</p> <p>Songs to learn: Astronaut and Rocket Ship</p> <p>Continuous Provision activities: *Writing - If I went to space I would... *Follow Step by Step to draw a rocket *Step by step draw an astronaut *Space collage using different textures *Cutting skills – make an astronaut *Make a space buggy using construction and junk materials *Role-play – ISS *Small world – space themed</p> | <p>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 Holds conversation when engaged in back-and-forth exchanges with his/her teacher and peers (ELG) Listens attentively and responds to what he/she hears with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG) Makes comments about what he/she has heard and asks questions to clarify his/her understanding (ELG)</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 Uses new vocabulary in different contexts Can express his/her ideas and feelings about his/her experiences using full sentences, including use of past, present and future tenses and making use of</p> | <p>Moon Planets Rocket Oxygen – air Gravity Moon landing Neil Armstrong</p> | <p>*To remember Neil Armstrong was the first man to land on the moon *To share and collaborate to make a rocket in a group. Listen to others ideas and suggestions.</p> <p>Specific curriculum links</p> <p>Understanding the world Recognises that some environments are different to the one where they live</p> <p>People, cultures and communities Is able to draw information from a simple map</p> <p>Past and present Comments on images of familiar situations in the past Is able to compare and contrast characters from stories, including figures from the past.</p> <p>Comprehension Demonstrates an understanding about what has been read to them.</p> <p>Speaking Is able to articulate ideas and thoughts in well -formed sentences (talking about own experiences/ Explaining their understanding about what has been read to them Asks questions to find out more and to check he/she understands what has been read to them or explained</p> | <p>sharing ideas and resources Make a moon buggy using junk materials or construction</p> <p>Geography: Comparing environments to the one where they live Identify UK and Canada on the world map</p> <p>Music: Singing</p> <p>Art: Collage using different textures</p> <p>History: Talk about famous figures and events from the past – Neil Armstrong/ moon landing</p> <p>Science: Space</p> |
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| | | | <p>conjunctions, with modelling and support from his/her teacher (ELG) Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG) Participates in small group, class and one-to-one discussions, offering his/her own ideas, using recently introduced vocabulary (ELG)</p> <p>Past and present Reception Comments on images of familiar situations in the past Is able to compare and contrast characters from stories, including figures from the past.</p> <p>People, Culture and Communities Reception Talks about members of his/her immediate family and community Names and describes people who are familiar to him/her Understands that some places are special to members of his/her community 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) Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p> <p>The Natural World Reception Explores the natural world around him/her Understands the effect of changing seasons on the natural world around him/her Recognises that some environments are different to the one where they live</p> | | <p>L, A & U Learns new vocabulary Engages story times Listens to and talks about stories to build familiarity and understanding Listens carefully to rhymes and songs, paying attention to how they sound Learns rhymes *Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</p> <p>Creating with materials Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) Shares his/her creations, explaining the process he/she has used (ELG) Creates collaboratively sharing ideas, resources and skills</p> | |
| The Solar System | <p>The Natural World Compared own environment to The Arctic / Antarctic/ Hot places (Autumn 2 and spring 1) Talk about what it is like in space compared to Bromsgrove (Weeks 1 and 2 summer 1)</p> <p>Being imaginative and expressive Songs previously practiced and performed (Nursery)</p> | <p>Focus teaching/ group activities *Introduce names of the planets in the solar system *Guess planets by their descriptions *Explain what you know about the planets</p> <p>Writing focus: What planet am I? Describe a planet for others to guess.</p> <p>Music: Listen to music by composer Gustav Holst – Planets (Mercury/Mars) respond to the</p> | | <p>Space Astronaut Space words: Moon Planets Rocket Oxygen – air Gravity Moon landing Neil Armstrong</p> | <p>*To remember some of the planet names – Earth, Mars, Jupiter *To remember that we live on Earth *To know that the planets orbit the sun</p> <p>Specific curriculum links</p> <p>The natural world Explores the natural world around him/her</p> | <p>Science: The Solar System Music: Singing Art: Painting – marbling and colour mixing Chalks and pastels to draw picture</p> |

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| | <p>rhymes, songs linked to toics)</p> <p>Speaking Offering explanations as to what might happen and why – (spring 1)</p> <p>Writing Uses finger spaces, some capital letters and full stops when writing a sentence.</p> | <p>music in different ways, thinking about the tempo of the music.</p> <p>Stories: Back to Earth with a bump!</p> <p>Song to learn: If you blast off into space today</p> <p>Continuous provision *Label the planets / write about the planets *Use chalks and pastels to create the sun *Marbling – marble paint planets using a marble and blobs of paint Watch how the colours mix together *Create the planets using construction kits *Make an alien using junk modelling resources and construction *Role-play – ISS *Small world – space themed</p> | <p>Describes what they see hear and feel whilst outside Explores the natural world around him/her, making observations and drawing pictures of animals and plants (ELG) Knows some similarities and differences between the natural world around him/her and contrasting environments, drawing on his/her experiences and what has been read in class (ELG)</p> <p>People, Culture and communities Reception Is able to draw information from a simple map Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG) 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>Self-regulation Reception Expresses his/her feelings and considers the feelings of others Is able to identify and moderate his/her own feelings socially and emotionally Is able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions (ELG)</p> | <p>Solar system Some planet names – Earth, Mars, sun, Jupiter</p> | <p>Recognises that some environments are different to the one where they live</p> <p>Speaking *Asks questions to find out more and to check he/she understands what has been said to him/her *Is able to articulate his/her ideas and thoughts in well-formed sentences</p> <p>Comprehension *Demonstrates an understanding about what has been read to them.</p> <p>L, A & U *Learns new vocabulary *Engages in story times *Listens to and talks about stories to build familiarity and understanding *Listens carefully to rhymes and songs, paying attention to how they sound *Learns rhymes, songs</p> <p>Writing Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> | <p>D&T: Junk model alien character</p> |
| <p>Whatever Next by Jill Murphy</p> | <p>Speaking: Talk for writing - The Enormous Turnip (spring 2) Using connectives to join ideas. Speaking in full sentences.</p> | <p>Focus teaching/ group activities *Share chosen text – Whatever Next... *Predict what it is about. *What happened in the story? Retell events *What is your favourite part of the story? Why?</p> | <p>Can set and work towards simple goals, is able to wait for what he/she wants and control his/her immediate impulses when appropriate (ELG) Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly (ELG)</p> | <p>Once upon a time The end Next Then</p> | <p>*To use a capital letter and full stop when writing a sentence. *To remember the story of Whatever Next and to retell it verbally using story language from the text.</p> | <p>D&T: Junk modelling Art: Chalk pictures</p> |

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| <p>Can retell the story, using talk for writing, (spring2) developed a deep familiarity with the text; some as exact repetition and some in his/her own words</p> <p><u>Being imaginative and expressive</u> Songs previously practiced and performed (Nursery rhymes / topic related songs)</p> <p><u>The natural world</u> Understanding of what it is like in space, what it is like to be an astronaut. Compare space to where we live in Bromsgrove/ Earth to other planets</p> <p><u>Writing</u> Writing stories at length using talk for writing storyboards (The Enormous Turnip spring 2)</p> | <p>*Talk for writing storyboard and actions *Retell the story using actions, record video Seesaw</p> <p><u>Focus activity:</u> Write a letter to Baby Bear to remind him about what he needs to take to space.</p> <p><u>Stories :</u> Whatever Next by Jill Murphy</p> <p><u>Songs to learn:</u> Journey to the moon song</p> <p><u>Continuous provision :</u> *Writing: weekend news, Speech bubbles, What happened next? *Space pictures using chalk *Draw step by step owl like the story Whatever Next *Act out the story Whatever Next using props. *Make polydron planets *Junk modelling – airplanes from the story Whatever Next</p> | <p><u>Managing self</u> 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><u>Building relationships</u> Reception Builds constructive and respectful relationships Thinks about the perspectives of others Forms positive attachments to adults and friendships with peers (ELG) Shows sensitivity to his/her own and to others' needs (ELG) Works and plays cooperatively and takes turns with others (ELG)</p> <p><u>Gross motor skills</u> Reception Is progressing towards a more fluent style of moving, with developing control and grace Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group Is developing overall body-strength, balance, co-ordination and agility</p> <p><u>Fine motor skills</u></p> | <p>And</p> <p>Sentence Full stop Capital letter</p> | <p><u>Specific curriculum links:</u> <u>Writing:</u> *Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-reads what he/she has written to check that it makes sense Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p><u>Creating with materials</u> *Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) *Shares his/her creations, explaining the process he/she has used (ELG)</p> <p><u>L, A & U</u> *Learns new vocabulary and uses it through the day. *Engages in story times *Listens to and talks about stories to build familiarity</p> <p><u>Speaking</u> *Is able to articulate ideas and thoughts in well-formed sentences *Can connect one idea to another using a range of connectives *Is able to describe events in some *Can retell the story, once he/she has developed a deep familiarity with the text; some</p> | <p>Music: Sing songs</p> <p>English: retell stories verbally and in writing using story language from the text</p> |
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| | | | <p>Reception Is developing the foundations of a handwriting style which is fast, accurate and efficient Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Is beginning to show accuracy and care when drawing (ELG) Uses a range of small tools, including scissors, paint brushes and cutlery (ELG)</p> | | <p>as exact repetition and some in his/her own words</p> | |
| <p>Whatever Next by Jill Murphy</p> | <p>Speaking: Talk for writing - The Enormous Turnip (spring 2) Using connectives to join ideas. Speaking in full sentences. Can retell the story, using talk for writing, (spring2) developed a deep familiarity with the text; some as exact repetition and some in his/her own words</p> <p>Being imaginative and expressive Songs previously practiced and performed (Nursery rhymes / topic related songs)</p> <p>The natural world Understanding of what it is like in space, what it is like to be an astronaut. Compare space to where we live in Bromsgrove/ Earth to other planets</p> <p>Writing Writing stories at length using talk for writing storyboards (The Enormous Turnip spring 2)</p> | <p>Focus teaching/ group activities *Sequence the story of Whatever Next... *Shared writing of the story – beginning and middle</p> <p>Focus activity: Write the story using the talk for Writing story board to help</p> <p>Stories – Whatever next by Jill Murphy</p> <p>Songs to learn: In a rocket song</p> <p>Continuous provision *Write your own space Non-fiction text *Disc planets to decorate and hang *Paper plate alien spaceships</p> | | <p>Once upon a time</p> <p>The end</p> <p>Next Then And</p> <p>Sentence Full stop Capital letter</p> | <p>*To use a capital letter and full stop when writing a sentence.</p> <p>*To remember the story of Whatever Next and to retell it verbally using story language from the text.</p> <p>*To re-write the story Whatever Next... using the appropriate story language and some of their own.</p> <p>Specific curriculum links: Writing: *Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-reads what he/she has written to check that it makes sense Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Creating with materials *Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) *Shares his/her creations, explaining the process he/she has used (ELG)</p> <p>L, A & U *Learns new vocabulary and uses it through the day. *Engages in story times</p> | <p>D&T: Making alien space ships using paper plates</p> <p>Art: Planet discs using glitter, glue and CD discs</p> <p>English: retell stories verbally and in writing using story language from the text</p> <p>Music: singing songs</p> |

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| | | | | | <p>*Listens to and talks about stories to build familiarity</p> <p>Speaking</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>*Is able to describe events in some</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> | |
| Jigsaw | <p>Jigsaw sessions</p> <p>Autumn 1 – Ourselves</p> <p>Autumn 2 – Anti- Bullying</p> <p>Spring 1 – Perseverance / Resilience</p> <p>Spring 2 – Healthy Me</p> | <p>I can identify some of the jobs I do in my family and how it feels to belong.</p> <p>I know how to make friends and stop myself from feeling lonely.</p> <p>I can think of ways to solve problems and stay friends.</p> <p>I am starting to understand the impact of unkind words.</p> <p>I can use Calm Me time to manage my feelings.</p> <p>I know how to be a good friend.</p> | <p><i>P, C & C: Reception.</i></p> <p>Talks about members of his/her immediate family and community. Names and describes people who are familiar to him/her.</p> <p>Building Relationships: Reception.</p> <p>Shows sensitivity to his/her own and to others' needs (ELG).</p> <p>Building Relationships: Reception. Builds constructive and respectful relationships. Thinks about the perspectives of others.</p> <p>Forms positive attachments to adults and friendships with peers (ELG).</p> <p>Self-Regulation, Reception. Expresses his/her feelings and considers the feelings of others. Is able to identify and moderate his/her own feelings socially and emotionally. Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly (ELG).</p> <p>Self-Regulation, Reception. Is able to identify and moderate his/her own</p> | <p>Vocabulary</p> <p>Family</p> <p>Friends</p> <p>Respect</p> <p>Kind</p> <p>Unkind</p> <p>Feelings</p> <p>Control</p> | <p>What we want the children to remember</p> <p>How to be a good friend.</p> <p>How to show kindness.</p> <p>We can try to control our feelings.</p> | <p>PSED</p> <p>P, C & C</p> <p>Talks about members of his/her immediate family and community. Names and describes people who are familiar to him/her.</p> |

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| | | | feelings socially and emotionally. Can set and work towards simple goals, is able to wait for what he/she wants and control his/her immediate impulses when appropriate (ELG). | | | |
| Nursey Rhymes | Autumn 1 and 2 Nursey Rhymes practiced Recap of nursery rhymes in spring 1 and 2 | Revisit the nursery rhymes that we practiced in Last two terms: *Row Row Row your boat *Pat a cake *I'm a little teapot *Humpty Dumpty *Ring a ring a roses *Twinkle twinkle little star | <u>Specific curriculum links</u> <u>L, A & U</u> Learns new vocabulary Learns rhymes Listens carefully to rhymes and songs, paying attention to how they sound <u>Being imaginative and Expressive</u> Sings in a group or on their own, increasing matching the pitch and following the melody Performs songs and rhymes with others and when appropriate- tries to move in time to the music (ELG) Sings a range of well know nursery rhymes (ELG) | Rhyme Language within the rhymes e.g. short, stout, handle, spout, teapot, little, shout, pour.... | * To sing 6 nursery rhymes either solo or in a group | English: To know and perform rhymes |
| Indoor P.E: | <u>Autumn 1 Fundamental movements-</u> *walk, run, hop, crawl (opposite knee to hand) skip, jump (two feet to two feet) roll (in a straight position) *To move from one movement to another with fluency (agility) *Developing balance (holding positions) *Developing coordination and body strength (skipping/ hopping/ | Gymnastics: *Basic gymnastic shapes – Pencil, Disc and arch, Tuck curled positions, Front and back support *Weight bearing exercises – bunny hops into and over hoops and benches *Landings – revisit safe landing, recap basic shapes, Practise star jumps, tuck jumps and move them onto benches to practise. | <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) <u>Physical Development - Reception</u> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity (Reception) Is developing overall body-strength, balance, co-ordination and agility (Reception) | Balance Pencil Tuck Arch Disc travel | *To demonstrate basic gymnastic shapes with control (stretch, tuck, dish, arch, front support and back support) HA: To be able to move from one shape to another with fluency. *To demonstrate a jump with a safe controlled landing HA: to be able to demonstrate a range of jumps (star, tucked) *To be able to hold a range of balances. | P.E: Gymnastics |

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| | <p>jumping/ bunny hopping/ bear walks (opposite hand to foot) rolling (in a stretch position)</p> <p><u>Spring 1</u> - To use fundamental movements *to travel across a bench. *How to perform a stretch jump on the floor and from a bench/ box top. (tuck and star for HA) *How to land safely when jumping on the floor and from a bench/ box top. *To hold a balance (standing on one foot) for three seconds on a bench or floor spot.</p> | <p>*Balance and walking on tiptoes – walking tall on their toes along a bench, forwards, backwards, sideways</p> <p>*Follow my leader – choose 3 gymnastic shapes, balances or ways to travel. Demonstrate the three movements, fluently moving from one position to another.</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 revising and refining the fundamental movement skills he/she has already acquired; rolling, jumping, crawling, walking, running, hopping, skipping, climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> | | <p>*To bunny hop over a bench successfully transferring their weight.</p> | |
| Outdoor P.E | <p>To move from one movement to another with fluency when climbing, running between obstacles, using small and large equipment (agility)</p> <p>Developing balance on bikes and trikes, climbing equipment</p> <p>Developing coordination and body strength (skipping/ hopping/ jumping/running/climbing)</p> <p>Further develop ball skills that involve using equipment such as bats, rackets, hockey sticks.</p> | <p>In small groups children use the three areas of the playground. *Activity 1 - Adventure: To encourage climbing, jumping, walking and managing own risks. *Activity 2 - Field – running games (stuck in the mud, tag, cat and mouse) *Activity 3- Bouncing a ball <i>Skills: I can show good control when using equipment in a range of ways – bouncing, catching, moving in different ways</i> - Practise skills of bouncing a ball. Bounce to partner. Partner to catch the ball. *Activity 4 – Bike and trikes – being a safe pedestrian. *Activity 5 – Field – Run or walk a mile *Activity 6 – Aiming at a target <i>Skills - I can show good control when using equipment in a range of ways – throwing a ball, aiming at a target</i></p> | <p>Fine motor skills Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips (Nursery) Managing self Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (ELG) Physical Development Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity (Reception) Physical Development – Gross Motor Skills (Reception) Revise and refine the fundamental movement skills they have already acquired: Walking, Jumping, Running, Hopping, Skipping, climbing. Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group *Is developing overall body-strength, balance, co-ordination and agility</p> | <p>Bounce Catch Aim Overarm Underarm</p> | <p>Fundamental movements- To move from one movement to another with fluency when climbing, running between obstacles, using small and large equipment (agility) Developing coordination and body strength (skipping/ hopping/ jumping/running/climbing/ hitting/ batting/ throwing) Further develop ball skills that involve throwing, catching, bouncing a ball. Become more accurate when throwing a ball at a target. Begin to use the underarm / overarm action.</p> | P.E – ball skills |

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| | | <ul style="list-style-type: none"> - Throw overarm or underarm at basketball hoops from different distances. | <p>*Combine different movements with ease and fluency.</p> <p>*Is further developing and refining a range of ball skills including: bouncing, passing, catching, aiming at a target</p> <p>*Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Demonstrates strength, balance and coordination when playing Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG)</p> <p>Is able to negotiate space and obstacles safely, with consideration for himself/herself and others (ELG)</p> | | | |
| Forest school | <p><u>Autumn 2 Forest school sessions.</u></p> <p>*To move around basecamp without going in the middle</p> <p>*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.</p> <p>*To begin to look for risks (Daily sweep)- 1 team each week</p> <p>*To know what is needed to light a fire (spark, fuel, oxygen)</p> <p>*To begin to think about and explain how to be safe around a fire.</p> | <p>Introduction to Forest School</p> <p>Getting changed</p> <p>Forest School ethos</p> <p>Forest school song</p> <p>Introduce the Forest school area</p> <p>Establish boundaries and rules</p> <p>Look for risks</p> <p>Explore the Forest school area.</p> <p>Looking for seasonal clues</p> <p>Collect sticks for firewood</p> <p>Have a fire / fire safety</p> <p>Create own space station using tarpaulin and other den making equipment</p> <p>Create narrative using props from story Whatever Next... by Jill Murphy</p> <p>Team games on the field</p> <p>Stories: Whatever Next... by Jill Murphy</p> <p>Tool use:</p> <p>Trowels for digging and hiding treasure</p> <p>Equipment for making dens</p> <p>Firelighters</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>Personal Social and Emotional Development</p> <p>Self- regulation</p> <p>Expresses feelings and considers the feelings of others</p> <p>Can identify and moderate own feelings</p> <p>Managing self</p> <p>Sees him/herself as a valuable individual</p> <p>Manages own needs around personal hygiene</p> <p>Shows resilience and perseverance in the face of a challenge</p> <p>Knows about different factors that support his/ her overall health and well being-</p> <p>regular physical exercise</p> <p>Building relationships</p> <p>Builds constructive and respectful relationships</p> <p>Thinks about the perspective of others</p> <p>Physical Development</p> <p>Gross Motor skills</p> <p>Revising fundamental movements- walking, jumping, running, climbing</p> | <p><u>Areas of forest school</u></p> <p>Base camp</p> <p>Fire pit</p> <p>Mud kitchen</p> <p>Swing</p> <p>Dens</p> <p>Stage</p> <p>Obstacle course</p> <p>Pond</p> <p><u>Seasonal / Environment</u></p> <p>Winter / spring / summer</p> <p>Trees</p> <p>Leaves</p> <p>Name of any winter/ spring/ summer</p> <p>Weather / cold / freezing/ hpt / warm</p> | <p>* The Natural World – Reception</p> <p>*Identify key changes through the seasons.</p> <p>*Remember the key to a successful fire.</p> <p>Being Imaginative and Expressive – Reception</p> <p>*Is able to develop storylines and develop narrative in pretend play</p> <p>Creating with materials – Reception</p> <p>*Makes use of props and materials when role playing characters in narratives and stories (ELG)</p> | <p>Science:</p> <p>Seasonal changes</p> <p>Understanding what is needed to make a fire (spark, oxygen, fuel)</p> <p>Geography:</p> <p>Exploring a local environment</p> <p>PSHE:</p> <p>Managing risks and following established rules</p> <p>Design Technology:</p> <p>Tool use</p> |

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| | <p>*To use a handrill with support to make a hole in a piece of wood.</p> <p><u>Spring 1 Forest school sessions</u></p> <p>*To develop storylines in their play.</p> <p>*To use props and materials to role play pirate stories.</p> <p>*To invent and adapt the pirate stories that they hear.</p> <p>*To recognise that some environments are different to the one that they live in (pirate islands/ the sea)</p> <p>*To use a trowel safely.</p> <p>*To draw and label a simple map of the forest school area.</p> <p><u>Spring 2 Forest school sessions</u></p> <p>*To be able to identify signs of spring</p> <p>*Talk about what they can see / feel and hear in Forest school area.</p> <p>*To draw pictures of plants and animals that they see in relation to the signs of spring.</p> <p>*To use a fire lighter to create and spark.</p> <p>*To talk about how to be safe around a fire.</p> | <p>Listening basecamp games:</p> <p>Eye spy/ listen for what you can feel/hear</p> <p>What can you see</p> <p>Leaf whispers</p> <p>Sing topic related songs/ read topic related stories around basecamp.</p> <p>123 Where are you?</p> <p>Outdoor maths challenges to link to maths focus tasks and continuous provision:</p> <p>Adding more – trellis or taped grids to fill tens frame. Add one more, how many do you have now?</p> <p>Take- away – Use trellis as tens frames, take one away, how many left? Repeat with taking away 2, 3, 4 etc.</p> <p>Science:</p> <p>Space themes</p> | <p>Developing overall body strength, coordination and balance</p> <p>Is able to combine different movements with ease and fluency</p> <p>Is further developing the skills he/she needs to manage the school day e.g. lining up</p> <p>Fine motor skills</p> <p>Is developing small motor skills so that he/she can use a range of tools competently, safely and confidently</p> <p>Mathematics</p> <p>Number</p> <p>Counts objects actions and sounds</p> <p>Is able to subitise</p> <p>Link number symbol to cardinal number</p> <p>Understand one more than and one less than</p> <p>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>Investigates composing and decomposing shapes and recognises a shape can have other shapes within it.</p> <p>Continue copy and recreate patterns</p> <p>Compare length, weight and capacity</p> <p>Understanding the world</p> <p>The Natural world</p> <p>Explores the natural world around them</p> <p>Describes what they can see, hear and feel.</p> <p>Understands the effect of the changing seasons on the natural world around them</p> <p>Expressive Arts and Design</p> <p>Creating with materials</p> <p>Creates collaborate sharing ideas</p> <p>Being Imaginative</p> <p>Sings in a group or on his/her own, increasingly matching the pitch and following the melody</p> <p>Is able to develop storylines in his/her pretend play</p> | <p><u>Tools</u></p> <p>Trowel</p> <p><u>Fire</u></p> <p>spark, oxygen, water, burn, embers</p> | <p>(Secateurs / trowel/ hand drill)</p> <p>P.E</p> <p>Moving around in outdoor environment – fundamental movements- running, jumping, skipping, hopping climbing</p> |
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| <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>Word reading- Reception</p> <p>Reads individual letters by saying the sounds for them – (Phase 3 graphemes)</p> <p>Can read some common exception words matched to the schools phonic programme (Phase 3)</p> <p>Is able to blend sounds, into words, so that they can read short words using known letter- sound correspondences (phase 3 graphemes)</p> | <p>Phonics taught twice daily-</p> <p>(see weekly plans)</p> <p>Writing focuses during topic sessions:</p> <ul style="list-style-type: none"> • Easter holiday recount • What planet am I? • Write a letter • Extended narrative – Whatever Next... | <p>Word reading Reception</p> <p>Reads individual letters by saying the sounds for them</p> <p>Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences</p> <p>Can read some letter groups that each represent one sound and say the sounds for them</p> <p>Can read a few common exception words matched to the school's phonic programme</p> <p>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>Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words (ELG)</p> <p>Can read words consistent with his/her phonic knowledge by sound-blending (ELG)</p> <p>Is able to say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>Writing Reception</p> <p>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</p> <p>Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-reads what he/she has written to check that it makes sense</p> <p>Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Writes recognisable letters, most of which are correctly formed (ELG)</p> <p>Writes simple phrases and sentences that can be read by others (ELG)</p> | <p>Phase 3 grapheme names</p> <p>Syllable</p> <p>Consonant vowel</p> <p>Use the vocabulary in lessons:</p> <p>Letter</p> <p>Sound</p> <p>Phoneme</p> <p>Grapheme</p> <p>Blend</p> <p>Segment</p> <p>Digraph</p> <p>Trigraph</p> | <p>Word reading:</p> <p>Can read some letter groups that each represent one sound and say one sound for them.</p> <p>Phase 3- all graphemes</p> <p>Can read words within phase 4 – ccvc, cvcc, ccvcc, cccvc, cccvcc</p> <p>Is able to blend sounds, into words, so that they can read short words using known letter-sound correspondences (phase 3 and 4)</p> <p>Can read some phase 4 common exception words</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.</p> <p>Is able to spell words by identifying the sounds and then writing the sound with letter/s (phase 3)</p> <p>Is able to spell words by identifying consonants and vowels e.g. cvcc, ccvc, ccvcc, cccvc, ccvcc, cccvcc</p> | <p>English</p> |
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| <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>Aut 1 and 2</p> <ul style="list-style-type: none"> *Composition of 1-5 *Comparing numbers 1 – 5 *One more and one less to 5 *2D shapes – circles, triangles, shapes with four sides *Positional language *Time – times of the day, daily routines *Making simple repeating patterns *Comparing amounts, matching and sorting <p>Spring 1 and 2</p> <ul style="list-style-type: none"> *Introducing 0 *comparing numbers to 8 *Composition of 4, 5, 6, 7, 8 *Compare mass and capacity * Length, height and time *Introducing 9 & 10 *Comparing numbers to 10 *Know number bonds to 10 *3D shape – name 3D shapes, nets and how they make a shape, rotate and manipulate shapes to build bigger shapes, *Pattern – Copy, continue and create patterns that are not just ABAB patterns. | <p>White Rose maths</p> <p>To 20 and beyond:</p> <ul style="list-style-type: none"> * Building numbers beyond 10 * Counting patterns beyond 10 * Spatial reasoning – match, rotate and manipulate <p>First, then, now:</p> <ul style="list-style-type: none"> * Adding more * Taking away * Spatial reasoning – visualise and build <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</p> <p>Can count beyond ten</p> <p>Counts objects, actions and sounds</p> <p>Is able to subitise</p> <p>Is able to link the number symbol (numeral) with its cardinal value.</p> <p>Understands the one more than and one less than relationship between consecutive numbers</p> <p>Explores the composition of numbers</p> <p>Automatically recalls number bonds to 5. Automatically recalls (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG)</p> <p>Has a deep understanding of number to 10, including the composition of each number (ELG)</p> <p>Is able to subitise (recognise quantities without counting) 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>Can compare length, weight and capacity</p> <p>Investigates composing and decomposing shapes and recognises a shape can have other shapes within it, just as numbers can</p> <p>Is able to continue, copy and create repeating patterns</p> <p>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)</p> <p>Is able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG)</p> <p>Verbally counts beyond 20, recognising the pattern of the counting system (ELG)</p> | <p>Rotate</p> <p>Add</p> <p>Addition</p> <p>Take away</p> <p>Subtract</p> <p>Equals</p> <p>Is the same as</p> <p>Teens</p> <p>numbers to 20</p> <p>More</p> <p>Less</p> <p>Forwards</p> <p>Backwards</p> | <p>Mathematics</p> <ul style="list-style-type: none"> *To remember the names of teens numbers *To identify teens numbers to 20 *To be able to add one more, two more *To be able to take away one, two *To identify the missing number in counting patterns to 20 *Is able to name some 2D and 3D shapes *Is able to manipulate shapes and rotate them *Know that 3D shapes are made up of 2D shapes | <p>Maths – number and shape, space and measures</p> |
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