

Theme	Prior Knowledge	Activities	Links to the Early Years Foundation Stage Curriculum	Key Vocabulary	What I want the children to remember (Reception Statements)	Possible links to the NC
The three Billy Goats Gruff (whole school write)	<p>Autumn 1 Traditional tales Gingerbread man/Goldilocks/Three bears/Three Little pigs Little red hen</p> <p>Autumn 2 nativity</p> <p>Spring 2 The Enormous Turnip/ Easter Story</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</p>	<p>Focus teaching / group activities Read and discuss the 'Three Billy Goats Gruff' Talk for writing story map/ actions</p> <p>Teacher focus: Sequencing pictures for the start of the Three Billy Goats Gruff.</p> <p>Continuous provision activities *Holiday News / Draw a picture Word writing to match pictures (TBGG) *Speech bubbles for TBBG characters *Draw and describe the troll *HRSW practice *Draw a TBBG scene *Cut and stick scenes from TBBG *Finger puppet characters *painting pictures of the goats *Junk model a goat from the story *Build a bridge (construction) *small word TBBG scene / story maps/puppets/masks</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 L, A & U Learns and uses new vocabulary Engages story times Listens to and talks about stories to build familiarity and understanding Being imaginative and Expressive: Invents, adapts and recounts narratives and stories. (ELG) Understanding the World Understands some important processes and changes in the natural world around them (ELG)</p>	<p>Once upon a time, Characters : Troll, goats, troll, big. Medium, little, bridge, grass, river Story phrases: "Who's that trip trapping over my bridge" "Its me, little Billiy Goat" "I want to cross the river to eat the grass on the other side"/ "I want to eat you"</p>	<p>To become familiar with the Story of 'The Three Billy Goats Gruff' To know the characters in the story To Know what the troll says to the goats. To know what the goats say to the Troll Retell/ write the start of the story next week as part of a whole school write activity</p>	<p>Art: Painting goats / drawing trolls / drawing story scenes Design Technology: Junk modelling goats Cutting skills English: Retelling/ story map of Three Billy Goats Gruff. Sequencing for the story. Puppets/ masks</p>

	<p>Listens to and talks about stories to build familiarity</p>					
<p>Three Billy Goats Gruff</p> <p>Whatever Nect</p>	<p>Previous Week –</p> <ul style="list-style-type: none"> *To develop a deep familiarity with the 'Three Billy Goats Gruff' story *To remember key story vocabulary / phrases 	<p><u>Focus teaching / group activities</u></p> <ul style="list-style-type: none"> *Read and discuss 'Whatever Next' Story predictions *Story map/ actions <p><u>Teacher focus-</u> To write the start of TBBG using some story language / story map</p> <p><u>Stories:</u> TBBG / Whatever Next</p> <p><u>Rhyme:</u> Repeat learning of Twinkle, Twinkle and If you blast off in a rocket ship (Summer 1)</p> <p><u>Songs</u></p> <p>https://www.youtube.com/watch?v=zRkPmgmZLOI Just dance space</p> <p>https://www.youtube.com/watch?v=xec_r03INMQ Zoom Zoom Zoom</p> <p><u>Continuous Provision activities:</u></p> <ul style="list-style-type: none"> *Whatever Next colouring *Write sentences about the pictures (WN) *Speech bubbles (WN characters) *Decorate a bear (colour/ paint/ collage) *How to draw an owl *Owl craft *Make a box for bear to travel to the moon *Junk model aeroplanes *WN small world- box, wellies, picnic, owl, bear 	<p><u>Writing</u></p> <p>Can write short sentences with words with known sound-letter correspondences.</p> <ul style="list-style-type: none"> *Re-reads what they have written to check it makes sense. <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><u>Comprehension</u></p> <p>Demonstrates an understanding about what has been read to them.</p> <p><u>Speaking</u></p> <p>Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words</p> <p><u>L, A & U</u></p> <p>Learns and use new vocabulary</p> <p>Engages story times</p> <p>Listens to and talks about stories to build familiarity and understanding</p> <p><u>Being imaginative and Expressive:</u></p> <p>Invents, adapts and recounts narratives and stories with peers and his/her teacher (ELG)</p>	<p>TBBG vocabulary from previous week</p> <p>Once upon a time, The end, Next, Then, And, Story language- Can I go to the Moon? / Whoosh, "That's a smart rocket" / "It's a bit boring" .../ you and your stories, Whatever Next. Characters : baby bear, Mrs bear, Owl.</p>	<ul style="list-style-type: none"> *To write the start of the story "The Three Billy Goats gruff" using a story map. * To verbally retell the story of Whatever Next using story language from the text. 	<p>Art:</p> <p>How to draw an owl (step by step)</p> <p>Decorate a baer (colour/ paint/ collage)</p> <p>Owl craft</p> <p>English:</p> <p>Retelling/ story map of 'TBGG'</p> <p>Small world WN</p> <p><u>Writing opportunities-</u></p> <p>speech bubbles/ write sentences to match the picture.</p> <p>Design Technology:</p> <p>Junk model aeroplanes</p> <p>Construct a box for bear to go to the moon</p>

Whatever Next	Previous week – Whatever Next	<p><u>Focus teaching/ group activities</u> *Sequence pictures and retell story *Shared writing of the beginning of the story *read end of story- spot the mistakes.</p> <p><u>Stories:</u> Whatever Next Jill Murphy</p> <p><u>Rhyme to learn:</u> Repeat learning of Twinkle, Twinkle and If you blast off in a rocket ship</p> <p>Repeat favourite space dances from Summer 1</p> <p><u>Teacher focus activity:</u> All children together- sequence pictures of the story (after session 1)</p> <p><u>Whatever Next narrative writing</u></p> <p><u>Continuous provision</u> Draw your own story map Upper and lower case letters Space writing activities CD disc planets How to draw Baby bear Build the ISS construction Junk- make a landing shuttle Small world – WN Space station role play.</p>	<p><u>Writing</u> Can write short sentences with words with known sound-letter correspondences. *Re-reads what they have written to check it makes sense. Writes recognisable letters, most of which are correctly formed (ELG) Writes simple phrases and sentences that can be read by others (ELG)</p> <p><u>Comprehension</u> *Demonstrates an understanding about what has been read to them.</p> <p><u>L, A & U</u> *Learns new vocabulary *Engages in story times</p> <p><u>Self- regulation:</u> *Expresses feelings and considers the feelings of others. *Is able to moderate feelings socially and emotionally *Shows an understanding of their own feelings and those of others and is beginning to regulate behaviour accordingly.</p>	<p>Once upon a time, The end, Next, Then, And, Story language- Can I go to the Moon? / Whoosh, “That’s a smart rocket” / “It’s a bit boring” .../ you and your stories, Whatever Next. Characters : baby bear, Mrs bear, Owl.</p>	<p>To re-write the story Whatever Next... using the appropriate story language and some of their own.</p> <p>*To use a capital letter and full stop when writing a sentence</p>	<p>English: Writing opportunities: Draw a story map Upper and lower letters Sequencing story pictures</p> <p>Art: How to draw a bear CD planets</p> <p>Design Technology: Make a landing shuttle</p> <p>Build the ISS (Construction)</p>
Whatever Next	<p>Previous week – Whatever Next</p> <p>Retell of the story using a story map</p>	<p><u>Focus teaching/ group activities</u> *Modelled version of alternative events landing on the moon/ develop ideas / make a mind map *Model write one event using the children’s ideas *Shared write a different idea from the children</p> <p><u>Focus Writing activity</u></p>	<p><u>Building relationships</u> *Builds constructive and respectful relationships Thinks about the perspective of others Shows sensitivity to others (ELG)</p> <p><u>Writing</u></p>	<p>Once upon a time, The end, Next, Then, And, Story language- Can I go to the Moon? / Whoosh, “That’s a smart rocket” / “It’s a bit</p>	<p>*To re-write an activity on the moon from the story Whatever Next... using the appropriate story language and some of their own.</p> <p>*To use a capital letter and full stop when writing a sentence</p>	<p>English: writing opportunities- writing about the solar</p>

		<p>All children to write their own events of when bear and owl landed on the moon.</p> <p><u>Continuous provision</u></p> <ul style="list-style-type: none"> *Draw what you would see through a bedroom window at night *Space word searches *write about the solar system *Space collage pictures *paint the ending of the story (watercolours) *Earth and space spot the difference *Count the space items *Space themed construction 	<p>Can write short sentences with words with known sound-letter correspondences.</p> <p>*Re-reads what they have written to check it makes sense.</p> <p>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><u>Comprehension</u></p> <p>*Demonstrates an understanding about what has been read to them.</p> <p><u>L, A & U</u></p> <ul style="list-style-type: none"> *Learns new vocabulary *Engages in story times 	<p>boring”.../ you and your stories, Whatever Next. Characters : baby bear, Mrs bear, Owl.</p>		<p>system/ word searches</p> <p>Art: Space collage / Painting with watercolours</p> <p>Design</p> <p>Technology: Space collages Constructing Space models.</p>
<p>Aliens love underpants</p>	<p>Other space related stories:</p> <p>The Darkest Dark (Summer 1)</p> <p>Back to Earth with a bump (Summer 1)</p> <p>Whatever Next (Summer 2)</p>	<p><u>Focus teaching/ group activities</u></p> <ul style="list-style-type: none"> *Listen to Aliens Love Underpants. Make story predictions *Discuss Beginning, middle, end <p><u>Focus activity:</u></p> <p>Paint an alien. Think about colours, number of heads/ eyes/ arms/legs</p> <p>Design some pants for the alien to wear.</p> <p><u>Continuous provision</u></p> <ul style="list-style-type: none"> *Space facts *Story sequencing *Speech bubbles *Wax crayon underpants designs *Stick puppet aliens *repeating pattern pants 	<p><u>Writing</u></p> <p>Can write short sentences with words with known sound-letter correspondences.</p> <p>*Re-reads what they have written to check it makes sense.</p> <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><u>Comprehension</u></p>	<p>Beginning, middle, end Story language</p>	<p>*To Talk about the beginning, middle and end of a story using appropriate story vocabulary.</p> <p>*Design an alien thinking about colour, number of eyes, arms and legs.</p>	<p>English: writing opportunities: space facts/ story sequencing .</p> <p>Art: Painting aliens / designing pants / wax crayon painting</p> <p><u>Design</u></p> <p><u>Technology</u></p> <p>Paper folding aliens</p>

		<p>*Paper folding aliens * popoid aliens</p>	<p>*Demonstrates an understanding about what has been read to them.</p> <p><u>L, A & U</u> *Learns new vocabulary *Engages in story times</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)</p>			
<p>Aliens love underpants</p>	<p>Previous week</p> <p>Previous retells of stories (oral)</p> <p>Nativity (Autumn 1) The Enormous Turnip (Spring 2) Easter story (Spring 2)</p> <p>Written retells The Enormous Turnip (Writing sentences to match pictures) The Easter story- (Writing sentences to match pictures)</p> <p>Three Billy Goats Gruff (Summer 2) (whole school write)</p> <p>Whatever Next (Summer 2)</p>	<p><u>Focus teaching and group activities</u> *Retell story using story map/ sequenced pictures *Model writing first few sentences of the story *Model write the middle of the story *Model write the end of the story</p> <p><u>Focus writing activity:</u> Describing my alien (from the alien they painted last week)</p> <p><u>Continuous provision activities:</u> *Describe the alien sentences *Alien wanted poster *Story caption writing * Space ship craft *How to draw an alien *Build an alien *Knex alien creatures *junk model alien space ships</p> <p>Kapow Design Technology- Design a Rainbow Salad/ Make a Rainbow Salad.</p>	<p><u>Writing</u> Can write short sentences with words with known sound-letter correspondences. *Re-reads what they have written to check it makes sense.</p> <ul style="list-style-type: none"> Spells words by identifying sounds in them and representing the sounds with a letter or letter (ELG) Writes recognisable letters, most of which are correctly formed (ELG) Writes simple phrases and sentences that can be read by others (ELG) <p><u>Comprehension</u> *Demonstrates an understanding about what has been read to them.</p> <p><u>L, A & U</u> *Learns new vocabulary *Engages in story times</p> <p><u>Personal, social and emotional development</u> Know and talk about the different factors that support their overall health and wellbeing: healthy eating.</p>	<p><u>Vocabulary</u> Story language</p> <p>healthy balanced diet healthy eating healthy lifestyle mind body brain fruit and vegetable names chopping board knife</p>	<p><u>What we want children to remember</u> To retell the story of Aliens Love Underpants using appropriate story language.</p> <p>To write sentences using a capital letter and full stop.</p> <p>*To talk about the importance of a healthy diet.</p>	<p>English: Writing opportunities: describe an alien sentence</p> <p>Art: How to draw</p> <p>Design Technology: junk modelling space ships/ Space ship craft Construction- alien creatures</p> <p>Science: Nutrition/ fruits and vegetables</p> <p>Design Technology: Food Technology/ healthy balanced diet. Tool use.</p>

			ELG: Managing self: Manage their own basic hygiene and personal needs, including...understanding the importance of healthy food choices.			
Aliens love Underpants	Previous 2 weeks – familiarising story language/ writing a retell of the story.	<p><u>Focus teaching and group activities</u></p> <p>*mind map different story endings *Complete a storyboard together *Complete a different story plan with a different ending *Spot the mistakes/ spelling / punctuation.</p> <p><u>Focus writing activity:</u></p> <p>*story maps in teams * Write own ending of the story using their story map.</p> <p><u>Continuous provision activities:</u></p> <p>*Have you seen my pants- describing sentences *Name the aliens (nonsense words) *Create an alien using 2D shapes * Alien pants Collage *Spot the difference (ALU pictures) *Lego- alien space ships</p>	<p><u>Writing</u></p> <p>Can write short sentences with words with known sound-letter correspondences. *Re-reads what they have written to check it makes sense.</p> <ul style="list-style-type: none"> Spells words by identifying sounds in them and representing the sounds with a letter or letter (ELG) Writes recognisable letters, most of which are correctly formed (ELG) Writes simple phrases and sentences that can be read by others (ELG) <p><u>Comprehension</u></p> <p>*Demonstrates an understanding about what has been read to them.</p> <p><u>L, A & U</u></p> <p>*Learns new vocabulary *Engages in story times</p>	Story language	<p>*Plan and sequence their own ending of Aliens love underpants.</p> <p>*To write sentences using a capital letter and full stop.</p>	<p>English: Writing opportunities: describing pants sentences / Name the aliens (nonsense words)</p> <p>Art: Shape aliens</p> <p>Design Technology: Lego space ships</p>
Jigsaw	Jigsaw sessions Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1	<p><u>Healthy Me</u></p> <p>*I can name parts of the body *I can tell you some of the things I can do and food I eat to be healthy *I understand that we all grow from babies to adults *I can express how I feel about moving to Year 1 *I can talk about how I feel about my worries and /or the things I am looking forward to about Year 1.</p>	<p><u>Specific curriculum links</u></p> <p><u>Managing self:</u></p> <p>*Sees himself/herself as a valuable individual. (Rec). *Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (ELG). *Shows an understanding of his/her own feelings and those of others, and is</p>	<u>Vocabulary</u>	<p><u>What we want the children to remember</u></p> <p>*To talk about some ways to stay healthy -exercise -healthy foods -sleep -washing hands -who a stranger is (including online)</p>	PSED

		<p>*I can share my memories of the best bits of this year in Reception.</p>	<p>beginning to regulate his/her behaviour accordingly (ELG).</p> <p><u>Building Relationships</u> *Shows sensitivity to his/her own and to others' needs (ELG).</p> <p><u>Past and Present</u> *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>* To name parts of their body *Understand that they grow from a baby to an adult. *Talk about their feelings about moving to Year 1 *To talk about the best bits of being in Reception.</p>	
Nursey Rhymes	Rhymes taught each week through out each half term.	<p>Mini beast rhymes:</p> <p>Caterpillar Fuzzy wuzzy creepy crawly Insects al around Andy's animal raps Insy Winsy Spider Here is the bee hive Shoo fly</p>	<p><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</p> <p><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)</p>	<p><u>Vocabulary</u> <u>y</u></p> <p>Rhyme</p> <p>Language within the rhymes</p>	<p><u>What we want the children to remember</u> *To sing 6 nursery rhymes either solo or in a group</p>	<p>English: To know and perform rhymes</p>
Indoor P.E:	<p><u>Autumn 1</u> * Fundamental movements-walk, run, hop, crawl (opposite knee to hand) skip, jump (two feet to two feet) roll (in a straight position) *To move from one movement to another with fluency (agility) *Developing balance (holding positions) *Developing coordination and body</p>	<p><u>Mini Beast Dance</u> Dance to 'Bugs and Crawly things' /Butterfly wings - warm up</p> <p>* Choose three of the mini beast videos (PowerPoint) and ask children to think of words to describe how each of the mini beasts moves. Write down their ideas- then allow children time to explore moving like each mini beast emphasizing the words that they came up with. Be led by the children's ideas. e.g. butterfly- flutter, swoop, gentle.....</p>	<p><u>Specific Curriculum links</u> <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><u>Vocabulary</u> <u>y</u></p> <p>Describing words for movement s of mini beasts</p> <p>Movement s</p>	<p><u>What we want the children to remember</u> *To perform a simple dance that includes 6 different movements *To include a transition between movements.</p>	<p>P.E/ dance Fundamental movements Agility, balance and coordination. Basic movements- Jumping, and coordination.</p>

	<p>strength (skipping/ hopping/ jumping/ bunny hopping/ bear walks (opposite hand to foot) rolling (in a stretch position)</p> <p>Summer 1</p> <p>*To demonstrate basic gymnastic shapes with control (stretch, tuck, dish, arch, front support and back support)</p> <p>HA: To be able to move from one shape to another with fluency.</p> <p>*To demonstrate a jump with a safe controlled landing</p> <p>HA: to be able to demonstrate a range of jumps (star, tucked)</p> <p>To be able to hold a range of balances.</p> <p>To bunny hop over a bench successfully transferring their weight.</p>	<p>*Choose another 3 mini beasts and repeat above.</p> <p>* Ask each pair to choose three of the mini beasts (worm, butterfly, ladybird) Work together to practice moving like each of the three mini beasts. Choose their favourite three movements to put together to create a mini dance</p> <p>* Discuss how they can move from one movement into another. Can they, jump, leap, turn, spin, roll, skip, hop..... (display the words on the board to give them a prompt)</p> <p>*Allow them time to experiment with adding transitions from one movement to another. Give time to perform their dance with the transitions.</p> <p>* Practice their three movements with a transition in between each movement</p> <p>*Join two pairs together so that they are working in a group of 4. (one group of 6) – Higher ability. Each pair is to show the other pair their dance including the transitions. Teach the other pair their movements and join the movements together so that they have 6 movements with transitions. Can they think of a start/ finish position?</p> <p>* Practice their dance as a group of 6. Performance: Each group to perform their dances to the rest of the class.</p>	<p>Is developing 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>Combine different movements with ease and fluency</p> <p>Demonstrates strength, balance and coordination when playing (ELG)</p> <p>Moves energetically such as running, jumping, hopping, skipping (ELG)</p> <p>Is able to negotiate space and obstacles safely, with consideration for themselves and others (ELG)</p> <p>Being imaginative</p> <p>Listens attentively, move to and talks about music, expressing their feelings and responses</p> <p>Explores and engages in dance, performing solo or in groups</p>	<p>Transition movement s</p> <p>Jump leap turn spins roll skip hop</p> <p>Start and finish position</p>	<p>Perform dances using simple movement patterns</p>	
Forest school	<p>Autumn 2 Forest school</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</p>	<p>*Finding Minibeasts in their natural habits. Introduce the word ‘habitat’. Discuss that minibeasts live in different environments. Make a tally of the minibeast living in the Forest School area. Count up the tally’s and discuss which mini beasts do we have the most of in FS, which we have the fewest of and also if there are any mini beasts that we didn’t find at all? Is there a reason for this? Why do you think there are a lot of worms??? / not many bees?</p>	<p>Forest school is holistic in nature and learning is primarily child initiated. However, focus learning and the small achievable tasks and challenges are planned to encourage the following:</p> <p>Managing self</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- regular physical exercise</p> <p>Gross Motor skills</p>	<p>Areas of forest school</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>*To know that mini beasts live in different habitats</p> <p>*To find mini beasts in their natural habitats.</p> <p>*To make observations and draw mini beasts.</p> <p>*Work collaboratively to make a mini beast hotel.</p> <p>*Work collaboratively to make a mini beast using natural resources.</p> <p>*To use a fire lighter to create and spark and light their own fire.</p>	<p>Science:</p> <p>Seasonal changes</p> <p>Understanding what is needed to make a fire (spark, oxygen, fuel)</p> <p>Finding insects in their</p>

	<p>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> <p>Spring 1 Forest school *To develop storylines in their play. *To use props and materials to role play pirate stories. *To invent and adapt the pirate stories that they hear. *To use a trowel safely. *To recognise that some environments are different to the one that they live in (pirate islands/ the sea) *To draw and label a simple map of the forest school area.</p> <p>Spring 2 Forest School *To be able to identify signs of spring *Talk about what they can see / feel and hear in Forest school area. *To plant a seed and know what the seed needs to help it grow. *To draw pictures of plants and animals that they see in relation to the signs of spring. *To use a fire lighter to create and spark. *To talk about how to be safe around a fire.</p> <p>Summer 1 Forest School *To work cooperatively to make a space station.</p>	<p>*Shake the tree activity and investigate what minibeads live in trees. Draw the insects that you find.</p> <p>*Work collaboratively to build a minibead hotel</p> <p>*Observe the hotel built.</p> <p>*Fire lighting (cotton wool and firelighters)</p> <p>*Have a fire/ cook popcorn.</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 Is developing small motor skills so that he/she can use a range of tools competently, safely</p> <p>Understanding the world The Natural world Explores the natural world around them Describes what they can see, hear and feel. Understands the effect of the changing seasons on the natural world around them</p>	<p><u>Seasonal / Environment</u> Animal/ insect names. Habitat Environment</p> <p><u>Fire</u> Fuel, spark, oxygen, water, burn.</p>	<p>*To talk about how to be safe around a fire.</p>	<p>natural environment</p> <p>Geography: Exploring a local environment</p> <p>PSHE: Managing risks and following established rules Perseverance</p> <p>P.E Moving around in outdoor environment – fundamental movements- running, jumping, skipping, hopping climbing</p> <p>Art Drawing minibeads / insects Making minibeads using natural resources.</p> <p>Design Technology</p> <p>Working collaboratively</p>
--	--	--	---	---	--	---

	<p>*To recount and adapt the 'Whatever Next' story.</p> <p>*To use props and materials in role play of 'Whatever Next' story.</p> <p>*To recognise that some environments are different to the one that they live in (space)</p> <p>*To use a fire lighter to create a spark to light their own fire. (show perseverance)</p> <p>*To talk about how to be safe around a fire.</p>					to make a insect hotel.
<u>Reading and Writing</u>	<p><u>Word reading-Reception</u></p> <p>Autumn 1 S a t p i n m d g o c k c k e u r s s h b f f l l</p> <p><u>HRSW:</u> I the no put of is to go into pull as his</p> <p>Autumn 2 Y v w x y z z z qu ch sh th ng nk ai ee igh oa es</p> <p><u>HRSW:</u> he she buses we me be push was her my you</p> <p>Spring 1 Ar ur oo (food) or ow oi ear air ure er ow (oa)</p> <p><u>HRSW:</u> They all are ball tall when what</p> <p>Spring 2 Said so have were out like some come there little one do children love</p> <p>Summer 1 Cvcc/ ccvc/ ccvcc/ccvc/ cccvcc</p>	<p>Writing focuses: Holiday News Use story language from the Three Billy Goats Gruff to write part of the story. Retell: Whatever Next! Create own ending for Whatever Next! Create own ending for Aliens Love Underpants.</p>	<p><u>Word reading Reception</u> Reads individual letters by saying the sounds for them Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences Can read some letter groups that each represent one sound and say the sounds for them Can read a few common exception words matched to the school's phonic programme Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words ELG Reads aloud simple sentences and books that are consistent with phonic knowledge, including some common exception words. Can read word consistent with phonic knowledge by sounding and blending. Is able to say a sound for each letter in the alphabet and at least 10 digraphs</p> <p><u>Writing Reception</u> Can form lower-case and capital letters correctly Is able to spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>Phase 2 / 3 grapheme names</p> <p>Use the correct vocabulary in lessons: Letter Sound Phoneme Grapheme Blend Segment Digraph Trigraph</p> <p>Robot arms</p>	<p><u>Summer 2</u> ay ou ie ea oy ir ue aw wh ph ew oe <u>HRSW:</u> Please once any many again who whole where two</p> <p><u>Word reading:</u> Can read some letter groups that each represent one sound and say one sound for them. ay ou ie ea oy ir ue aw wh ph ew oe Is able to blend sounds, into words, so that they can read short words using know letter-sound correspondences Can read a few common exception words matched to the schools phonic programme Please once any many again who whole where two Reads aloud simple sentences and books that are consistent with phonic knowledge, including some common exception words.</p>	

	<p>Ed ed (t) ed (d) er est Summer 2 ay ou ie ea oy ir ue aw wh ph ew oe HRSW: Please once any many again who whole where two</p>		<p>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 recognisable letters, most of which are correctly formed (ELG) Writes simple phrases and sentences that can be read by others (ELG)</p>		<p>Can read word consistent with phonic knowledge by sounding and blending. Is able to say a sound for each letter in the alphabet and at least 10 digraphs Writing Can form lower-case and capital letters correctly</p> <p>Is able to spell words by identifying the sounds and then writing the sound with letter/s ay ou ie ea oy ir ue aw wh ph ew oe</p> <p>Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Writes recognisable letters, most of which are correctly formed (ELG) Writes simple phrases and sentences that can be read by others (ELG)</p>	
<p>Mathematics</p> <p>Children are taught mathematics during daily sessions. These sessions are taught discretely in order to build on the children's next steps.</p>	<p>Number and Numerical patterns- Autumn 1 *compare amounts using the language more/ fewer *Counting by rote to at least 10 *Make comparisons of objects by size, weight, length, capacity Autumn 2 *To identify a range of representations of 1-5 *To compare numbers 1-5.</p>	<p>White Rose Maths –Manipulate, compose and decompose (Steps 5-8)</p> <ul style="list-style-type: none"> • Compose shapes • Decompose shapes • Copy 2D shape pictures <p>Visualise, map and build (3 weeks) *Identify units of repeating patterns *Create own pattern rules *Explore own pattern rules *Replicate and build scenes and constructions *Visualise from different positions *Describe positions</p>	<p>Number Reception Is able to compare numbers Can count beyond ten Counts objects, actions and sounds Is able to subitise Is able to link the number symbol (numeral) with its cardinal value. Understands the one more than and one less than relationship between consecutive numbers Explores the composition of numbers Automatically recalls number bonds to 5. Automatically recalls number bonds to 5 and some number bonds to 10, including double facts (ELG)</p>	<p>Shape names – square, triangle, rectangle Cube, cuboid, sphere, cylinder.</p> <p>Turn round. Rotate. Shape/arrangement. Positional language.</p>	<p>Numerical patterns</p> <p>*To explore composing and decomposing shapes to know that shapes can have other shapes within it. *To build a model by listening to positional language. *To describe where objects/shapes are in relation to other objects and shapes. *Copy, continue and create patterns</p>	<p>Maths</p> <p>Shape Positional language Repeating patterns Symmetrical patterns</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>*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 <u>Spring 1</u> *composition of 4 and 5 *Compare mass and capacity *6,7,8, *Making pairs *combining two groups *Length and Height *Time <u>Spring 2</u> *To represent 9 and 10 on a Tens frame and talk about how they know there are 9/10. *To explore compositions of 9 and 10. *To identify representations more/ fewer and the same as a given quantity. *To compare numbers to 10 using more/ fewer and same. *To begin to recall number some bonds to 10 <u>Summer 1</u> *To remember and identify the names of teens numbers *To be able to add one more, two more up to 10 *To be able to take away one, two within 10 *To identify the missing number in counting patterns to 20</p>	<p>*Give instructions to build *Explore mapping *Represent maps with models *Create own maps from familiar places *Create own maps and plans from story situations.</p> <p>Make connections (1 week) *Deepen understanding *Patterns and relationships</p> <p>Mass and Capacity (1 week)</p> <ul style="list-style-type: none"> • Compare mass • Find a balance • Explore capacity • Compare capacity <p><u>During each session children are encouraged to demonstrate reasoning skills and to answer in full sentences</u></p>	<p>Has a deep understanding of a number to 10, including the composition of each number (ELG) Is able to subitise up to 5 (ELG) <u>Numerical patterns</u> <u>Reception</u> 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. Is able to continue, copy and create repeating patterns. Can compare weight and capacity. Can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG) To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG) Verbally counts beyond 20, recognising the pattern of the counting system (ELG)</p>	<p>Double Share Odd Even Equal Fair Unfair Group</p> <p>in front, behind, next to, at the side of, in between, on top, under</p> <p>First, next, then</p> <p>Problem Reasoning I think... because... I know that...</p> <p>First, next, last</p>	<p>* To make a symmetrical construction *To create and draw maps *To use a balance to weigh mass.</p>	
--	--	---	---	--	---	--

	<ul style="list-style-type: none"> *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><u>Outdoor P.E-</u></p> <p>Children have access to outdoor resources and equipment. They move round the activities during their outdoor games afternoon. (Thursday)</p>	<p><u>Autumn 1</u> <u>Access to:</u> <ul style="list-style-type: none"> *Adventure play area *Sensory area *Bikes and trikes *<u>Large balls - catch a ball/ kick a ball</u> </p> <p><u>Autumn 2</u> <ul style="list-style-type: none"> *Adventure play area *Sensory area *Bikes and trikes *Climbing wall *<u>Ball skills – throwing and catching</u> </p> <p><u>Spring 1</u> <ul style="list-style-type: none"> *Adventure playground *Sensory area *<u>Kicking a ball and aiming at a target</u> </p> <p><u>Spring 2</u> <ul style="list-style-type: none"> *Adventure playground *Run a mile *Climbing wall *<u>Use a stick or bat to show some control</u> </p>	<ul style="list-style-type: none"> *Balance bean bags on heads *Running races *Sack races *Balance egg on a spoon *Practise skipping *Throw a javelin *Aim at a target 	<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 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><u>Vocabulary</u></p> <p>walk, run, jump, hop, climb, over, under, though, balance, aim, accurate, target throw, catch, hit, control</p>	<p><u>What do I want children to remember?</u></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><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>*Aim, hit and throw at a target *Parachute games and skills</p> <p>Summer 1 Adventure Sensory area Run a mile Climbing wall Bounce a ball / throw a ball at a target</p>		Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball (Reception)			
RE	<p>Autumn 1: Why is the word God so Important to Christians? Autumn 2 Why do Christians perform Nativity Plays at Christmas? Spring 1 Being Special- Where do we belong? Spring 2 Why do Christians put a cross on their Easter Garden? Summer 1 Which places are special and why?</p>	<p><u>Summer 2</u></p> <p>Which stories are special and why?</p> <p>Lesson 1: what is special to you and why?</p> <p>Lesson 2: Which stories do you know that are special to Christians?</p> <p>Lesson 3: How might a story from the bible show a Christian how to treat other people?</p> <p>Lesson 4: Which stories are special to Christian and Jewish people?</p> <p>Lesson 5: What is the holy book for muslims?</p> <p>Lesson 6: Which stories are special to Muslims?</p>	<p>Reception:</p> <ul style="list-style-type: none"> Understands that some places are special to members of his/her community Recognises that people have different beliefs and celebrate special times in different ways Recognises some similarities and differences between life in this country and life in other countries <p>ELG</p> <ul style="list-style-type: none"> 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. 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) 	Christians, Text, Bible, stories, Muslims, Jews, Torah, Quran, Believer, Special	<p>What we want the children to remember</p> <ul style="list-style-type: none"> Christians read stories from the Bible to teach them about God. <p>Listen to the stories- The storm that stopped, Zacchaeus, David and Goliath to learn that:</p> <ul style="list-style-type: none"> Christians try act like Jesus did Christians live their lives in the way that God would want them to. The Torah is the holy text for Jewish people. Some stories from the Bible are also in the Torah. The Quran is the holy text for Muslims. <p>The Bible, Torah and Quran all have stories that teach us how God wanted us to live.</p>	<p>RE Natre scheme</p>

