

Cv Treeton Primary School

Reception Planning

Cycle A 2022-2023

Teachers: D.Sadler, A.Leonard

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Treeton CE Primary School EYFS Year A 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	My family 4wks / On the move Role play areas: Ice cream shop, train station/ airport/ car repair shop		Once upon a time Role play areas: Shoe shop, Castle		Growing and changing: Whose Egg/ on the farm	
	Objective planned using Dev matters ELG's used to plan and assess				Objective planned using Dev matters ELG's used to plan and assess	
Visit		Walk to woods (Reception)			Chicks in school ?	Farm visit Cannon Hall
Important Dates / Enterprise	Parents Evening Messy Harvest Parent events Stay and play	Messy Christingle Crib service Nativity	Parents Evening Family learning	Royal Ball Enterprise Messy mother's day Easter	New to FS1 and FS2 new parents meeting	Parents Open Evening Sports Day
PSHE & Citizenship	<p>Within thematic led activities: Children will find out about each other's favourite things. They will practice sharing, organising and using resources. They will investigate different foods by tasting, cooking, planting, harvesting.</p> <p>ELG Self regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>ELG Managing self Managing self Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>ELG Build relationships Build relationships Form positive attachments to adults and friendships with peers</p>		<p>Within thematic led activities: Children will recognise that they need to change their behaviours in different situations. They will look at how they can help others and how to manage their feelings when they are upset.</p> <p>ELG Self regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>ELG Managing self Managing self Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>ELG Build relationships Build relationships Form positive attachments to adults and friendships with peers</p>		<p>Within thematic led activities: Children will be encouraged to ask and answer questions, explain their ideas. They will learn how to care for others and care for animals in the environment. They will learn about rules and why we need them.</p> <p>ELG Self regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>ELG Managing self Managing self Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>ELG Build relationships Build relationships Form positive attachments to adults and friendships with peers</p>	

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<p>C&L</p> <p><i>Learning opportunities will include: Role play, food tasting, walk to the woods, forest school, stories and small world</i></p>	<p>Context for learning: instructions link to cooking, Expressing ideas linked to food tasting, observation of changes Listening to stories asking and answering questions Links to reading high quality texts (see key texts) Nativity production Instructions for cooking/ making Christingles Links to reading high quality texts (see key texts)</p> <p><u>Listening, Attention and Understanding ELG</u></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Speaking ELG</u></p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 	<p>Context for learning: children will ask and answer questions through visits and visitors into school themed to the topic. Children will retell known stories Children will use role play areas to develop spoken narrative s (hospital/ health centre/ dentist / fire station/ police etc) Links to reading high quality texts (see key texts) Children will link CL to Understanding the World investigating materials / changes/ similarities and difference</p> <p>Listening and attention :ELG</p> <ul style="list-style-type: none"> • 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. <p>Understanding: ELG</p> <ul style="list-style-type: none"> • Children follow instructions involving several ideas or actions. <p>Speaking: ELG</p> <ul style="list-style-type: none"> • 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. 	<p>ELGparticipate in small group and 1:1 discussion offering their own ideas using recently introduced vocabulary. Offer explanations why things might happen making use of recently used vocabulary, stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past and present tenses and making use of conjunctions with modelling and support from their teacher</p> <p>Listening and attention :ELG</p> <ul style="list-style-type: none"> • They give their attention to what others say and respond appropriately, while engaged in another activity. <p>Understanding: ELG</p> <ul style="list-style-type: none"> • They answer 'how' and 'why' questions about their experiences and in response to stories or events. <p>Speaking: ELG</p> <ul style="list-style-type: none"> • They develop their own narratives and explanations by connecting ideas or events.
<p>Literacy</p> <p><i>Each term has a key focus but medium and short term planning will include all objectives from the aspect appropriate to needs.</i></p>	<p>Reading: ELG</p> <ul style="list-style-type: none"> • Children say a sound for each letter of the alphabet and at least 10 diagraphs • Children read words consistent with their phonic knowledge by sound blending. <p>Writing: ELG</p> <ul style="list-style-type: none"> • Children write recognisable letters most of which are correctly formed. • Spells words by identifying sounds in them and representing sounds with a letter or letters. <p>Comprehension: ELG</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play. <p>Phase 2 phonics</p> <p>Phonics songs/ actions/ letters and sounds (Bug club)</p> <p>Learning activities: through class phonics identify graphemes and say matching phonemes from phase 2 Linked to text/ topic: write their names, labels and captions linked to the topics and key texts include:</p>	<p>. Reading: ELG</p> <ul style="list-style-type: none"> • Children say a sound for each letter of the alphabet and at least 10 diagraphs • Children read words consistent with their phonic knowledge by sound blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing: ELG</p> <ul style="list-style-type: none"> • Children write recognisable letters most of which are correctly formed. • Spells words by identifying sounds in them and representing sounds with a letter or letters. • Write some simple phrases and sentences that can be read by others <p>Comprehension: ELG</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play. <p>Phase 3 phonics</p>	<p>Reading: ELG</p> <ul style="list-style-type: none"> • Children say a sound for each letter of the alphabet and at least 10 diagraphs • Children read words consistent with their phonic knowledge by sound blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing: ELG</p> <ul style="list-style-type: none"> • Children write recognisable letters most of which are correctly formed. • Spells words by identifying sounds in them and representing sounds with a letter or letters. • Write some simple phrases and sentences that can be read by others <p>Comprehension: ELG</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play. <p>Phase 4 phonics</p>

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	<p>lists labels pictures and captions</p> <p>Learning activities: Blend and segment to read and write CVC words from phase 2 Recognise some irregular words (I, the) Read phonically decodable texts linked to phase 2 phonics and unit taught to the group. write labels, captions and simple phrases linked to the text/ topic: include: lists labels pictures and captions simple sentences</p>	<p>Phonics songs/ actions/ letters and sounds (Bug club)</p> <p>Learning activities: Blend and segment to read and write CVC words from phase 2 and 3 Recognise some irregular words (I, the, to into) in reading and begin to spell correctly in writing write labels, captions and simple phrases linked to the text/ topic Write possibilities will include: Captions Phrases Simple sentences: linked to a story/ visit/ event/ and to include element</p>	<p>Phonics songs/ actions/ letters and sounds (Bug club)</p>
<p>Key texts Pie Corbett – Reading Spine texts for Nursery and Reception – Bold</p>	<p>Peepo Janet and Alan Ahlberg Peace at Last – Jill Murphy Can't you sleep little Bear – Martin Waddell Whatever next – Jill Murphy We're Going on a Bear Hunt -Michael Rosen Helen Oxenbury The Train Ride -June Crebbin Hug- Jez Albrough Mr Gumpy Outing –John Burningham Mrs Armitage on wheels –Quentin Blake Who sank the boat- Pamela Allen Duck in the Truck Jez Albrough Room on the broom Julia Donalson Wheels wings and other things</p>	<p>Shh Sally Grindley Jasper's Beanstalk – Nick Butterworth and Mick Inkpen Zog- Julia Donaldson The kiss that missed George and the dragon Small Knight and George Once upon a time Jane and The dragon (visual literacy) There's no dragon in this story Growing beans (time lapse video) and poem Traditional tales; Elves and the shoe maker Gingerbread man Jack and the beanstalk Cinderella</p>	<p>Come on daisy – Jane Simmonds Framer duck- Martin Waddell Rosies walk -Pat Hutchins The odd egg Who's egg? Pig in the pond A squeeze and a squash Enormous Turnip farmyard hullabaloo What the ladybird hard</p>
<p>Numeracy <i>Each term has a key focus but medium and short term planning will include all objectives from across the area appropriate to needs.</i></p>	<p>Number ELG</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10 including the composition of each number Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including addition and subtraction facts) and some number bonds to 10 including double facts <p>Numerical Patterns ELG</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than or the same as any other quantity. Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally. <p>White Rose Week 1-4 Get to know your children baseline Just like me- Match and sort Just like me- Making comparisons-comparing amounts Just like me- exploring patterns. It's me 1,2,3- Representing 1,2,3 comparing 1,2,3, It's me 1,2,3-composition 1,2,</p> <p>It's me, 123! -Geometry and spatial thinking -Circles and triangles. -Spatial awareness. Light and dark -Numbers to 5 -</p>	<p>Number ELG</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10 including the composition of each number Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including addition and subtraction facts) and some number bonds to 10 including double facts <p>Numerical Patterns ELG</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than or the same as any other quantity. Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally. <p>White Rose Alive in 5! – Introducing zero. Alive in 5!- Comparing numbers to 5. Composition of 4 and 5. Alive in 5! – Comparing mass and Capacity. Growing 6,7,8 – Growing 6,7,8 – Making Pairs Growing 6,7,8 cmbining two groups</p> <p>Building 9 and 10 – 9&10. Building 9 and 10 – Comparing numbers to 10. Building 9 and 10 -Bonds to 10. Building 9 and 10 -3D shape. Building 9 and 10 -Pattern</p>	<p>Number ELG</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10 including the composition of each number Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including addition and subtraction facts) and some number bonds to 10 including double facts <p>Numerical Patterns ELG</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than or the same as any other quantity. Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally. <p>White Rose To 20 and beyond Numbers beyond 10 Counting patterns beyond 10 Spacial reasoning First, then, now Adding more Taking away Spacial reasoning</p> <p>Find my pattern Doubling Sharing and grouping Even and Odd Spacial reasoning On the move- Deepening understanding Patterns and relationships</p>

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	<p>number 4 -number 5. Light and dark- Numbers to 5-1 more and 1 less. Light and dark -shapes with 4 sides -night and day. Consolidation- Numerical pattern</p>		
<p>Understanding of the world</p>	<p><u>Past and Present ELG</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling <p>History</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. CL links: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Beginning to understand ‘why’ and ‘how’ questions about themselves and their families. Learning opportunities: Children talk about their families and themselves and how they have changed. How food grows, recounting events from own experience visit to the farm) Identify changes over time: link to growing and changing create a timeline or life cycle Harvest, celebrations, Christmas, 	<p><u>Past and Present ELG</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling 	<p><u>Past and Present ELG</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling <p>History</p> <p>Learning opportunities: Recount from own personal experience of a visit. Diary of an animal in school. Duck- How the duck changes over time.life cycle of a duck</p>
	<p><u>People, Culture and Communities ELG</u></p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <p>RE</p> <p>Understanding Christianity unit 1 God: creation Harvest festivals and other celebrations</p> <p>Understanding Christianity Unit 2: Incarnation Christmas and other celebrations (Hanukah)</p>	<p><u>People, Culture and Communities ELG</u></p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <p>RE</p> <p>Understanding Christianity unit 3 Salvation Easter celebration</p>	<p><u>People, Culture and Communities ELG</u></p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <p>RE</p> <p>Stories: what can we learn from stories? Religions: Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism</p>
	<p><u>The Natural World</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and 	<p><u>The Natural World</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and 	<p><u>The Natural World</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and

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	<p>changing states of matter</p> <p>Science Looks closely at similarities, differences, patterns and change. (context vehicles) Learning opportunities: Forest school harvesting last year's crops, RE: harvest festival, creation, Cooking, construction STEM: Who sank the boat / car racing / bike building projects linked to Mr Gumpy's outing and Duck in the truck</p> <p>Geography Children will describe their immediate environment using observation, pictures and maps. Children to identify how food changes and where it comes from. Learning opportunities: forest school, walk to the woods, walk to church for Christingle, church, bear hunting</p>	<p>changing states of matter</p> <p>Science They make observations of animals and plants and explain why some things occur, and talk about changes. (Context bean growing) Learning opportunities: Forest school- bird feeders, Cooking, construction &DT (making armour etc) STEM: Jack Traps – build a trap to catch Jack / the giant Science: Growing beans linked to Jack and the beanstalk Enterprise: food preparation for the ball British values: Knights school (Rule of law,)</p> <p>Geography They talk about the features of their own immediate environment and how environments might vary from one to another. Maths Link: to use positional language People and communities: Shows interest in different occupations and ways of life. Learning opportunities: Enterprise project Royal ball, Dragon egg hunt (maps) British values day rule of law</p>	<p>changing states of matter</p> <p>Science Children know about similarities and differences in relation to places, objects, materials and living things. • They make observations of animals and plants and explain why some things occur, and talk about changes Learning opportunities: Forest school- growing crops, bird feeders, Cooking, construction &DT Identify changes over time: link to growing and changing create a timeline or life cycle Diary of an animal in school. Duck- How the duck changes over time.life cycle of a duck.</p> <p>Geography They make observations of animals and plants and explain why some things occur, and talk about changes. Learning opportunities include visit to the farm. Design a farm and map out the features – where will each animal be happiest</p>
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Expressive arts and design (links to DT, Cooking, Art, Maths, music, PE)	<p>Music: Charanga – Me!, My Stories</p> <p>Creating with Materials ELG</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music <p>Songs and music: Me and my Teddy Bear Wheels on the Bus A sailor went to sea, sea,sea Row row row your boat</p>	<p>Music : Charanga: Everyone!, Our World</p> <p>Creating with Materials ELG</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music <p>Songs and music There was a princess Puff the magic dragon 3 Basse dance (https://www.youtube.com/watch?v=PCq-hEOKorI)</p>	<p>Music: Charanga: Big Bear Funk, Reflect, rewing and replay</p> <p>Creating with Materials ELG</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music <p>Songs and music Old MacDonald had a farm Hey little hen Hickerty Pickerty my fine hen</p>
	Art: self-portraits/ pictures/ models linked to thematic	Art: pictures and collages /models linked to thematic	Art: pictures and collages /models linked to thematic

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	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories Children use what they have learnt about media and materials in original ways, thinking about uses and purposes Media: will include: painting, collage, clay, slat dough, box modelling, printing	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories Children use what they have learnt about media and materials in original ways, thinking about uses and purposes Media: will include: painting, collage, clay, slat dough, box modelling, printing	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories Children use what they have learnt about media and materials in original ways, thinking about uses and purposes Media: will include: painting, collage, clay, slat dough, box modelling, printing
	Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories Children use what they have learnt about media and materials in original ways, thinking about uses and purposes Opportunities: STEM design a wall for humpty dumpty Construction: building farm equipment/ vehicles including tractor/ windmill and boat linked to key texts	ELG Expressive arts and design Share their creations, explaining the process they have used. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes Opportunities: STEM make a house for the 3 little pigs Construction – house for the pigs, vehicles including police car, fire engine, ambulance boat linked to key texts and topic	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes Opportunities: STEM: make an animal carrier Construction: make animal carriers,
	PE: Dance Being imaginative Uses movement to express feelings. Creates movement in response to music. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.		
P.E	Movement: travelling around a space in different ways Introduction to PE: Unit 1 Fundamentals: Unit 1 Dance: Children show good control and co ordination Ball Skills: Unit 1 Dance: Unit 1	Gymnastics: children show good control of large and small movements Games: Unit 1 Gymnastics: Unit 1 Games: children handle equipment effectively including throwing catching Dance: Unit 1 Fundamentals: Unit 2	Games: children can show control including kicking, throwing catching Introduction to PE: Unit 2 Gymnastics: Unit 1 Athletics: : children show good control of large and small movements Ball Skills: Unit 2 Games: Unit
Physical development (links to PSHE, PE, DT, ART)	Gross Motor Skills ELG • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	Gross Motor Skills ELG • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	Gross Motor Skills ELG • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
	Fine Motor Skills ELG • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.	Fine Motor Skills ELG • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.	Fine Motor Skills ELG • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

Autumn 1 Foundation stage - Me and my bear/ All about me & Journeys and Transport

Topic: All About me (wk1-3) Baseline

Topic: Journeys and Transport wheels wings and other things

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Areas	Week 1 01-09	Week 2 05-09	Week 3 12-09	Week 4 19-09	Week 5 26-09	Week 6 03-10	Week 7 10-10	Week 8 17-10
PSED	<p>ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. New beginnings assembly Separate from carer with support Become familiar with class rules Establish routines SEALs – saying their names and those of their peers 3-4 Years: Show more confidence in new social situations.</p>	<p>ELG: Give focused attention to what the teacher says, responding appropriately, even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Independence – separate from carer, find names and talking to others Routines – looking after resources Dressing and undressing for P.E – how to keep their clothes together SEALs – talking about the book they bring in 3-4 Years: Become more outgoing with unfamiliar people, in the safe context of their setting</p>	<p>ELG : Be confident to try new activities and show independence, resilience, and perseverance in the face of a challenge. Taking turns and sharing SEALs – talking about themselves and their favourite toys Routines – tidying away Dressing and undressing for P.E – how to keep their clothes together 3-4 Years: Talk with others to solve conflicts</p>	<p>ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly Taking turns and sharing Routines – tidying away Dressing and undressing for P.E – how to keep their clothes together SEALs- saying something nice about someone else in the class 3-4 Years: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p>	<p>ELG: Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices. Adapt to changes in routines Follow rules for cooking Taking turns and sharing SEALs talking about identifying feelings 3-4 Years: Begin to understand how others might be feeling.</p>	<p>ELG: Work and play cooperatively and take turns with others. Adapt to changes in routines Follow rules for visit Taking turns and sharing SEALs – talking about what makes them special 3-4 Years: Increasingly follow rules, understanding why they are important</p>	<p>ELG: Form positive attachments to adults and friendships with peers. Team work: working as part of a group, taking turns and sharing SEALs – talking about themselves and their favourite food</p> <p>3-4 Years: Play with one or more other children, extending and elaborating play ideas.</p>	<p>ELG: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Talk about ways to keep healthy and safe SEALs: talking about how to stay healthy including making healthy choices 3-4 Years: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</p>
Continuous provision								
Literacy (Comprehension, Word reading, writing)	<p>Text: <u>Peace at last</u> ELG: Listen attentively and respond to what they hear and relevant questions, comments and actions through whole class discussions and small group interactions. Teaching: Recognise and write own names Clapping out syllables (names of children) Sing well known rhymes & songs ELG: Children spell some</p>	<p>Text: Titch ELG: Make comments about what they have heard and ask questions to clarify their understanding Teaching input: look at initial sounds in the book. Model writing speech bubbles for Titch 3-4 Years: Write some letters accurately. Hear and say initial sounds in some words. Begin letters and sounds? Mark Making: letter</p>	<p>Text: The Gruffalo ELG: Hold conversation when engaged in back an forth exchanges with their teaches and peers. Children will respond to the book how do you feel, talking about own experiences 3-4 Years: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write</p>	<p>Text: We`re going on a bear hunt ELG: Participate in small group and class one to one discussions, offering their own ideas using recently introduced vocabulary.</p> <p>Talk for writing children will begin to retell the story using actions pictures and sounds</p> <p>Phonics- Phase 2 – s,a,t,p</p>	<p>Text : We are going on a bear hunt ELG: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories. Phonics- Phase 2 – l,n,m,d</p> <p>3-4 Years: Develop their phonological awareness, so that they can: * spot and suggest rhymes * count or clap syllables</p>	<p>Text: The Train ride (2 weeks) ELG: Express their ideas and feelings about their experiences using past and present tense and future tenses with modelling and support from the teacher.</p> <p>Teaching input; identify repeated and patterned language use talk for writing to retell the story</p> <p>Phonics- Phase 2 – g,o,c,k</p> <p>3-4 Years: Develop their phonological awareness, so that they can: * spot and suggest rhymes * count or clap syllables in a word * recognise words with the same initial sound, such as money and mother</p> <p>ELG: Demonstrate understanding of what</p>	<p>Text: Room on the broom</p> <p>ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.</p> <p>Teaching input Talk for writing children will retell the story using actions pictures and sounds</p> <p>3-4 Years: Develop</p>	

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	words correctly 3-4 Years: Write some or all of their name. children will practice writing own name Phonics- Baseline Assessment	formation in sand etc Phonics- Baseline Assessment	'm' for mummy Making marks with a variety of tools including hands etc Read a range of story books: Our favourite books (pictures of characters for display) Introduce mark making in role play area Phonics- Baseline Assessment. Phonics- Baseline Assessment	3-4 Years: Engage in extended conversations about stories, learning new vocabulary	in a word * recognise words with the same initial sound, such as money and mother	has been read to them be re telling stories and narratives using their own words and recently introduced vocabulary Teaching input- :Label the different parts of the story (create a map of journey) 3-4 Years: Understand the five key concepts about print: * print has meaning * print can have different purposes * we read English text from left to right and from top to bottom * the names of the different parts of a book * page sequencing		their phonological awareness, so that they can: * spot and suggest rhymes * count or clap syllables in a word * recognise words with the same initial sound, such as money and mother Teacher input. Oral recount of events using pictures to prompt verbalresponse.
Maths	Teaching focus: Baseline assessments.	Teaching focus: Baseline Assessments.	Teaching focus: Baseline Assessments.	Teaching focus: Just like me- Match and sort 3-4 Years: Fast recognition of up to 3 objects, without having to count them individually ('subitising')	Teaching focus: Just like me- Making comparisons- comparing amounts 3-4 Years: Fast recognition of up to 3 objects, without having to count them individually ('subitising').	ELG: Subitise up to 5 Teaching focus: Just like me- exploring patterns. 3-4 Years: Fast recognition of up to 3 objects, without having to count them individually ('subitising')	ELG: Subitise up to 5. Teaching focus: It's me 1,2,3- Representing 1,2,3 comparing 1,2,3, 3-4 Years: Fast recognition of up to 3 objects, without having to count them individually ('subitising')	ELG: Subitise up to 5. Teaching focus: It's me 1,2,3- composition 1,2,3 3-4 Years: Fast recognition of up to 3 objects, without having to count them individually ('subitising').
Continuous Provision								
UTW	ELG: children talk about past and present events in their own lives and the lives if their families Teaching focus: Baseline Assessments.	ELG: children select technology for a purpose Teaching focus: Baseline Assessments.	ELG: Children Know about similarities and differences between themselves and others Teaching focus: Baseline Assessments.	ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Teaching focus: children will go on a bear hunt and talk about the features of the school ground 3-4 Years: Use all their senses in hands-on exploration of natural materials.	ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Teaching focus Forest Fridays- changes in the leaves and environment	ELG: Understand some important processes and changes in the natural world around them, including seasons and changes of matter Teaching input: children will investigate how vehicles move in different ways Ramps, cars, investigation Scooters/ bikes themed day	ELG: Understand some important processes and changes in the atural world around them, including seasons and changes of matter	
RE and	Assembly story:	ELG: Know some similarities and	ELG: Know some similarities and	ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their			ELG: Know some similarities and differences between different reliqious and	

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assemblies	theme Jesus' friends Fishers of men	differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Assembly story: theme Jesus' friends The two sisters	differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Assembly story theme Jesus' friends Zacchaeus:	experiences and what has been read in class. Creation story A wet and windy harvest for puddles Learning harvest songs with the word God			cultural communities in this country, drawing on their experiences and what has been read in class. Assembly story theme Jesus' friends Jesus and the children The man who came back	
PD	ELG: Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Practice fastenings on clothes e.g. zips, buttons etc Play spatial awareness games and warm ups Outdoor: Ring games, hoops 3-4 Years: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Introduction to PE: Unit 1 Lesson 1 - Witches and wizards (See Getset4PE planning)	ELG: Use a range of small tools, including scissors, paint brushes and cutlery. Using mark-making implements How exercise makes us feel Control and co-ordination games (parachute in PE?) Outdoor; Bikes Practice fastenings on clothes e.g. zips, buttons etc PE 3-4 Years: Go up steps and stairs, or climb up apparatus, using alternate feet. Introduction to PE: Unit 1 Lesson 2 - Pirates (See Getset4PE planning)	ELG: Negotiate space and obstacles safely, with consideration for themselves and others. Using tools in workshop/ Pencil control PE: Spatial awareness and following directions bears dance moves (find the Giant Teddy) outside: Using large equipment to build shelter for Teddy 3-4 Years: Skip, hop, stand on one leg and hold a pose for a game like musical statues. Introduction to PE: Unit 1 Lesson 3 – Mythical creatures (See Getset4PE planning)	ELG: Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Pencil control/ mark making Use of art tools and techniques Outdoor build pizza palace using large equipment Spatial awareness & control games- travelling in different directions PE 3-4 Years: Use large-muscle movements to wave flags and streamers, paint and make marks. Introduction to PE: Unit 1 Lesson 5 – Superhero's (See Getset4PE planning)	ELG: Begin to show accuracy when drawing. Using tools: cutting and joining Pencil control/ mark making Spatial awareness & control games- : travelling body parts 3-4 Years: Start taking part in some group activities which they make up for themselves, or in teams. Fundamentals: Unit 1 Lesson 1 – Body parts (See Getset4PE planning)	ELG: Demonstrate strength, balance and coordination when playing. Using tools to mix/roll/cut shape etc in baking Pencil control/ mark making PE travelling negotiating obstacles (mats/ hoops) in PE Outdoor: obstacle course 3-4 Years: Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Fundamentals: Unit 1 Lesson 2 – Feelings (See Getset4PE planning)	ELG: Use a range of small tools, including scissors, paint brushes and cutlery. Using tools with play dough, Pencil control/ mark making PE: balances patches and points Outdoor –ice cream / delivery vans on bikes 3-4 Years: Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Fundamentals: Unit 1 Lesson 3 – Our senses (See Getset4PE planning)	ELG: Begin to show accuracy when drawing. Using tools : Cutting fruit Talk about ways to keep healthy and safe PE: balancing patches and points Outdoor stilts 3-4 Years: Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Fundamentals: Unit 1 Lesson 4 – The ways we look at ourselves. (See Getset4PE planning)
Expressive Arts and Design Creating with materials, Being imaginative and expressive,	ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Activity: Draw self portraits Pictures of families using diff media – crayons, felt tips, chalk.	ELG: Share their creations, explaining the process they have used. Activity: Create a collage of different food from around the world for harvest festival 3-4 Years: Explore colour and colour-mixing.	ELG: Make and use props and materials, tools and techniques experimenting with colour, design, texture, form and function. Activity: Create a bed for the teddies (use direct comparison for size) Printing with body parts - hands, fingers, maths display	Harvest art work link to creation ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Activity: scarecrow harvest: link to song	ELG: Make and use props and materials, tools and techniques experimenting with colour, design, texture, form and function. Making vehicles: children will investigate how vehicles move using construction. Children will make their own models of vehicles using different ways to join parts and combine different materials 3-4 Years: Create closed shapes with continuous lines, and begin to use these shapes to represent objects.		ELG: Make and use props and materials, tools and techniques experimenting with colour, design, texture, form and function. Activity: . 3-4 Years: Join different materials and explore different textures.	

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	3-4 Years: Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.		Mud pies and buried treasure 3-4 Years: Explore different materials freely, in order to develop their ideas	paints/ pens/ pencil 3-4 Years: Draw with increasing complexity and detail, such as representing a face with a circle and including details.			
Other	First week–Tuesday children to stay for lunch Baseline assessments – for new chn pencil grip, preferred hand, recognising & writing names, letters and sounds phase 1 + segmenting and blending Ask parents for favourite books	Ask parents for a picture or to bring favourite toy to school to talk about Baseline assessments	Self- portraits and favourite books display to go up				Pupil progress meeting

Autumn 2 Foundation stage - Journeys and Transport

Topic: On the move- journeys and transport					Christmas journeys		
Areas	Week 1 01-11	Week 2 07-11	Week 3 14-11	Week 4 21-11	Week 5 28-12	Week 6 05-12	Week 7 12-12
PSED	ELG: Self-Regulation- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; ELG: Managing Self - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships - Work and play cooperatively and take turns with others; Work as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously. (cooking, gardening, PE) Nursery:				ELG: Self-Regulation- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG: Building Relationships - Show sensitivity to their own and to others' needs. Work as a team and individually to perform a nativity play, sharing ideas, trying new things and maintaining focus and attention. Nursery: Show more confidence in new social situations. (PSED 3-4 Yrs) Does the child take part in other pretend play with different roles - being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in		

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	<p>Show more confidence in new social situations. (PSED 3-4 Yrs)</p> <p>Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) (PSED 3-4 Yrs)</p> <p>Begin to understand how others might be feeling. (PSED 3-4 Yrs)</p>			<p>their play? (PSED 3-4 Yrs)</p> <p>Do not always need an adult to remind them of a rule. (PSED 3-4 Yrs)</p>		
Literacy	<p>Bonfire night Teaching input- Bonfire night - Fireworks</p> <p>Text: Sparks in the sky Comprehension ELG: Anticipate – where appropriate – key events in stories.</p> <p>Reading ELG: Read words consistent with their phonic knowledge by sound-blending. To follow a set of instructions.</p> <p>Writing ELG: Write recognisable letters, most of which are correctly formed.</p> <p><i>Nursery: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. (Lit 3-4 Yrs)</i></p> <p>Phonics- Phase 2 – Phase 2 recap so far</p>	<p>Ducks' day out/ Captian duck</p> <p>Comprehension ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Reading ELG: Say a sound for each letter in the alphabet and at least 10 digraphs. L.I. To answer how and why questions.</p> <p>Writing ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters'. Write a simple sentence which can be read by others.</p> <p>Phonics: Phase 3</p> <p><i>Nursery: Write some letters accurately. (Lit 3-4 Yrs)</i></p> <p>Phonics – phase 2 tricky words- and, to, the, no</p>	<p>Wheels wings and other things big book</p> <p>Comprehension ELG: Anticipate – where appropriate – key events in stories.</p> <p>Reading ELG: Read words consistent with their phonic knowledge by sound-blending.</p> <p>L.I. To follow a set of instructions.</p> <p>Writing ELG: Write recognisable letters, most of which are correctly formed.</p> <p><i>Nursery: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. (Lit 3-4 Yrs)</i></p> <p>Phonics- Phase 2 – h, b, f, ff</p>	<p>Text: Nativity Story (sw) Develop oral retelling of the Christmas story Adult support: Sequence events in the nativity story</p> <p>Phonics- Phase 2 – I, ll, ss</p>	<p>Text: Nativity Story: Writing assessment: letter to Santa Adult: Writing letters to father Christmas</p> <p>Phonics – phase 2 tricky words- go, into, I</p>	<p>Text: instructions for making Christingles Polar express SW Follow oral instruction to make</p>
	<p>Continuous provision: variety of small world equipment, e.g. garage, cars, house, people, farm, wild animals, train tracks and trains, boats, variety of vehicles, play ground □ play mats □ variety of sizes of base trays and baskets □ natural resources (gravel, bark, moss) □ fake grass Enhancement of provision through weekly planning Role play: A variety of writing materials eg. notebooks, labels, receipt books, pencils, pens, clipboards and paper, telephone message books, Everyday technology as appropriate to the role-play scenario, eg. telephones, cash register, camera, computer, dressing up clothes, play food and household equipment</p>					

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					<p>Continuous provision Small world: Small world writing labels and captions, story maps. Use props, puppets resources to retell or create own narratives</p> <p>Role play: list of jobs for Santa, Labels for presents, letters to Santa, messages, shopping lists etc</p> <p>Writing area Cards, letters to santa, messages, own songs, story books</p>		
Maths	<p>It's me, 123! Geometry and spatial thinking - Circles and triangles. -Spatial awareness. Number ELG: Subitise (recognise quantities without counting) up to 5.</p> <p>Nursery: Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>(Maths 3-4 Yrs) Discuss routes and locations, using words like 'in front of' and 'behind'. (Maths 3-4 Yrs)</p>	<p>Light and dark Numbers to 5- number 4- number 5 Number ELG: Subitise (recognise quantities without counting) up to 5.</p> <p>Nursery: Recite numbers past 5. (Maths 3-4 Yrs) Say one number for each item in order: 1,2,3,4,5. (Maths 3-4 Yrs)</p>	<p>Light and dark Numbers to 5-1 more and 1 less Numerical patterns</p> <p>ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Nursery: Compare quantities using language: 'more than', 'fewer than'. (Maths 3-4 Yrs)</p>	<p>Light and dark-shapes with 4 sides-night and day Numerical patterns</p> <p>ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Nursery: Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. (Maths 3-4 Yrs)</p>	<p>Consolidation Numerical patterns ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Number ELG: Subitise (recognise quantities without counting) up to 5 .</p> <p>Nursery:Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. (Maths 3-4 Yrs)</p>	<p>Consolidation Numerical patterns ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Number ELG: Subitise (recognise quantities without counting) up to 5 .</p> <p>Nursery: Discuss routes and locations, using words like 'in front of' and 'behind'. (Maths 3-4 Yrs)</p>	<p>Consolidation Numerical patterns ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Number ELG: Subitise (recognise quantities without counting) up to 5 . Nursery: Compare quantities using language: 'more than', 'fewer than'. (Maths 3-4 Yrs)</p>
Understanding the world. (past and present, people culture and communities & the natural world)	<p>Investigate objects and materials by using all of their senses as appropriate. Use cooking as a vehicle to investigate, taste, smell, touch and hearing Begin to know about their own cultures and beliefs and those of other people. C ELG Find out about, and identify, some features of living things, objects and events they observe. Investigating and observing plants/ environment</p>				<p>Begin to know about their own cultures and beliefs and those of other people. C ELG :Look at similarities and differences between themselves and others, and among families, communities and traditions</p>		
	<p>Science Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Children to look closely at changes when cooking Children to recognise the traditions of bonfire night the way fireworks travel the sounds and things they will here Nursery: Use all their senses in hands-on exploration of natural materials. (UTW 3-4 Yrs)</p>	<p>Science Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Nursery: Talk about what they see, using a wide vocabulary.</p>	<p>Science Explore the natural world around them, making observations and drawing pictures of animals and plants. Children could have opportunities to: Plant bulbs in the garden Use magnifying glass to closely observe artefacts Fruit tasting Nursery: Plant seeds and care for growing plants.</p>	<p>Science Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Nursery: Use all their senses in hands-on exploration of natural materials. (UTW 3-4 Yrs)</p>	<p>Science Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Christmas traditions: food make stained glass window biscuits Nursery: Talk about</p>	<p>Science Explore the natural world around them, making observations and drawing pictures of animals and plants. Letters to Santa Christmas traditions presents Wrapping paper investigation – which is the best for wrapping presents? Nursery: Explore collections of materials with similar and/or</p>	<p>Science Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Nursery: Explore how things work (UTW 3-4 Yrs) History- Past and</p>

	<p><u>History- Past and present</u> Talk about the lives of the people around them and their roles in society.</p> <p>Nursery: Show interest in different occupations. (UTW 3-4 Yrs)</p> <p><u>Geography – People communities and the natural world</u></p> <p>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. Find out about, and identify, some features of living things, objects and events they observe. Investigating and observing plants/ environment</p> <p>Nursery: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UTW 3-4 Yrs)</p>	<p>(UTW 3-4 Yrs)</p> <p><u>History- Past and present</u></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Nursery: Begin to make sense of their own life-story and family's history. (UTW 3-4 Yrs)</p> <p><u>Geography – People communities and the natural world</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Nursery: Continue to develop positive attitudes about the differences between people. (UTW 3-4 Yrs)</p>	<p>(UTW 3-4 Yrs)</p> <p><u>History- Past and present</u></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Nursery: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UTW 3-4 Yrs)</p> <p><u>Geography – People communities and the natural world</u></p> <p>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. Find out about, and identify, some features of living things, objects and events they observe. Investigating and observing plants/ environment</p> <p>Nursery: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UTW 3-4 Yrs)</p>	<p><u>History- Past and present</u></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Nursery: Continue to develop positive attitudes about the differences between people. (UTW 3-4 Yrs)</p> <p><u>Geography – People communities and the natural world</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Nursery: Continue to develop positive attitudes about the differences between people. (UTW 3-4 Yrs)</p>	<p>what they see, using a wide vocabulary. (UTW 3-4 Yrs)</p> <p><u>History- Past and present</u></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Nursery: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UTW 3-4 Yrs)</p> <p><u>Geography – People communities and the natural world</u></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Nursery: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UTW 3-4 Yrs)</p>	<p>different properties. (UTW 3-4 Yrs)</p> <p><u>History- Past and present</u></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Nursery: Continue to develop positive attitudes about the differences between people. (UTW 3-4 Yrs)</p> <p><u>Geography – People communities and the natural world</u></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Nursery: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UTW 3-4 Yrs)</p>	<p><u>present</u></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Nursery: Begin to make sense of their own life-story and family's history. (UTW 3-4 Yrs)</p> <p><u>Geography – People communities and the natural world</u></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Recognise their own traditions and those of other communities (look at Christmas around the world) Christmas traditions: church services/ nativities/ prayers and carols</p> <p>Nursery: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
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							(UTW 3-4 Yrs)
RE/ assembly	ELG: Children know that other children do not always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions. Understanding Christianity – Why do Christians perform nativity plays at Christmas – Incarnation				To Know that Christmas is a time when Christians remember and celebrate the birth of Jesus. To know the characters in the Christmas story and consider their role within the Christmas story in parts and songs – nativity practice Children to learn the Christmas story using a range of key character names and events. Children to use a range of actions to help support them tell the story. Children to be able to sequence and order a range of pictures from the Christmas story.		Children to learn about what a Christingle represents and what we celebrate. Children to make their own Christingles. Children to identify what each part of the Christingle represents. Children to take part in a Christingle service. Children will take part of the Crib service
	Introducing Jesus. Show baby photos of adults in school. Explain with figures Mary, Joesph and baby Jesus? Who is the baby? Which figures look most important? Read the story from the children`s story bible.	Celebrating Birthdays Cake/candles What do birthdays remember? Do you have a birthday? What do you like to do on your birthday? Christmas happens once a year too! It's a birthday celebration who`s birthday, is it?	Gifts Presents are an important part of Christmas? Gifts are a reminder of the wise men giving gifts to Jesus. Presents are also a reminder of the greatest gift/ the gift of Jesus!	Mystery Box How we celebrate Christmas- Things you might see or celebrate with at Christmas.			
Physical Development	Continuous provision: variety of malleable materials to include play dough (coloured, textured, different aromas, salt dough, fimo, clay, gloop, cornflour, icing sugar, shaving foam) variety of tools – rolling pins, cutters, scissors, containers, cooking utensils, printing resources, laminated play dough recipes /tasks, building materials, threading and building, letter formation and pencil control Large equipment: climbing, obstacles, large building equipment, bikes				Continuous provision variety of malleable materials to include play dough (coloured, textured, different aromas, salt dough, fimo, clay, gloop, cornflour, icing sugar, shaving foam) variety of tools – rolling pins, cutters, scissors, containers, cooking utensils, printing resources, laminated play dough recipes /tasks Large equipment: climbing, obstacles, large building equipment, bikes PE: dance (movement, direction, levels (high, low) balnces)		
	Continuous provision: Using mark-making implements, Pencil control Using tools for cutting: collage , box model Control and co-ordination: making body shapes (PE) Finger Gym: dough disco ELG: Gross Motor Skills: <ul style="list-style-type: none">Negotiate space and obstacles safely, with consideration for themselves and others.Demonstrate strength, balance and coordination when playing.Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills:		Using hands and tools effectively to change shape of materials playdough Using mark-making implements control and co-ordination in large and small movements. PE / dance for nativity Finger Gym: peg dance ELG: Gross Motor Skills: <ul style="list-style-type: none">Negotiate space and obstacles safely, with consideration for themselves and others.Demonstrate strength, balance and coordination when playing.Move energetically, such as running,		Continuous provision Using tools to mix/roll/cut shape etc in baking, wrapping presents, box models Control and co-ordination in large and small movements. PE / dance for nativity Using mark-making implements Pencil control Finger gym: decorate the Christmas tree ELG: Gross Motor Skills: <ul style="list-style-type: none">Negotiate space and obstacles safely, with consideration for themselves and others.Demonstrate strength, balance and coordination when playing.Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills: <ul style="list-style-type: none">Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;Use a range of small tools, including scissors, paint brushes and cutlery;Begin to show accuracy and care when drawing.		

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- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Nursery: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (PD 3-4 Yrs)

Go up steps and stairs, or climb up apparatus, using alternate feet. (PD 3-4 Yrs)

Skip, hop, stand on one leg and hold a pose for a game like musical statues. (PD 3-4 Yrs)

Ball Skills: Unit 1

Lesson 1 – Beetles

(See Getset4PE planning)

Ball Skills: Unit 1

Lesson 2 – busy bees

(See Getset4PE planning)

jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Nursery: Use large-muscle movements to wave flags and streamers, paint and make marks. (PD 3-4 Yrs)

Make healthy choices about food, drink, activity and toothbrushing. (PD 3-4 Yrs)

Ball Skills: Unit 1

Lesson 3 – Ladybirds and butterflies

(See Getset4PE planning)

Ball Skills: Unit 1

Lesson 5 – Caterpillars

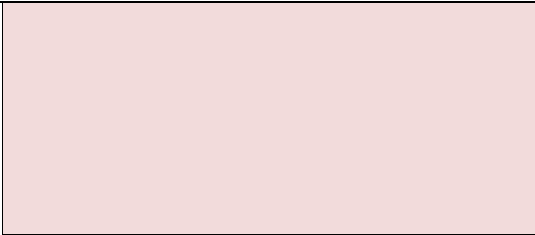
(See Getset4PE planning)

Nursery: Start taking part in some group activities which they make up for themselves, or in teams. (PD 3-4 Yrs)

Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. (PD 3-4 Yrs)

Dance: Unit 1

Lesson 1 – Exploring my space
(See Getset4PE planning)

								
	PE: Floor gymnastics body control / strength/ balances/ shapes/ rolls/ jumps							
CD	Continuous provision Explore colour, texture, shape, form and space in 2 or 3D: Continuous provision: Collage / box modelling paints, chalks crayons, dough Recognise and explore how sounds can be changed musical instruments Adult support: Children will sing simple songs from memory: begin learning a range of songs to perform at Christmas				Continuous provision: CD player with Christmas CD, musical instruments Children will sing simple songs from memory: Explore colour, texture, shape, form and space in two or three dimensions Continuous provision: Collage / box modelling paints, chalks crayonsAdult led begin learning a range of songs to perform at Christmas including in nativity, crib service and chringle.			
	Wheels inspired art Painting: use wheels to create pictures and patterns Wheel weaving: children to weave in and out of the spokes on a wheel Box models and 3d models of vehicles				Children to make box model presents Adult led: Children to create images of nativity for display ,	Children to make wrapping paper, Adult led : Christmas cards	Children to make box models, paper, cards etc Adult led: Christmas crackers	
Other				Risk assessment to be completed for Chringle service	Christmas display to be put up this week	Buy fruit for chrstingles		

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Spring 1 Foundation stage - Once Upon a Time

Areas	Week 1 02-01	Week 2 09-01	Week 3 16-01	Week 4 23-01	Week 5 30-02	Week 6 06-02
PSED	ELG: • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.	ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly.	ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly.	ELG: • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
CLL	<p>P4C- Question 'do you think characters should stay in their own story? Children to discuss their answers. What would happen in the Gingerbread man met Cinderella?</p>					
	<p>Text: Elves and the Shoe maker ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Engage in story times</p> <p>Write simple character descriptions of the Elves</p>	<p>Text: Elves and the shoe makers Boot and Elves Letters to Onions the Elf ELG: Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Writing: Character description for the Elves. Pictures created during last week</p> <p>Phonics- phase 2/3</p>	<p>Text: Gingerbread man ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary LI: to follow instructions Children to follow instructions to make gingerbread Hook: making gingerbread men Activity: Order pictures to</p>	<p>Text: Chinese New Year ELG: . Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary LI: to follow instructions Children to follow instructions to make Chineses food. Hook: making Chinese food that would traditionally be eaten. Children to dress up in something red and complete a range of different activities</p> <p>Phonics phase 2/3.'</p>	<p>Text: Once upon a time Reading ELG: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>Activity: Listen to the story of Once upon a time. Identify familiar characters</p> <p>Phonics- phase 3- tricky words 'they, she.'</p>	<p>Text Once upon a time Mr Wolf's bad day Writing: What happens to Mr Wolf</p> <p>ELG: To write sentences that can be read by themselves and others. To use phonics knowledge to write regular words.</p> <p>Activity: Write a diary entry for Mr Wolf, linked to events in the story.</p> <p>Phonics- phase 3-</p>

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		Create an elf representation based on what we have learnt about elves from the story Phonics- phase 2/3		sequence the actions for making gingerbread To orally recall a set of instructions using picture prompts. Phonics- phase2/3			
		Continuous provision: Small world (elves, fairies, woodland etc) writing labels and captions, story maps. Use props, puppets resources to retell or create own narratives based on fairy stories puppet theatre: fairies, elves, dragon etc Role play elves and the shoe makers/ shoe shop: labels, posters, letters, adverts, story prompt cards			Continuous provision: Small world Castle, knights princess, etc) writing labels and captions, story maps. Use props, puppets resources to retell or create own narratives based on fairy stories puppet theatre: princesses, princes, kings, queens, knights, fairies Role play castle, throne, quills and feathers, invitations, letters, adverts, posters, cards, story prompt cards		
MD		Teaching focus: Alive in 5! – Introducing zero. ELG: Have a deep understanding of number to 10, including the composition of each number 3-4 Years: Fast recognition of up to 3 objects, without having to count them individually	Teaching focus: Alive in 5!- Comparing numbers to 5. Composition of 4 and 5. ELG:Subitise (recognise quantities without counting) up to 5 3-4 Years: Recite numbers past 5	Teaching focus: Alive in 5! – Comparing mass and Capacity. ELG: Compare length, weight and capacity. 3-4 Years: Say one number for each item in order: 1,2,3,4,5.	Teaching focus: Growing 6,7,8 – ELG: Have a deep understanding of number to 10, including the composition of each number 3-4 Years: Show 'finger numbers' up to 5.	Teaching focus: Growing 6,7,8 – Making Pairs ELG: Have a deep understanding of number to 10, including the composition of each number 3-4 Years: Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Teaching focus: Growing 6,7,8 – Combining two groups. ELG: Have a deep understanding of number to 10, including the composition of each number 3-4 Years: Experiment with their own symbols and marks as well as numerals.
		Continuous provision: role play castle. Knights and princess costumes and equipment. Banquet and table. money, Begin to count pennies to match a total , measuring equipment, labels for pricing, maths area: counting objects, dice, counting boxes, shapes, etc.					
Knowledge and understanding of the world	Science	ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences	ELG: : Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Teaching Focus: To	ELG: : Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Teaching Focus: To investigate the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation. Vocab- materials, objects, same, different, wood, plastic, paper, cotton, float, sink, test, look	ELG: : Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Teaching Focus: To investigate the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation. Vocab- materials, objects, same, different, wood, plastic, paper, cotton, float, sink, test, look ,experiment, purpose,		

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		<p>and what has been read in class</p> <p>Teaching Focus: To investigate the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation. Vocab- materials, objects, same, different, wood, plastic, paper, cotton, float, sink, test, look ,experiment, purpose,</p> <p>3-4 Years: Explore collections of materials with similar and/or different properties.</p>	<p>investigate the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation. Vocab- materials, objects, same, different, wood, plastic, paper, cotton, float, sink, test, look ,experiment, purpose,</p> <p>3-4 Years: Talk about what they see, using a wide vocabulary.</p>	<p>,experiment, purpose,</p> <p>3-4 Years: Talk about the differences between materials and changes they notice.</p>	<p>3-4 Years: Talk about the differences between materials and changes they notice.</p>
	Computing	<p>Teaching focus: Children will use a range of technologies such as cameras to take photos of the houses that they make. Vocab-computer, mouse, monitor, screen, camera, photograph, phone, button.</p> <p>3-4 Years: Talk about what they see, using a wide vocabulary.</p>	<p>Teaching focus: Children will use a range of technologies such as cameras to take photos of the houses that they make. Vocab-computer, mouse, monitor, screen, camera, photograph, phone, button.</p> <p>3-4 Years: Talk about what they see, using a wide vocabulary.</p>	<p>Children will use a range of technologies such as cameras on ipads to take photos of the houses that they make. Vocab-computer, mouse, monitor, screen, camera, photograph, phone, button.</p> <p>3-4 Years: Talk about what they see, using a wide vocabulary</p>	<p>Children will use a range of technologies such as cameras on ipads to take photos of the houses that they make. Vocab-computer, mouse, monitor, screen, camera, photograph, phone, button.</p> <p>3-4 Years: Talk about what they see, using a wide vocabulary</p>
	Geography	<p>Not a focus this part of half term.</p>	<p>Not a focus this part of half term.</p>	<p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction and maps.</p> <p>Teaching Focus: Food from other countries (tasting different breads i.e: baguette/pizza/pitta/ chapatti/ pretzel, tortilla) Link to not Harvest</p>	<p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction and maps.</p> <p>Teaching Focus: Food from other countries (tasting different breads i.e: baguette/pizza/pitta/ chapatti/ pretzel, tortilla) Link to not Harvest festival traditions</p>

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				festival traditions 3-4 Years: Talk about what they see, using a wide vocabulary.	3-4 Years: Talk about what they see, using a wide vocabulary.	
	History	ELG: Talk about the lives of the people around them and their roles in society. Teaching focus: discuss Birthdays: traditions Recognise and describe special times or events for family and friends. Know why some people and events are remembered by others. 3-4 Years: Continue to develop positive attitudes about the differences between people.	ELG: Talk about the lives of the people around them and their roles in society. Teaching focus: discuss Birthdays: traditions Recognise and describe special times or events for family and friends. Know why some people and events are remembered by others. 3-4 Years: Continue to develop positive attitudes about the differences between people.	Not a focus this week		
		Continuous provision class (look at different types of shoes – leather, plastic, fabric etc, what happens when they get wet? Are polished etc?				
Re/Assembly Salvation- why do Christians put a cross in an Easter garden	ELG: Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class. Teaching focus – Lent	ELG: Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class. Teaching focus – Christians remember Jesus' last week at Easter Show the children a palm cross and look at it carefully. Open a bag with a range of objects in- a bible, donkey mask, cut out palm leaves.	ELG: Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class. Teaching focus – Jesus' name	ELG: Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class. Teaching focus – Christians believe Jesus came to show God's love Jesus gave two rules to love God and to love your neighbour. Read the story- the good Samaritan. Love all people not just the ones that we like. Focus task- make friendship	ELG: Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class. Teaching focus – Christians trv	ELG: Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class. Teaching focus – Visit to church Children to observe the features of a church. What can they see. Question 'have any children been to a church before. What have you celebrated in a church before?' Children to observe the different areas of the church. Focus Task- children to sketch a range of different objects and features of the church.

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	<p>Explain that Christians celebrate lent as an important Christian festival in the 6 weeks before easter. Activity: pancake making. Link to fasting</p>	<p>flags, ribbons, the word Hosanna. Lay palms leaves out as a road. Give other children above items and select child to be Jesus and walk along the road. Children to be shouting Hosanna. Play the song Hosanna. Look at Palm Sunday story. Focus task – Children to make palm leaves.</p>	<p>means he saves us. <i>The way he saves us is forgiveness that when we say sorry, we can start and it saves us from living bad choices. Role play- Two friends that normally play well. One friend was carrying something, the other pushes and the object is broken. Discuss emotions that each character would be feeling. Discuss what happened. Make object pieces into a cross shape. Bad things happen sometimes they are our fault. And that is why Christians believe the cross is important because it is about being forgiven and having a new start. Focus task – children to do something nice for their friends.</i></p>	<p><i>bracelets.</i></p>	<p>to show love to others Re read the good Samaritan story. Question ‘who was the hero? Who was someone we should help? How do we know if someone needs help? Do we always have to ask for help or do we get it?’ Focus task – write some prayers for people that have helped us.</p>	
PD	<p>ELG: Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Practice fastenings on</p>	<p>ELG: Use a range of small tools, including scissors, paint brushes and cutlery. Using mark-making implements How exercise makes us feel</p>	<p>ELG: Negotiate space and obstacles safely, with consideration for themselves and others. Using tools in workshop/ Pencil</p>	<p>ELG: Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Pencil control/ mark making Use of art tools and techniques</p>	<p>ELG: Begin to show accuracy when drawing. Using tools: cutting and joining Pencil control/ mark making Spatial awareness & control games- : travelling</p>	<p>ELG: Use a range of small tools, including scissors, paint brushes and cutlery. Using tools with play dough (ice cream) Sandwich making? Pencil control/ mark making PE: balances patches and points</p>

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	<p>clothes e.g. zips, buttons etc Play spatial awareness games and warm ups Outdoor: Ring games, hoops</p> <p>3-4 Years: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Games: Unit 1 Lesson 1 – Cars (See Getset4PE)</p>	<p>Control and co-ordination games (parachute in PE?) Outdoor; Bikes Practice fastenings on clothes e.g. zips, buttons etc PE</p> <p>3-4 Years: Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Games: Unit 1 Lesson 2 – aeroplanes (See Getset4PE)</p>	<p>control PE: Spatial awareness and following directions bears dance moves (find the Giant Teddy) outside: Using large equipment to build shelter for Teddy</p> <p>3-4 Years: Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Games: Unit 1 Lesson 3 – Cyclists (See Getset4PE)</p>	<p>Outdoor build pizza palace using large equipment Spatial awareness & control games- travelling in different directions PE</p> <p>3-4 Years: Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Games: Unit 1 Lesson 5 – boats</p>	<p>body parts</p> <p>3-4 Years: Start taking part in some group activities which they make up for themselves, or in teams</p> <p>Gymnastics: Unit 1 Lesson 1 – Rainforest</p>	<p>Outdoor –ice cream / delivery vans on bikes</p> <p>3-4 Years: Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Gymnastics: Unit 1</p>
CD DT	<p>ELG: Make and use props and materials, tools and techniques experimenting with colour, design, texture, form and function.</p> <p>Activity: Design and make a house from the story the three little pigs. Children to use their knowledge of which materials would be good to build a house.</p> <p>3-4 Years: Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>		<p>ELG: Share their creations, explaining the process they have used</p> <p>Activity: Design a picnic basket for Grandma. What food would you take for Grandma? Food tasting session.</p> <p>3-4 Years: Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>		<p>To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories : children will create dance, artwork, designs and act out stories as part of the enterprise work</p>	
Art	<p>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Activity: Draw pictures of the</p>		<p>ELG: Share their creations, explaining the process they have used. Activity: Create a collage of Grandmas basket from the story.</p> <p>3-4 Years: Explore colour and colour-</p>			

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	<p>characters from the story the Three Little pigs Pictures of families using diff media – crayons, felt tips, chalk.</p> <p>Artist Paul Cezanne- draw still life paintings.</p> <p>3-4 Years: Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>		mixing.		
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Spring 2 Foundation stage - Once Upon a Time – Knights and Princess

Areas	Week 1 20/02	Week 2 27/02	Week 3 06/03	Week 4 13/03	Week 5 20/03	Week 6 27/03
PSED	<p>ELG: Self-Regulation- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>ELG: Managing Self - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the</p>	<p>ELG: Self-Regulation- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>ELG: Managing Self - Manage their own basic hygiene and personal needs, including dressing, going to the toilet</p>	<p>ELG: Self-Regulation- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>ELG: Managing Self - Explain the reasons for rules, know right from wrong and try to behave accordingly</p>	<p>ELG: Self-Regulation- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self - Be</p>	<p>ELG: Self-Regulation- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving</p>	<p>ELG: Self-Regulation- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when</p>

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	<p>importance of healthy food choices.</p> <p>ELG: Building Relationships - Work and play cooperatively and take turns with others;</p> <p>Work as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously. (cooking, gardening, PE)</p> <p>Nursery: Show more confidence in new social situations. (PSED 3-4 Yrs)</p> <p>Does the child take part in pretend play (for example, being 'mummy' or 'daddy?') (PSED 3-4 Yrs)</p> <p>Begin to understand how others might be feeling. (PSED 3-4 Yrs)</p>	<p>and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships - Work and play cooperatively and take turns with others;</p> <p>Work as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously. (cooking, gardening, PE)</p> <p>Nursery: Show more confidence in new social situations. (PSED 3-4 Yrs)</p> <p>Does the child take part in pretend play (for example, being 'mummy' or 'daddy?') (PSED 3-4 Yrs)</p> <p>Begin to understand how others might be feeling. (PSED 3-4 Yrs)</p>	<p>ELG: Building Relationships - Form positive attachments to adults and friendships with peers</p> <p>Nursery: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED 3-4 Yrs)</p>	<p>confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>ELG: Building Relationships - Show sensitivity to their own and to others' needs.</p> <p>Nursery: Show more confidence in new social situations. (PSED 3-4 Yrs)</p> <p>Does the child take part in other pretend play with different roles - being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? (PSED 3-4 Yrs)</p> <p>Do not always need an adult to remind them of a rule. (PSED 3-4 Yrs)</p>	<p>several ideas or actions.</p> <p>ELG: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>ELG: Building Relationships - Show sensitivity to their own and to others' needs.</p> <p>Nursery: Show more confidence in new social situations. (PSED 3-4 Yrs)</p> <p>Does the child take part in other pretend play with different roles - being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? (PSED 3-4 Yrs)</p> <p>Do not always need an adult</p>	<p>appropriate.</p> <p>ELG: Managing Self - Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>ELG: Building Relationships - Form positive attachments to adults and friendships with peers</p> <p>Nursery: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED 3-4 Yrs)</p>
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					to remind them of a rule. (PSED 3-4 Yrs)	
CLL Literacy	<p>Text: Mr Wolf's pancakes.</p> <p>Comprehension ELG: Anticipate – where appropriate – key events in stories.</p> <p>Reading ELG: Read words consistent with their phonic knowledge by sound-blending.</p> <p>Writing ELG: Write recognisable letters, most of which are correctly formed.</p> <p>Nursery: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. (Lit 3-4 Yrs)</p> <p>Phonics- phase 3- ai, ee, igh, oa</p>	<p>Fiction text: Zog</p> <p>Comprehension ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Reading ELG: Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Writing ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Nursery: Write some letters accurately. (Lit 3-4 Yrs)</p> <p>(VIPE[S: respond])</p> <p>Activity:</p>	<p>Text: Zog</p> <p>Comprehension ELG: Anticipate – where appropriate – key events in stories.</p> <p>Reading ELG: Read words consistent with their phonic knowledge by sound-blending.</p> <p>Writing ELG: Children write sentences which can be read by themselves and others.</p> <p>Nursery: Engage in extended conversations about stories, learning new vocabulary. (Lit 3-4 Yrs)</p>	<p>Text: Fiction Text: Jane and the dragon</p> <p>Comprehension ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Reading ELG: Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Writing ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Nursery: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. (Lit 3-4 Yrs)</p> <p>(VIPE[S: respond])</p> <p>LI: Write a recount.</p> <p>Guided writing session: Bridge</p>	<p>Text: Fiction Text: Jane and the dragon</p> <p>Comprehension ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Reading ELG: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some</p> <p>Writing ELG: Write simple phrases and sentences that can be read by others</p> <p>Nursery: Engage in extended conversations about stories, learning new vocabulary. (Lit 3-4 Yrs)</p> <p>(VIPE[S: respond])</p>	<p>Text: Jane and the dragon</p> <p>Comprehension ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Reading ELG: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing ELG: Write simple phrases and sentences that can be read by others.</p> <p>Nursery: Write some or all of their name. (Lit 3-4 Yrs)</p>

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				<p>design sheet</p> <p>Independent writing: Story recount</p> <p>RVI: grunted, charged</p>	<p>LI: To recall events that happen in the story.</p> <p>Activity:</p> <p>L.I. Write sentences others can read.</p> <p>Activity: Making a well pully using yoghurt pots, card and string.</p> <p>Guided session: Newspaper article</p> <p>Independent session: describe detective dog</p> <p>RVI: Disaster, panic, mislaid</p>	
<p>CLL</p> <p>Listening and attention</p>	<p>ELG: Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>ELG: Speaking: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p><u>Nursery:</u> Use longer sentences of four to six words. (CL 3-4 Yrs)</p>	<p>ELG: Listening, Attention and Understanding: Make comments about what they have heard and ask questions to clarify their understanding. ELG: Speaking: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><u>Nursery:</u> Can the child answer simple 'why' questions? (CL 3-4 Yrs)</p>	<p>ELG: Listening, Attention and Understanding: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><u>Nursery:</u> Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (CL 3-4 Yrs)</p>	<p>ELG: Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>ELG: Speaking: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p><u>Nursery:</u> Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? (CL 3-4 Yrs)</p>	<p>ELG: Listening, Attention and Understanding: Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>ELG: Speaking: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><u>Nursery:</u> Enjoy listening to longer stories and can</p>	<p>Understanding: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p><u>Nursery:</u> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (CL 3-4</p>

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					remember much of what happens. (CL 3-4 Yrs)	Yrs)
MD	<p>Building 9 and 10 9 and 10 Number ELG: Number bonds to 10- 10 frame ELG number: Have a deep understanding of number to 10, including the composition of each number (N ELG)</p> <p>L.I. Identify number bonds to 10. Vocab- numbers, count, add, equals, whole, part</p>	<p>. Building 9 and 10 Number bonds to 10- whole model ELG number: Have a deep understanding of number to 10, including the composition of each number (N ELG)</p> <p>L.I. Identify number bonds to 10. Vocab- numbers, count, add, equals, whole, part</p>	<p>Building 9 and 10 Bonds to 10</p> <p>Shape and Space – spatial awareness ELG Numerical patterns: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (N ELG) and to solve problems. L.I. Recognise a range of positional language. Vocab- on top, under, below, inside, outside, behind, in front.</p>	<p>Building 9 and 10 3D Shape</p> <p>Shape and Space- 3D Shapes ELG number: Have a deep understanding of number to 10, including the composition of each number (N ELG) and to solve problems. L.I. They recognise, create and describe patterns Vocab- three dimensional, side, corners, vertices, faces, sphere, cube, cuboid, triangular pyramid, cone.</p>	<p>Building 9 and 10 Patterns</p> <p>Shape and Space- 2D Shapes ELG Numerical patterns: Verbally count beyond 20, recognising the pattern of the counting system (NP ELG)</p> <p>L.I. They recognise, create and describe patterns Vocab- similarities, differences, organise, group, patterns, create, order,</p>	<p>Building 9 and 10 Patterns</p> <p>Shape and Space- 2D Shapes ELG Numerical patterns: Verbally count beyond 20, recognising the pattern of the counting system (NP ELG)</p> <p>L.I. They recognise, create and describe patterns Vocab- similarities, differences, organise, group, patterns, create, order</p>
	<p>Continuous provision: role play castle. Knights and princess costumes and equipment. Banquet and table. money, Begin to count pennies to match a total , measuring equipment, labels for pricing, maths area: counting objects, dice, counting boxes, shapes, etc.</p>					

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KUW Science/ Geography	<p>ELG The natural world: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (TNW ELG)</p> <p>Activity: Children to identify the changes in ingredients when making pancakes. Vocab- stir, mixture, mix, recipe, changes, consistency, appearance, smell, taste.</p>	<p>ELG The natural world: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (TNW ELG)</p> <p>Activity: Magnets- Children to identify the forces on a range of different magnets. Vocab- magnets, forces, repel, attract, move, properties, metal, magnetic, non-magnetic.</p>	<p>ELG The natural world: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (TNW ELG)</p> <p>Activity: Design and make a pully device using a range of resources. Vocab- pull, push, forces, gravity, device, purpose, design, create,</p>		<p>ELG The natural world: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (TNW ELG)</p>	<p>ELG The natural world: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (TNW ELG)</p>
Re/Assembly Parables theme	<p>ELG: Children know that other children do not always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions. Theme: lent The widows mite Jesus is baptised Jesus is tempted</p>	<p>ELG: Children know that other children do not always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions. Theme Jesus and his friends Jesus calms the storm Jesus walks on water</p>	<p>ELG: Children know that other children do not always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions. Theme: Jesus and his friends Mary and Martha welcome Jesus Jesus raises Lazarus Mary washes Jesus' feet</p>	<p>ELG: Children know that other children do not always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions. Easter The last supper Palm Sunday Jesus Is on trail</p>	<p>ELG: Children know that other children do not always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions. Jesus is alive: mother's day and Eucharist services Mary and the empty tomb Doubting Thomas Road to Emmaus</p>	
PD	<p>ELG: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe – hygiene related to baking</p>	<p>ELG: They move confidently in a range of ways, safely negotiating space – obstacle course outside. Link to calming storm and walking on waters</p>	<p>ELG: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe</p>		<p>ELG: They handle equipment and tools effectively, including pencils for writing</p>	
CD	<p>Skill: represent their own ideas, thoughts and feelings through role play and stories Context: • RE days</p>	<p>Skill: Begin to develop a range of skills using materials, tools and processes (drawing, painting, printmaking,</p>				

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	<ul style="list-style-type: none"> Pancake day Skill: Begin to develop a range of skills using materials design and make party hats/ plates	textiles, malleable materials and three-dimensional construction). Context: design and make swords and shields.	
Other	Buy food for the ball this week Cinderella's ball – enterprise link	Book week	Buy seeds, compost etc for planting next week Collect materials for sewing next week Display outside class and reading area to be taken down this week- elves and shoe makers to go up outside room Move reading area / role play ready for growing topic? New nursery parents meeting (Wednesday)

History	<p>ELG Past and present: Talk about the lives of the people around them and their roles in society (P&P ELG) Know some similarities and differences between things in the past, and now drawing on their experiences and what they have read.</p> <p>Key events this half term Visit to church- Inquiry questions How are the two castles different?</p> <p>Inquiry questions How are the two castles different?</p>	<p>. ELG Past and present: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (P&P ELG) Know some similarities and differences between things in the past, and now drawing on their experiences and what they have read.</p> <p>Key event this half term Visit to church Have you been here before? Inquiry questions How are the two castles different?</p> <p>Inquiry questions How are the two castles different? who lives in castles? Do you live in a castle? Why do kings and queens live in them?</p>
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Summer 1 Foundation stage - Growing and Changing – How does your garden grow

Areas	Week 1 17-04	Week 2 24-04	Week 3 06-05	Week 4 08-05	Week 5 15-05		Week 6 22-05	
PSED	<p>ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Separate from carer with support Become familiar with class rules Establish routines 3-4 Years: Show more confidence in new social situation SEALs: to talk about what different emotions feel like (happy, sad.)</p>	<p>ELG: Give focused attention to what the teacher says, responding appropriately, even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Independence – separate from carer, find names and talking to others Routines – looking after resources Dressing and undressing for P.E – how to keep their clothes together</p>	<p>ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Taking turns and sharing Routines – tidying away Dressing and undressing for P.E – how to keep their clothes together</p> <p>SEALs- saying something nice about someone else in the class</p> <p>3-4 Years: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p>		<p>ELG : Be confident to try new activities and show independence, resilience, and perseverance in the face of a challenge.</p> <p>Taking turns and sharing</p> <p>Routines – tidying away</p> <p>Dressing and undressing for P.E – how to keep their clothes together</p> <p>3-4 Years: Talk with others to solve conflicts</p>		<p>ELG: Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Adapt to changes in routines Follow rules for cooking Taking turns and sharing</p> <p>SEALs talking about identifying feelings</p> <p>3-4 Years: Begin to understand how others</p>	

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		SEALs – talking about the book they bring in 3-4 Years: Become more outgoing with unfamiliar people, in the safe context of their setting.				
CL+ L	ELG: Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters Text: Jack and the beanstalk LI; to write simple sentences to recount an event Children can connect ideas and events Children can write captions to match a picture Children can write simple sentences others can read Phonics- phase 3- tricky words 'all, was'	ELG: Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters Text: Jack and the bean stalk LI : to write words in ways that match spoken sounds Hook: giant beanstalk, time-lapse video Children to list words to create a diamante poem Children to write words to match spoken sounds Some children will identify different types of words Phonics phase 3 Assessments	ELG: Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. Text: The Enormous turnip LI : to write words in ways that match spoken sounds Hook: giant beanstalk, time-lapse video Children to list words to create a diamante poem Children to write words to match spoken sounds Some chm will identify different types of words <i>Hear and say initial sounds in some words.</i> <i>Begin letters and sounds?</i> <i>Mark Making: letter formation in sand etc</i> Phonics phase 3 Assessments	ELG: Participate in small group and class one to one discussions, offering their own ideas using recently introduced vocabulary Text: The Enormous turnip Write simple sentences that can be read by others: Oral retelling of the story including actions and pictures. Cont prov. Children to make own story maps They demonstrate understanding when talking with others about what they have read. Phonics phase 4 – cvcc Phonics phase 4 – ccvc	. ELG: Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. Text: The magic bean poem. Write simple sentences that can be read by others: Children will write stories based on the story of Jack and the beanstalk Phonics phase 4 – ccvcc, cccvc, cccvcc	
Continuous provision						
MD	Teaching focus: To 20 and beyond- Building numbers beyond 10. ELG: Have a deep understanding of number to 10, including the	Teaching focus: To 20 and beyond- counting patterns beyond 10. ELG: Have a deep understanding of	Teaching focus: To 20 and beyond- Spatial reasoning. ELG: Have a deep understanding of number to 10, including the	Teaching focus: First then now- Adding more. ELG: Have a deep understanding of number to 10, including the	Teaching focus: First then now- Taking away. ELG: Have a deep understanding of number to 10, including the	. To 20 and beyond Consolation week. ELG: Verbally count beyond 20, recognising the pattern of

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	composition of each number 3-4 Years: Solve real world mathematical problems with numbers up to 5.	number to 10, including the composition of each number 3-4 Years: Experiment with their own symbols and marks as well as numerals.	composition of each number Subitise (recognise quantities without counting) up to 5 3-4 Years: Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5	composition of each number Subitise (recognise quantities without counting) up to 5 3-4 Years: Show 'finger numbers' up to 5.	composition of each number Subitise (recognise quantities without counting) up to 5 3-4 Years: Recite numbers past 5.		the counting system (NP ELG) 3-4 Years: Recite numbers past 5	
KUW								
Science	ELG: Explore the natural world around them, making observations and drawing pictures of animals and plant. Growing: They make observations of plants and explain why some things occur, and talk about changes To observe changes (plant growth) Time lapse video Artwork based around close observation of plants	ELG: Explore the natural world around them, making observations and drawing pictures of animals and plant. Growing: They make observations of plants and explain why some things occur, and talk about changes To observe changes (plant growth) Time lapse video Artwork based around close observation of plants	ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Growing: They make observations of plants and explain why some things occur, and talk about changes To observe changes (plant growth) Time lapse video Artwork based around close observation of plants	ELG: Explore the natural world around them, making observations and drawing pictures of animals and plant Growing: what's inside a bean? Investigate and draw what is inside a bean Pupils should be enabled to explore: How do things change? What kind of changes happen, have happened or might happen? How can we make change happen? They make observations of plants and explain why some things occur, and talk about changes.		ELG: Explore the natural world around them, making observations and drawing pictures of animals and plant. Planting: growth and changes Observing changes to their seedlings and label a plant. They make observations of animals and plants and explain why some things occur, and talk about changes.		
Computing	Coding: Use devices such as BeeBot to gain confidence and control when controlling motion.	Coding: Use devices such as BeeBot to gain confidence and control when controlling motion.	Coding: Use devices such as BeeBot to gain confidence and control when controlling motion.	Coding: Use devices such as BeeBot to gain confidence and control when controlling motion.		Coding: Use devices such as BeeBot to gain confidence and control when controlling motion.		
History	ELG: Talk about the lives of the people around them and their roles in society. Teaching focus: discuss Birthdays: traditions Actions	ELG: Talk about the lives of the people around them and their roles in society. Teaching focus: discuss Birthdays: traditions Actions	ELG: Talk about the lives of the people around them and their roles in society. Children to compare their garden to the garden of people at school and also family members. Inquiry question	ELG: Talk about the lives of the people around them and their roles in society. Children to plant a bean and observe the changes of the bean over time. How does it change. Does it look different, has the shape changed.		ELG: Talk about the lives of the people around them and their roles in society. Children to plant a bean and observe the changes of the bean over time. How does it change. Does it look		

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	<p>songs about the body Talk about self and families</p> <p>3-4 Years: Continue to develop positive attitudes about the differences between people</p>	<p>songs about the body Talk about self and families</p> <p>3-4 Years: Continue to develop positive attitudes about the differences between people</p>	<p>3-4 Years: Continue to develop positive attitudes about the differences between people</p>	<p>Inquiry question How did the bean change?</p> <p>3-4 Years: Continue to develop positive attitudes about the differences between people</p>	<p>different, has the shape changed.</p> <p>Inquiry question How did the bean change?</p> <p>3-4 Years: Continue to develop positive attitudes about the differences between people</p>
Geography	<p>ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>	<p>ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Children to look at their own garden. Can the children identify key features of their garden. Is it different or the same to other children's.</p>	<p>ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Create a map of where Jack goes in the story. Who does he see? Where does he go?</p>	<p>ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Children to look at a range of different plants and gardens. Show a range of different gardens and see how they are the same and how they are different.</p>
	Continuous provision		Garden centre role play. Range of different planting resources including plants, beans and tools. Life cycle diagrams and diaries. Mini best capture. Pond, magnifying glasses, clip boards, range of drawing equipment. Atlas, world globe.		
Re/Assembly Parables theme	Understanding Christianity Creation: why is the word God important?				
PD					
EAD	<p>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Artist: Mondrian Activity: Drawing, painting, printing, collage and textiles.</p> <p>3-4 Years: Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>				
Other				Klngs corrination.	

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Summer 2 Foundation stage - Growing and Changing – Who's Egg

Topic: Growing and changing (who's Egg)

Areas	Week 1 05-06	Week 2 12-06	Week 3 19-06	Week 4 26-06	Week 5 03-07
PSED	<p>ELG: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (SR ELG)</p> <p>I can say what I am good at.</p>	<p>ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly (MS ELG)</p> <p>I can set a longer goal for my self</p>	<p>ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly (MS ELG)</p> <p>I can recognise what is fair.</p>	<p>ELG: Form positive attachments to adults and friendships with peers (BR ELG)</p> <p>Transitions</p>	
CL + L	<p>Fiction text: The odd egg</p> <p>ELG: Say a sound for each letter in the alphabet and at least 10 digraphs (WR ELG)</p> <p>Write simple phrases and sentences that can be read by others (W ELG)</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (Comp ELG)</p> <p>Teaching input: Model write a character description including appearance and behaviours.</p>	<p>Instructions: Handa's Hen</p> <p>Teaching input: Children to map out the story using actions and visual prompts.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (WR ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (W ELG)</p> <p>Anticipate - where appropriate - key events in stories (Comp ELG)</p>	<p>Instructions: Handa's Hen</p> <p>Teaching input: Model writing key words and constructing sentences for each picture card on the timeline. Children to create their own story using key words and vocabulary. LAPS retell the story.</p> <p>ELG: Read words consistent with their phonic knowledge by sound-blending (WR ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (W ELG)</p> <p>Anticipate - where appropriate - key events in stories (Comp ELG)</p>	<p>Text: Farmer Duck/Pig in the pond</p> <p>Teaching input: Display pictures from story. Order pictures in sequence order. Model write a caption for each picture from the story. Children will develop and write their own stories. Children will use their phonic knowledge to write words in ways which match their spoken sounds. Children will sequence events to create a story map, write captions to re-tell the story.</p> <p>ELG: Say a sound for each letter in the alphabet and at least 10 digraphs (WR ELG)</p> <p>Write simple phrases and sentences that can be read by others (W ELG)</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (Comp ELG)</p> <p>Write some or all of their name. (Lit 3-4 Yrs)</p>	

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		<p>Children to write sentences to describe what the main character looks like and how they behave.</p> <p>Understand the five key concepts about print: * print has meaning * print can have different purposes * we read English text from left to right and from top to bottom * the names of the different parts of a book * page sequencing (Lit 3-4 Yrs)</p>	<p>Investigate questions including words which ask question and questions need answers</p> <p>Engage in extended conversations about stories, learning new vocabulary. (Lit 3-4 Yrs)</p>	<p>Engage in extended conversations about stories, learning new vocabulary. (Lit 3-4 Yrs)</p>		
Continuous provision						
MD		<p>Teaching focus: Find my Pattern-Doubling</p> <p>.ELG Verbally recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p> <p>Children will solve subtraction problems</p>	<p>Teaching focus: Numerical patters-Odds and Evens.</p> <p>ELG Verbally recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p> <p>Children will solve subtraction problems</p>	<p>Teaching focus: Measure- length, height, distance.</p> <p>ELG Verbally recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p> <p>Children will solve subtraction problems</p>	<p>Teaching focus: On the move</p> <p>ELG Compare' quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (NP ELG)</p>	<p>Teaching focus: On the move.</p> <p>ELG Compare' quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (NP ELG)</p>
KUW	Science	<p>Look at the life cycle of a chick. How does a chick start off? How does it change over time?</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (TNW ELG)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants (TNW ELG)</p>	<p>Growing: They make observations of plants and explain why some things occur, and talk about changes To observe changes (plant growth) Time lapse video Artwork based around close observation of plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (TNW ELG)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants (TNW ELG)</p>	<p>How animals have changed over time. Look at how animals look like when they are born and how they change and grow over time.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (TNW ELG)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants (TNW ELG)</p>	<p>Planting: growth and changes Observing changes to their seedlings and label a plant. They make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (TNW ELG)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants (TNW ELG)</p>	

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	Computing	<p>Activity: Children to create pictures using programme Tux paint for pictures of themselves in their ball character.</p>	<p>Activity: Children to create a picture of plants using a paint programme.</p>	<p>Activity: Children to look at the story using an interactive powerpoint.</p>	<p>Activity: Children to use Tux paint to create a picture of animals that they have looked at. Include features of the animals.</p>
	Geography	<p>Look at the story of Little Red Hen makes a pizza. Discuss where pizzas come from and how they are made.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (TNW ELG)</p>	<p>Continue to look at the story of little red hen makes a pizza. Look at a range of different pizza toppings come from. For example where are tomatoes grown?</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (TNW ELG)</p>	<p>Recap the different pizza toppings and the countries that they come from. Children to make their own pizza.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (TNW ELG)</p>	<p>Children to look at the country of Italy. Look at a range of Italian music, food, scientific equipment, etc.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (TNW ELG)</p>
	History	<p>Look at the life cycle of a chick. Look at the changes. How did the chick start off and how did it change over time.</p> <p>Observations during visit Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (P&P ELG)</p>			<p>Look at the history of Italy. Look at how they are different to the UK for a range of different areas such as music, food, scientific equipment.</p> <p>Observations during visit Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (P&P ELG)</p>
Forest school activities will include; gardening, making bird food balls, observing wildlife in the school environment, on-going observations of changes due to seasons/ weather					
Re/Assembly Parables theme	Four Kind friends Jesus and Jairus' daughter	Jesus feed 5000	Jesus at the wedding in Cana Jesus heals a blind man	Good Samaritan	Jesus and the great storm Jesus and the great catch
PD	<p>PE: Football skills (kicking) Demonstrate strength, balance and coordination when playing (GMS ELG)</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (GMS ELG)</p> <p>Demonstrate strength, balance and coordination when playing (GMS ELG)</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others (GMS ELG)</p>				

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EAD	<div>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (CWM ELG)</div> <div>Observational painting and drawing from the visit Weaving: animal patterns</div> <div>ELG: Share their creations, explaining the process they have used (CWM ELG)</div> <div>ELG: Make use of props and materials when role playing characters in narratives and stories (CWM ELG)</div> <div>Continuous provision drama and role play activities Collage, box modelling, paints, play dough, malleable, construction, weaving, pencils and crayons Singing: use of listening station Gymnastics and movement activities</div>				
Other					