

Theme	Prior Knowledge (Linked to aged 3-4 years)/ experiences in Autumn 1 / 2 Spring 1	Activities	Links to the Early Years Foundation Stage Curriculum	Key Vocabulary	What I want the children to remember (Reception Statements)	Possible links to the NC
Enormous Turnip	<p>Autumn 1 Traditional tales Gingerbread man/Goldilocks/Three bears/Three Little pigs Little red hen</p> <p>Own experiences visiting farms/ growing</p> <p>Comprehension- listening to stories Engages in extended conversations about stories, learning new vocabulary.</p> <p>Speaking Can retell a story, once they have developed a deep familiarity</p> <p>LA&U Enjoys listening to longer stories and can remember much of what happens (Nursery)</p> <p>Engages in story times Listens to and talks about stories to build familiarity</p>	<p>Focus teaching / group activities * Read “The Enormous Turnip” (twinkl ppt) * Role-play the story as a class using masks. Make sure they use the key vocabulary in the story (Once upon a time, enormous, budge, so, suddenly) *Record the storyboard Talk for Writing – talk through actions. Chn to create actions with you so that they remember the story each time they go through the storyboard</p> <p>Nursery Rhyme to revisit: I’m a little teapot/ Incy Wincey spider/Row Row Row your boat.</p> <p>Stories The Enormous Turnip (Twinkl)</p> <p>Different version of the storyhttps://www.youtube.com/watch?v=mGw5yTOPTSQ</p> <p>Continuous provision activities *Weekend news *I can see (Enormous turnip picture prompt) *Cut and stick story map *Caption writing for Enormous Turnip pictures *Paint a figurative picture of something you did over the holiday *Make a turnip (Cut out hands for the top) (Cutting and joining)</p>	<p>Comprehension Demonstrates an understanding about what has been read to them by retelling stories and narratives</p> <p>Speaking Can retell a story, once they have developed a deep familiarity</p> <p>L, A & U Learns and uses new vocabulary</p> <p>Engages story times</p> <p>Listens to and talks about stories to build familiarity and understanding</p> <p>Being imaginative and Expressive: Invents, adapts and recounts narratives and stories. (ELG)</p>	<p>Enormous Turnip Vegetable Budge Character names Once upon a time Suddenly</p>	<p>*To develop a deep familiarity with the ‘Enormous Turnip’ story</p> <p>*To remember key story vocabulary such as: Once upon a time, suddenly, budge..</p>	<p>Art: Painting pictures of holiday activities Turnip pictures (handprints for tops) Cutting and joining</p> <p>Design Technology Junk model a tractor Using construction resources to make flowers and plants Exploring weaving</p> <p>English: Retelling/ role play/ story map of traditional tale (Enormous Turnip) Role play – Farm shop Small world – farm Free writing opportunities</p>

		<p>*Investigating fruit and vegetables</p> <p>*Soil – Water sprays/ pots and trowels</p> <p>*Spot the difference picture</p> <p>*Enormous Turnip game</p> <p>*Construction: Make plants and flowers</p> <p>* Junk model a tractor</p> <p>* Farm shop role play</p> <p>*Small world farm.</p> <p>*Exploring weaving – finger gym- - _Wool through tens frame (numicon) _Ribbons through a cooling rack</p> <p>Kapow Design Technology- Bookmarks</p> <p><u>Mother's Day card</u> Design a scrunched tissue paper flower . (Kapow Art- Lets get crafty- Flower designs- tissue paper flower)- make the following week.</p>				<p>with story prompts</p> <p>Science: Investigating fruit and Vegetables Soil play Small world- Farm</p> <p>P.S.H.E Spot the difference pictures Playing games</p> <p>Art: Still life drawing of a turnip/ paper tissue turnip</p> <p>English: Retelling/ role play/ story map/ puppets/mask s of traditional tale (Enormous Turnip) Role play – Farm shop Small world – farm Free writing opportunities with story prompts</p> <p>Design Technology:</p>
Enormous Turnip	<p>Previous Week –</p> <p>*To develop a deep familiarity with the 'Enormous Turnip' story</p> <p>*To remember key story vocabulary such</p>	<p><u>Focus teaching / group activities</u></p> <p>*Go through Talk for writing storyboard as a class "The Enormous Turnip" with the actions</p> <p>*Role play whilst chanting the Talk for Writing – use masks</p>	<p><u>Physical Development</u> Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p><u>Expressive arts and design</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Comprehension</u> Demonstrates an understanding about what has been read to them.</p>	<p>create design glue pattern plan rip scrunch stick tear</p>	<p>*To refine small motor skills through the use of drawing, cutting and manipulating paper.</p>	<p>*To orally retell the story 'The Enormous Turnip' using a story map.</p>


	<p>as: Once upon a time, suddenly, budge..</p>	<p>*Practise writing the start of the story together – modelled writing using talk for writing (smartboard)</p> <p>*Teacher focus- Orally retell the ‘Enormous Turnip ‘ story using a story map.</p> <p>Nursery Rhymes to revisit: Ring o Roses Humpty Dumpty Twinkle Twinkle</p> <p><u>Stories:</u> Sing along version of ‘The Enormous Turnip’ https://www.youtube.com/watch?v=5NqInV6_g5M</p> <p><u>Continuous Provision activities:</u></p> <ul style="list-style-type: none"> *Weekend news *Enormous Turnip (free writing) *I can see (Enormous turnip picture prompt) * Finger puppets and masks of characters (cutting) *Tissue paper turnip * Still life turnip drawing *Playdough mats – Enormous Turnip * Soil – Water sprays/ pots and trowels * Enormous Turnip puzzle *Duplo- make a garden *Junk model- Make a animal in the story (cat/dog/mouse) *Role play- Farm shop *Small word – farm. <p>Finger gym- Paper weaving using DIY weaving board (cardboard and string)</p> <p>Kapow Design Technology – Bookmarks</p> <p><u>Mothers- Day card</u></p>	<p><u>Speaking</u> Is able to describe events in some detail Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words</p> <p><u>L, A & U</u> Learns new vocabulary Engages story times Listens to and talks about stories to build familiarity and understanding</p> <p><u>Being imaginative and Expressive:</u> Invents, adapts and recounts narratives and stories with peers and his/her teacher (ELG)</p>	Suddenly		<p>Play dough-making characters from the story Junk modelling animals from the Enormous Turnip story. Masks of story characters Paper weaving</p> <p>Science: Soil play Small world-farm</p> <p>Art: scrunching up tissue paper</p>
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		Tissue paper flowers (Kapow Art-Craft and Design- Lets get crafty) Use the children's designs from the previous week)				
<p>Enormous Turnip</p> <p>Growing seeds.</p> <p>Planting bulbs in outside area.</p>	<p>Previous 2 weeks</p> <p>*To develop a deep familiarity with the 'Enormous Turnip' story</p> <p>*To remember key story vocabulary such as: Once upon a time, suddenly, budge..</p> <p>*To orally retell the 'Enormous Turnip story' using a story map.</p>	<p>Focus teaching/ group activities</p> <p>* Retell the Enormous Turnip story using story map.</p> <p>* Model writing the start of the story....</p> <p>*Share children's stories.</p> <p>* Look at the sweet peas that are growing (Forest School)</p> <p>- Recall how they planted them.</p> <p>*Watch first 1:30 mins from BBC learning clip: https://www.bbc.com/bitesize/clips/zc62tfr Ask children 'What do seeds need to grow?' Read and act out planting a seed, following Twinkl https://www.twinkl.co.uk/resource/t-t-859-how-to-grow-a-plant-display-posters?sign_in=1</p> <p>How to Grow a Plant.</p> <p>Stories: retell Enormous Turnip using actions</p> <p>Continuous provision</p> <p>*Label a garden / colour</p> <p>*Draw a garden and label</p> <p>*Order pictures for planting a seed</p> <p>*write a sentence for each picture</p> <p>* Colour, cut and stick flowers to make a bouquet (Cutting)</p> <p>*Make playdough flowers</p> <p>*Ipads- draw a flower (purple mash)</p> <p>*Build a greenhouse (construction resources)</p> <p>*Make a garden, using a large boxes (straws lollipop sticks, tissue squares,</p>	<p>Comprehension</p> <p>*Demonstrates an understanding about what has been read to them.</p> <p>L, A & U</p> <p>*Learns new vocabulary</p> <p>*Engages in story times</p> <p>*Listens to and talks about stories to build familiarity and understanding</p> <p>Writing</p> <p>*Can form lower- and upper-case letters correctly</p> <p>*Is able to spell words by identifying the sounds and then writing the sounds with letters</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>Enormous Turnip</p> <p>Vegetable Budge</p> <p>Character names</p> <p>Once upon a time</p> <p>Suddenly</p> <p>Seeds</p> <p>Soil</p> <p>Water</p> <p>Sun</p> <p>Grow</p>	<p>*To write a retell of the Enormous Turnip.</p> <p>*To know what a seed needs to help it to grow.</p> <p>*To order pictures of a growing seed.</p>	<p>English:</p> <p>Enormous Turnip- retell</p> <p>Name and describe a new flower.</p> <p>Small word: Garden</p> <p>Role play: Farm shop</p> <p>Art: Draw and label a garden</p> <p>Colour, cut and stick flowers to make a bouquet</p> <p>Drawing flowers (ipads)</p> <p>Design a plant pot.</p> <p>Design Technology:</p> <p>Design a new flower.</p> <p>Design a garden</p> <p>Use construction resources to make a green house.</p>

		<p>collage materials, garden magazines, Duplo? Lego- artificial grass.</p> <p>*role play- Farm shop</p> <p>* Small word design a garden</p> <p>Sewing with hessian (kapow Design Technology- Bookmarks) Explore threading a plastic needle and pushing it through the hessian to make a stitch. Follow a line (felt tip)</p>				<p>Sewing with hessian</p> <p>Science: How a seed grows.</p>
Mother's Day	<p>Other church related celebrations celebrated in Autumn 1 ,2 and Spring 1</p> <p>Autumn 1 Harvest Autumn 2 Christmas</p> <p>Spring 1 – Valentines Day</p>	<p><u>Focus teaching/ group activities</u></p> <p>*Read and discuss: All about Mothers Day</p> <p>*Listen to the story 'I love my Mummy – Giles Andreae.</p> <p>*Learn a Mother's Day Poem.</p> <p>*Read and discuss: How my Mum is Special</p> <p><u>Circle time:</u> How will I celebrate Mother's Day ?</p> <p><u>Focus group activity:</u> Mothers day inserts</p> <p><u>Stories</u> I love my Mummy – Giles Andreae</p> <p><u>Continuous provision</u></p> <p>*Make own Mother's Day cards</p> <p>*Mother's Day certificates</p> <p>*Write about your Mom</p> <p>*I love you more than.... Sentences</p> <p>* Cake case flowers</p> <p>*Paint a picture of Mom (drawing faces)</p> <p>*How to draw a flower (ipads)</p> <p>*3D shape purple mash game (ipads)</p> <p>*Construction resources: make something that Mom would like.</p> <p>*Junk model Mom</p> <p>*Farm shop role play</p> <p>*Garden- with frogspawn. Tadpoles, frogs..(Small world)</p> <p>*Book mark designs (kapow Design Technology – Bookmarks)</p>	<p><u>L, A & U</u></p> <p>Listens carefully to rhymes, paying attention to how they sound/ learns rhymes</p> <p>Engages in story times</p> <p>Engages in non- fiction texts</p> <p>Listens to and talks about non fiction to develop deep familiarity with new knowledge and vocabulary (Rec)</p> <p><u>Speaking</u></p> <p>Is able to articulate ideas and thoughts in well-formed sentences</p> <p>Can connect one idea to another using a range of connectives</p> <p><u>Being Imaginative</u></p> <p>Performs rhymes with others.</p> <p><u>People, Culture and communities</u></p> <p>Recognise the people celebrate in different ways.</p> <p><u>Self -Regulation:</u> Considers the feelings of others</p>	<p>Mother's Day Mothering Sunday Church Respect Thankful Grateful</p>	<p>*To know about Mother's Day and talk about some ways it is celebrated.</p> <p>*To talk about how they will celebrate Mother's Day and what they can be thankful for.</p>	<p>English: non fiction texts- Mother's Day information. Learning and performing a Mother's Day Poem. Writing Mother's Day cards Free writing about Mom.</p> <p>Art: Painting pictures of Mom. Making Mother's Day card How to draw (ipads) – flowers</p> <p>Design Technology:</p>

Easter Week 5	<p><u>Autumn 1 -</u> Unit 1- Why is the word God so important to Christians</p> <p><u>Autumn 2</u> Unit 2 -Why do Christians perform nativity plays at Christmas?</p> <p><u>Spring 1</u> Unit 3-Being special: where do we belong</p>	<p><u>Focus teaching/ group activities</u></p> <p><i>NATRE EYFS Unit 4- Why do some Christians put a Cross on their Easter Garden?</i></p> <p><i>Lesson 1, 2 and 3.</i></p> <p><u>Stories</u> Its Easter Time – flip book.</p> <p><u>Rhyme:</u> I'm a Spring Chicken</p> <p><u>Continuous provision</u> *Write Easter card for a friend/ relative *What can you see sentences- (spring / Easter pictures) *Easter colouring sheets *Easter egg colouring *Sequence pictures to retell the Easter Story * Printing Repeating patterns- Easter eggs *Decorate Easter egg shape *Small world- Easter garden/ Egg hunt * sand- numicon shapes – hunt the matching egg * Cutting skills palm leaves- write the word HOSANNA onto the leaves *Hand print palm leaves *make a palm cross *Construction: make a cross/ Make a tomb * Junk- make the Easter Bunny a home * Whole class- make a cross by making tissue paper flowers. *Role play- Easter Shop</p>	<p><u>Building Relationships:</u> Shows sensitivity to others</p> <p><u>People, Culture and Communities</u></p> <p>Talks about their own immediate Family (own Easter Experiences)</p> <p>Understand that some places are special to members of their community</p> <p>Recognises that people have different beliefs and celebrate special times in different ways</p> <p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class (ELG)</p> <p><u>Past and Present</u></p> <p>Is able to compare and contrast characters from stories, including figures from the past</p> <p>Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class (ELG)</p>	<p><u>Vocabulary</u></p> <p>Jesus God Easter Hosanna Palm Good Friday Donkey Sunday Disciples</p>	<p><u>What we want the children to remember</u></p> <p>* To be able to retell the Easter Story using picture prompts</p> <p>* To talk about signs and symbols linked to the celebration of Easter (eggs- new life/ cross- Jesus died on a cross)</p>	<p>Junk modelling of their mom. Pipe cleaner and tissue paper flowers Cake case flowers</p> <p>Science: Farm shop role play Small world- tadpoles / frogs (lifecycles) R.E Religious celebrations (Mother's Day)</p> <p>Religious Education: Easter Story Talking about own experiences of celebrating Easter</p> <p>English: Easter story Easter Role play / small world Writing Easter cards</p> <p>Art: Making Easter Cards- repeating patterns</p>
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		<p>Making bookmarks (Kapow Design Technology- Bookmarks)- wooden bookmark – follow their design.</p> <p>Easter Cards: - adapted to make cards *Easter Hanging Egg decoration (Kapow Design Technology- Seasonal Project)</p>	<p>Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p> <p><u>Expressive arts and design</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Physical development</u> Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>			<p>Easter crafts- making a cross/ palm leaves- handprints, cutting skills palm leaves, Colouring sheets. Decorating Easter eggs</p> <p><u>Design Technology</u> Junk modelling make the Easter Bunny a home Use construction resources to build a cross/ tomb. Designing and making a bookmark</p> <p><u>Music</u> Learn and perform an Easter Song- I'm a spring chicken</p>
Easter Week 6	Previous week-	<p><u>Focus teaching and group activities</u></p> <p><i>NATRE EYFS Unit 4- Why do some Christians put a Cross on their Easter Garden?</i></p> <p><i>Lesson 4, 5 and 6.</i></p>	<p><u>People, Culture and Communities</u></p> <p>Talks about their own immediate Family (own Easter Experiences)</p> <p>Understand that some places are special to members of their community</p>	<p><u>Vocabulary</u> Jesus God Easter Hosanna Palm Good Friday Donkey Sunday</p>	<p><u>What we want children to remember</u></p> <p>To know why Easter is celebrated by Christians.</p>	<p><u>Religious Education:</u> Easter Story Talking about own experiences of</p>

		<p>Stories: The Easter Journal</p>  <p>Continuous provision activities:</p> <ul style="list-style-type: none"> *Writing sentences for sequenced pictures of the Easter Story * Colour and write sentences about Easter symbols *Write a sentence about why we have Easter eggs *Jigsaw link- healthy is..... * How to draw a chick *Cut and stick rabbit and chick (cutting and joining) * Kapow Art- Seasonal craft- Egg threading *Find laminated eggs in sand- sort into baskets (colour pattern size) *Tap a shape- Easter Pictures *Construction: cross / tombs *Make an Easter Bonnet (Cutting and joining) *Role play- Easter shop *Book mark making (kapow Design Technology – Bookmarks)- use their own design to make their bookmark. 	<p>Recognises that people have different beliefs and celebrate special times in different ways</p> <p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class (ELG)</p> <p>Past and Present</p> <p>Is able to compare and contrast characters from stories, including figures from the past</p> <p>Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class (ELG)</p> <p>Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p> <p>Expressive arts and design</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Physical development Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	Disciples	<p>To talk about signs and symbols linked to the celebration of Easter (eggs- new life/ cross- Jesus died on a cross)</p>	<p>celebrating Easter</p> <p>English:</p> <p>Easter story</p> <p>Easter shop</p> <p>Role play / small world</p> <p>Write sentences for Easter symbols/ why we have eggs. Healthy is..... sentences</p> <p>Art: How to draw a chick</p> <p>Intricate egg decorating</p> <p>Tap a shape</p> <p>Easter pictures</p> <p>Egg threading</p> <p>Design</p> <p>Technology :</p> <p>Cut and stick rabbit and chick.</p> <p>Salt dough eggs</p> <p>Make an Easter Bonnet</p> <p>Construction – make a cross/tomb</p> <p>Making bookmarks (sewing)</p> <p>Music:</p> <p>Singing and performing Easter songs</p>
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Jigsaw	Jigsaw sessions Autumn 1 Autumn 2 Spring 1	<u>Healthy Me</u> <ul style="list-style-type: none"> I understand that I need exercise to keep my body healthy. I know and can talk about the different factors that support my overall health and wellbeing; regular physical activity. I understand how moving and resting are good for my body. I know which foods are healthy and not so healthy and can make healthy eating choices. I understand how to help myself go to sleep and understand why sleep is good for me. I know and can talk about the different factors that support my overall health and wellbeing; having a good sleep routine/limited 'screen time'. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. I know and can talk about the different factors that support my overall health and wellbeing; toothbrushing. I know what a stranger is and how to stay safe if a stranger approaches me. I know and can talk about the different factors that support my overall health and wellbeing; being a safe pedestrian. 	<u>Specific curriculum links</u> <u>Managing self:</u> *Knows and can talk about the different factors that support his/her overall health and wellbeing; regular physical activity. * Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (ELG). * Knows and can talk about the different factors that support his/her overall health and wellbeing; having a good sleep routine. * Knows and can talk about the different factors that support his/her overall health and wellbeing; limited screen time * Knows and can talk about the different factors that support his/her overall health and wellbeing; toothbrushing * Knows and can talk about the different factors that support his/her overall health and wellbeing; safe pedestrian * 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). * Sees himself/herself as a valuable individual. (Rec). *Can explain the reasons for rules, knows right from wrong and tries to behave accordingly (ELG).	<u>Vocabulary</u> Healthy, Exercise, Physical Activity, Head, Shoulders, Knees, Toes, Wash, Clean, Stranger, Scare, Sleep, Good Sleep Routine, Limited Screen Time, Toothbrushing , Safe Pedestrian.	<u>What we want the children to remember</u> *To talk about some ways to stay healthy -name some body parts -exercise/physical activity -healthy food choices -good sleep routine -limited screen time -washing hands -cleaning teeth -who a stranger is (including online) -being a safe pedestrian	PE 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 Demonstrates strength, balance and coordination when playing (ELG) Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG)
Nursey Rhymes	Autumn 1 Nursey Rhymes practiced	Revist the nursery rhymes that we practiced in Autumn 1	<u>Specific curriculum links</u> <u>L, A & U</u>	<u>Vocabulary</u> Rhyme	<u>What we want the children to remember</u>	English:

		<p>*Row Row Row your boat *Pat a cake *I'm a little teapot Humpty Dumpty Ring a ring a roses Twinkle twinkle little star</p> <p>Mother's Day Rhyme</p> <p>Easter songs: I'm a Spring Chicken</p>	<p>Learns new vocabulary</p> <p>Learns rhymes</p> <p>Listens carefully to rhymes and songs, paying attention to how they sound</p> <p><u>Being imaginative and Expressive</u></p> <p>Sings in a group or on their own, increasing matching the pitch and following the melody</p> <p>Performs songs and rhymes with others and when appropriate- tries to move in time to the music (ELG)</p> <p>Sings a range of well know nursery rhymes (ELG)</p>	<p>Language within the rhymes</p> <p>e.g. short, stout, handle, spout, teapot, little, shout, pour....</p>	<p>*To sing 6 nursery rhymes either solo or in a group</p>	<p>To know and perform rhymes</p>
Indoor P.E:	<p><u>Autumn 2</u></p> <p>*To slide a beanbag accurately to a target (through cones/ hit a cone) using a good technique: Underarm, opposite arm to leg, bend the front knee- staying in line with the shoulder. Back knee to touch the floor.</p> <p>*To roll a ball accurately to a target (through cones/ hit a cone) using a good technique: Underarm, opposite arm to leg, bend the front knee- staying in line with the shoulder. Back knee to touch the floor.</p>	<p><u>Multi skills – football skills</u></p> <p>Recap movement fundamentals and developing agility as part of warm ups.</p> <p>*Introduce parts of the foot (inside/outside/heel/sole)</p> <p>*Dribble a cone (little kicks, keeping the ball close to foot)</p> <p>*Introduce 'defenders' – cones to dribble around</p> <p>*Dribble a small ball around defenders (cones)</p> <p>*Traffic light game- controlling the cone- red- stop with the sole, amber- marches with alternative feet. Green- dribble with inside of foot.</p> <p>*Dribble a ball to a hoop- stop the ball with the sole of the foot in a hoop.</p> <p>* Knock over skittles with cone/ball using different parts of the foot</p> <p>* Introduce a goal keeper.- work in teams- dribble the ball, stop with sole of foot. Attempt to score a goal</p>	<p><u>Specific Curriculum links</u></p> <p><u>Managing self - ELG</u> Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (ELG)</p> <p><u>Physical Development - Reception</u> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity (Reception)</p> <p>Is developing overall body-strength, balance, co-ordination and agility (Reception)</p> <p>Is developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming (Reception)</p>	<p><u>Vocabulary</u></p> <p>Walk, run, hop, crawl, jump, skip, balance.</p> <p>Parts of the foot: Inside/outside /heel/ sole.</p> <p>Cones Skittle</p> <p>Dribble (little kicks, keeping the ball/cone close to your feet)</p> <p>Defend (er) Goal (keeper)</p> <p>Agility</p>	<p><u>What we want the children to remember</u></p> <p>*To be able to dribble a ball around a cone without touching the cone</p> <p>*To stop the ball using the sole of their foot</p> <p>*To accurately kick the ball to a target or another player.</p>	<p><u>P.E:</u></p> <p>Fundamental movements Agility, balance and coordination. Engaging in competitive and co-operative activities.</p> <p>Basic movements- running. Jumping, agility and coordination.</p> <p>Participate in team games</p>

	<p>*To accurately throw a bean bag underarm to a target using a good technique: Underarm, opposite arm to leg, releasing the beanbag when the arm is facing the target.</p>	<p>by kicking the ball with the inside of the foot. *Balance a beanbag on top of foot-kick into/through a hoop. *Repeat team game with goal keeper but introduce a defender to try to tackle the ball of the attacker.</p>	<p>Is further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming (Reception)</p> <p>Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball (Reception)</p> <p>Demonstrates strength, balance and coordination when playing (ELG)</p> <p>Moves energetically such as running, jumping, hopping, skipping (ELG)</p>			
Forest school	<p>Autumn 2 Forest school</p> <p>To move around basecamp without going in the middle *To begin to remember and explain forest school rules –, stay in Forest School area, ask to go to the toilet, how to carry sticks, managing risk when climbing trees, stay this side of the rope around the pond, using a trowel carefully, tidying away resources, keeping hands away from mouths. * To begin to look for risks (Daily sweep)- 1 team each week *To know what is needed to light a fire (spark, fuel, oxygen) *To begin to think about and explain how to be safe around a fire. *To use a handrill with support to make a hole in a piece of wood.</p> <p>Spring 1 Forest school</p> <p>*To develop storylines in their play.</p>	<p>*seasonal changes *identify signs of Spring *Spring hunt checklist * Plant a seed *Looking for frogspawn *Drawing and labelling signs of spring *Team games on the field *Collecting stick for a fire *Were going on an Egg hunt (story) *Easter hunt- find the pictures- write the sentence to decode the message. *Role play egg hunts *Hot cross buns on the fire *Trying to light their own fires</p> <p>Outdoor maths challenges to link to maths focus tasks and continuous provision: *Make a natural 10's frame- represent 9/10 *Make an objects number line e.g. 1 twig, 2 leaves, 3 bricks * Arrange objects in different ways to show different compositions of numbers (9/10) * Counting back songs (10 little speckled frogs) * Write their name in the ground using a stick or natural objects. How many</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 Sees him/herself as a valuable individual Manages own needs around personal hygiene Shows resilience and perseverance in the face of a challenge Knows about different factors that support his/her overall health and well being- regular physical exercise</p> <p>Gross Motor skills 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</p>	<p>Areas of forest school Base camp Fire pit Mud kitchen Swing Dens Stage Obstacle course Pond</p> <p>Seasonal / Environment Spring Buds Leaves Daffodils Blue bells Crocuses Blossom Frogspawn Tadpole Frog New life</p> <p>Animal/ insect names. Weather- warm</p> <p>Fire Fuel, spark, oxygen, water, burn.</p>	<p>*To be able to identify signs of spring *Talk about what they can see / feel and hear in Forest school area. *To plant a seed and know what the seed needs to help it to grow. *To draw pictures of plants and animals that they see in relation to the signs of spring. *To use a fire lighter to create and spark. *To talk about how to be safe around a fire.</p>	<p>Science: Seasonal changes</p> <p>Understandin g what is needed to make a fire (spark, oxygen, fuel)</p> <p>Planting a seed</p> <p>Life cycles- frogs</p> <p>Geography: Exploring a local environment</p> <p>PSHE: Managing risks and following established rules Perseverance</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 use a trowel safely.</p> <p>*To recognise that some environments are different to the one that they live in (pirate islands/ the sea)</p> <p>*To draw and label a simple map of the forest school area.</p>	<p>letters does their name have? How many letters does your friends name have.</p> <p>Who has more/ fewer?</p> <p>*Use natural objects to make patterns.</p> <p>*</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>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</p> <p>Is able to continue, copy and create repeating patterns</p>			<p>P.E</p> <p>Moving around in outdoor environment – fundamental movements- running, jumping, skipping, hopping climbing</p> <p>Art</p> <p>Drawing signs of spring.</p>
<u>Reading and Writing</u>	<p><u>Word reading- Reception</u></p> <p><u>By end of Spring 1</u></p> <p><u>Word reading:</u></p> <p>Read individual letters by saying the sounds for them.</p> <p>Can read some letter groups that represent one sound and say the sound for them.</p> <p><u>Spring 1</u></p> <p>oo ar ur oo or ow oi ear air ure er ow (oa)</p> <p>Is able to blend sounds into words, so that he/she can read short words made up of known</p>	<p>Phonics taught twice daily-</p> <p>(see weekly plans)</p> <p>Writing focuses:</p> <p>*My holiday News</p> <p>*Oral retell of Enormous Turnip</p> <p>*Enormous Turnip story retell</p> <p>*Easter card Insert</p> <p>*Easter Story sentences</p>	<p>Word reading</p> <p>Nursery</p> <p>Understands that print has meaning</p> <p>Understands that print can have different purposes</p> <p>Understands that we read English text from left to right and from top to bottom</p> <p>Understands the names of the different parts of a book</p> <p>Understands page sequencing</p> <p>Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes</p> <p>Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word</p> <p>Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother</p> <p>Reception</p> <p>Reads individual letters by saying the sounds for them</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>Autumn 1 and 2/ Spring 1 / 2 grapheme names.</p> <p>Use the correct vocabulary in lessons:</p> <p>Letter</p> <p>Sound</p> <p>Phoneme</p> <p>Grapheme</p> <p>Blend</p> <p>Segment</p> <p>Diagraph</p> <p>Handwriting:</p> <p>Patter to support formation.</p> <p>Starting at the top of the letter.</p>	<p><u>Word reading- Reception REVIEW</u></p> <p><u>By end of Spring 2</u></p> <p><u>Word reading:</u></p> <p>Read individual letters by saying the sounds for them.</p> <p>Autumn 1: S a t p i n m d g o c k ck e u r s ss h b f ff l ll</p> <p>Autumn 2 J v w x y z zz</p> <p>Can read some letter groups that represent one sound and say the sound for them.</p> <p>Autumn 2: qu ch sh th ng nk ai ee igh oa es</p> <p>Spring 1: oo ar ur oo or ow oi ear air ure er ow (oa)</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>letter- sound correspondences.</p> <p>Is able to read simple phrases and sentences made up of words with known letter- sound correspondences.</p> <p><u>HRSW:</u> Can read a few common exception words matched to the schools phonic programme</p> <p>they all are ball tall when what</p> <p><u>Writing</u></p> <p>To use the handwriting patters to form some letters correctly.</p> <p>To spell words by identifying the sounds and then writing the sound/s with letters</p> <p>Can write short sentences with words with known sound-letter correspondence.</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><u>Writing</u> <u>Nursery</u> Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy Writes some or all of his/her name Writes some letters accurately</p> <p><u>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>Where to start on the writing frame.</p>	<p>Is able to read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p><u>HRSW:</u> Can read a few common exception words matched to the schools phonic programme Autumn 1: I the no put of is to go into pull as his Autumn 2: he she buses we me be push was her es my you. Spring 1: they all are ball tall when what Spring 2: said so have were out like some come there little one do children love</p> <p><u>Writing</u> To spell words by identifying the sounds and then writing the sound/s with letters</p> <p>Can write short sentences with words with known sound-letter correspondence.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Writes simple phrases and sentences that can be read by others (ELG)</p> <p>Writes recognisable letters, most of which are correctly formed (ELG)</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>Number and Numerical patterns-</p> <p>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</p> <p>Autumn 2 *To identify a range of representations of 1-5 *To compare numbers 1-5. *To say one more than and one less than a number 1-5 (using objects if necessary) *Begin to explore the composition of numbers to 5 e.g. 2+1=3 *Explore 2D shape</p> <p>Spring 1 *composition of 4 and 5 *Compare mass and capacity *6,7,8, *Making pairs *combining two groups *Length and Height *Time</p>	<p>White Rose Maths –</p> <p>Week 1 – Building 9 and 10 - Steps 5-9 Week 2 – Building 9 and 10 – Steps 10-13 Week 3 – 3D shape – Steps 1 – 4 Height - Steps Week 4 – Explore 3D shape Week 5 – Explore mass and capacity</p> <p><u>During each session children are encouraged to demonstrate reasoning skills and to answer in full sentences</u></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) Has a deep understanding of a number to 10, including the composition of each number (ELG) Is able to subitise up to 5 (ELG)</p> <p>Numerical patterns Reception 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 copy and continue and create patterns. Can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG) Verbally counts beyond 20, recognising the pattern of the counting system (ELG)</p>	<p>Highlighted vocabulary – expected that children will remember</p> <p>Composition Cardinal principle Subitise More than / fewer than One more / one less More/less/fewer, fewest/ most/ same Numeral Compare Count on count back Altogether</p>	<p>Mathematics</p> <p>*To represent 9 and 10 on a Tens frame and talk about how they know there are 9/10. *To explore compositions of 9 and 10. *To identify representations more/ fewer and the same as a given quantity. *To compare numbers to 10 using more/ fewer and same. *To recall number bonds to 10</p> <p>Numerical Patterns</p> <p>*To know doubles *To identify odd and even numbers *To name some 2D and 3D shapes.</p>	<p>Maths</p> <p>Compositions of 9 and 10</p> <p>Number bonds to 10</p> <p>Comparing numbers to 10 (more fewer and same)</p>
<p>RE</p>	<p>Autumn 1 - Unit 1- Why is the word God so important to Christians Autumn 2 Unit 2 -Why do Christians perform nativity plays at Christmas? Spring 1</p>	<p>Unit 4- Why do some Christians put a cross on their Easter garden?</p>	<p>People, culture and communities Reception</p> <p>Recognises that some places are special to members of their community(church)</p> <p>Recognise that some people have different beliefs</p>	<p>Jesus God Easter Hosanna Palm Good Friday Donkey Sunday Disciples</p>	<p>To recall some key events in the Easter Story</p> <p>To talk about signs and symbols linked to the celebration of Easter (eggs- new life/ cross- Jesus died on a cross)</p>	<p>R.E</p> <p>Easter</p>

	Unit 3-Being special: where do we belong					
<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> *Adventure play area *Sensory area *Bikes and trikes *Large balls</p> <p><u>Autumn 2</u> *Adventure play area *Sensory area *Bikes and trikes *Climbing wall *Ball skills</p> <p><u>Spring 1</u> <u>To update</u></p>	<p><u>Week 1-3</u></p> <ol style="list-style-type: none"> 1.) Adventure: To encourage climbing, jumping, walking and managing own risks 2.) Field running / walking a mile (11 laps of the playground) 3.) Bat and ball (Hockey) <p><u>Week 4-6</u></p> <ol style="list-style-type: none"> 1.) Parachute games 2.) Running games 3.) Ball skills 	<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>

			Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball (Reception)			
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