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| Theme | Activities | Links to the Early Years Foundation Stage Curriculum |
| Jack and the Beanstalk  Growth | Use the children’s ideas to help  Grow beans  Some examples of activities:  Plant beans  Make observations of bean growth  Record observations  Use Flip cameras to record changes in growth and spells.  Re-tell story of Jack and the Beanstalk  Music: calming to send giant to sleep. Loud to represent an angry giant.  Create sounds using instruments to accompany spells  Make magic wands.  Make wizard hats. | **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. |
| Chinese New Year | Copying Chinese numerals to 10  Making a Chinese dragon.  Making a Chinese lantern.  Exploring Chinese New Year artefacts.  Use chopsticks to pick up objects.  Use instruments to create music for a dragon dance.  Create a dance to Chinese New year Music. |
| Mother’s Day | Paint faces of mums  Make cards  Write card inserts |
| Easter | The Easter Story  Family Easter cards  Reading partner Easter cards.  Writing card inserts  Marbling Easter eggs.  Using purple mash to create Easter egg designs  Completing symmetrical egg pictures.  Make chocolate Easter nest cakes.  Look at change when chocolate is heated and cools.  Make Easter Bonnets |
| Indoor P.E:  Gymnastics: Multi skills 2  Outdoor games | | **Moving and handling**  **40-60 months**  Experiments with different ways of moving.  Negotiates space successfully when playing raving and chasing games with other children, adjusting speed or changing direction to avoid obstacles  Travels with confidence and skill around, under, over and through balancing and climbing equipment  **ELG:**  Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.  **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  **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. |
| Handwriting  Revise letters from last term.  Introduce letters: j, g, r, y, v, x, z | | **Physical development**  **40-60+ months**  Shows a preference for a dominant hand.  Begins to use anticlockwise movement and retrace vertical lines.  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 and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing. |
| Reading and Writing  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.  Phase 2/ 3 sounds and high frequency words  Hearing initial middle and final sounds  Blending and segmenting  Reading and writing captions  Matching captions to pictures  Label pictures  Sentence substitution  Reading and writing sentences.  Writing for different purposes:  Re-telling stories  Use different story openers  Writing magic spells  Writing instructions: How to plant a bean  Writing sentences about the Easter Story  Writing Easter cards | | **Reading**  **40-60 months**  Links sounds to letters, naming and sounding the letters of the alphabet.  Begin to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.  **ELG:**  Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.  **Writing**  **40-60 months**  Can segment the sounds in simple words and blend them together.  Links sounds to letters.  Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  Writes own name and other things such as labels and captions.  Attempts to write short sentences in meaningful contexts.  **ELG:**  Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. |
| Mathematics  Children are taught mathematics during daily sessions. These sessions are taught discretely in order to build on the children’s next steps  Measuring bean plants  Time/o’clock times  Daily routines  Sequencing and ordering events  Measuring  Symmetry  Exploring 3D shape | | **Shape, Space and Measures:**  **40-60 months**  Orders two or three items by length or height.  Beginning to use mathematical names for solid 3D shapes and flat 2D shapes  Selects a particular named shape  Uses familiar objects and common shapes to create and recreate patterns and build models  Uses everyday language related to time.  Order and sequence familiar events.  Measure short periods of time in simple ways.  **ELG**:  Children use everyday language to talk about size, weight, capacity, position, distance, time, and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. |
| Forest School  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 in the first half term is….  Looking at changes  Make a cooking stick  Using secateurs to cut willow  Use a knife to whittle the willow  Making dens  Fire- cooking hot cross buns | | 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  30-50 months  Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed. Talk about why things happen.  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. |