

FOCUS FOR TERM

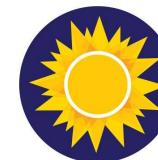
ONGOING LEARNING FOCUS

Nursery - Sunbeams Class-(2 -3 Years) (Baseline Assessment carried out as children join)

NB: These themes may be adapted at various points to allow for children’s interests to flow through the provision

WELL-BEING & Behaviour For Learning

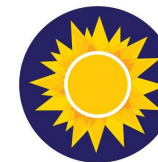
Area of Learning	Theme 1 Me and My Family 	Theme 2 Houses and Homes  (Autumn/Christmas)	Theme 3 Winter 	Theme 4 	Theme 5 	Theme 6 
<p>This will cover the whole of the EYFS curriculum, activities covering all areas inside and outside will be provided through a variety of teacher led and child initiated activities, providing opportunities for children to embed, explore and extend their learning.</p> <p>Next steps will be established as will the children’s interests, enabling activities to support learning in these areas to be provided.</p>	<p>Me and My Family</p> <p>Children bring in photos of their families/special people to them.</p> <p>Vocabulary - baby, Mum, Dad, sister, brother, Grandma, Grandad, Nanny etc</p> <p>Getting to know keyworker/Staff/peers</p> <p>Becoming familiar with the routine of the session.</p> <p>Walks - getting to know school/outside areas.</p> <p>Plant some bulbs for spring.</p>	<p>Houses and Homes (Autumn/Christmas)</p> <p>Autumn walk - playing in leaves, collecting leaves, painting the leaves.</p> <p>Fireworks - exploring with paint using large paint brushes</p> <p>Looking and using senses to investigate conkers, pumpkins, squashes.</p> <p>Getting coats, wellies etc ready to go and explore outside.</p> <p>Experience different weather conditions.</p> <p>Building towers, houses out of different media. (Large cardboard boxes) Introduce vocab house, garden, bedroom, bathroom, kitchen, toilet, roof, window etc.</p> <p>Christmas Activities</p>	<p>Winter</p> <p>fake snow, shaving foam, frozen ice with objects inside.</p> <p>Winter walk, playing outside in different weather conditions.</p> <p>Using cold paint colours - white, blue</p> <p>Playing with sticks.</p> <p>playdough - white - snowmen</p>	<p>Spring - The Farm</p> <p>Farm play - vocab animal names</p> <p>Spring walk - looking for signs of spring.</p> <p>Spring Flowers to paint, petals in water</p> <p>Planting some vegetables/Flowers</p>	<p>Jungle - The Zoo</p> <p>Zoo play - animal vocab lion, tiger, giraffe, zebra, elephant, monkey, snake etc</p> <p>Act out we are going on a lion hunt.</p>	<p>Minibeasts</p> <p>Go on a Minbeast hunt. Can children make a home for a minibeast?</p> <p>Introduce vocab worm, spider, caterpillar, woodlice, beetle, butterfly, wasp, bee</p>



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<p>Communication and Language</p> <p>Books Books in bold are Power of Reading Books- we will use this scheme to support learning.</p> <p>Books will provide cross-curricular activities to support development and next steps.</p>	<p>Books - I like myself - Karen Beaumont</p> <p>What I like about me! - Allia Zobel Nolan</p> <p>Marvelous Me: Inside and Out (All about Me) by Lisa Marie Bullard</p> <p>Chn will be read repetitive and favourite stories everyday following their interests/choices. They will listen and respond to the stories. They will sing songs with actions.</p>	<p>Brown bear, What do you see? - Eric Carle</p> <p>Dear Santa- Rod Campbell</p> <p>Chn will be read repetitive and favourite stories everyday following their interests/choices. They will listen and respond to the stories. They will sing songs with actions.</p>	<p>The Itsy Bitsy Snowman by Jeffrey Burton</p> <p>Fox's Socks - Julia Donaldson</p> <p>So Much - Trish Cooke</p> <p>Chn will be read repetitive and favourite stories everyday following their interests/choices. They will listen and respond to the stories. They will sing songs with actions.</p>	<p>Noisy Farm - Rod Campbell</p> <p>Dig Dig Digging - Margaret Mayo</p> <p>The Tiny Seed - Eric Carle</p> <p>Chn will be read repetitive and favourite stories everyday following their interests/choices. They will listen and respond to the stories. They will sing songs with actions.</p>	<p>Books:</p> <p>Dear Zoo</p> <p>Rumble in the jungle</p> <p>The lion who lost its roar</p> <p>We're going on a lion hunt</p> <p>Chn will be read repetitive and favourite stories everyday following their interests/choices. They will listen and respond to the stories. They will sing songs with actions.</p>	<p>The very busy spider - Eric Carle</p> <p>Snail Trail - Ruth Brown</p> <p>Mad about Minibeasts</p> <p>Chn will be read repetitive and favourite stories everyday following their interests/choices. They will listen and respond to the stories. They will sing songs with actions.</p>
<p>PSED EYFS Curriculum Development Matters.</p> <p>British Values</p>	<p>Establishing a relationship with a keyworker. Separate from Main Carer consistently. Learning to share resources with their peers with adult support. Beginning to recognise their own and others feelings. Children will be scaffolded in making decisions and choices. They will be supported in following their interests. Children will learn through positive reinforcement that their actions have consequences. Children will be given the space to self sooth and seek comfort from familiar adults. This is ongoing throughout the year due to different start times. British Values are modelled through showing respect and kindness to others.</p>					
<p>Physical Development ongoing throughout the year</p>	<p>Gross Motor skills</p> <p>Opportunities for walking and running outside with hills, flat areas and different surfaces. Large play equipment, including climbing – e.g. loose part play, PE Equipment (gross motor development). Opportunities for children to choose and make safe choices e.g. tools Opportunities to move spontaneously to music e.g. cd players, music instruments, scarves, streamers, ribbons, musical games Role play (e.g. road layouts, den building, picnics) Gross Motor exercises to music. Digging in the sandpit.</p> <p>Fine Motor Skills</p> <p>Provide opportunities to encourage children to explore books and turning pages Mark-making equipment indoors and outdoors to enable finger dexterity. Water/sand play/snack time – opportunities for pouring/filling. Funky finger activities e.g. dough gym, write dance, tweezers and marbles, threading.</p>					



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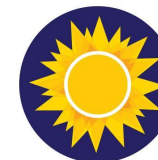
<p>Literacy</p>	<p>Reading - Through sharing of Songs, Nursery Rhymes and Stories to widen children’s story repertoire. Have an attractive book area where children and adults can enjoy books together. Adults find opportunities to tell and read stories to children, using puppets, soft toys, or real objects as props. Adults provide stories, pictures and puppets that allow children to experience and talk about how characters feel.</p> <p>Writing - Through messy sensory play, children are encouraged to mark make and use their hands to develop fine motor skills. Develop gross motor skills to develop inner core strength and muscles. Children have the opportunities to complete fine motor activities to promote the development of their hand/eye co-ordination skills. Provide mark-making materials for children to explore.</p>					
<p>Nursery Rhymes to be taught</p>	<p>Learning Nursery Rhymes Hickory Dickory Dock Twinkle Twinkle Little Star The Grand Old Duke of York</p> <p>Outside - Ring a Ring a Roses, The Farmer’s in his Den</p>	<p>Learning Nursery Rhymes Five Little Snowmen I’m a little teapot Miss Polly had a dolly</p> <p>Outside - Ring a Ring a Roses, The Farmer’s in his Den</p>	<p>Learning Nursery Rhymes Baa Baa Black Sheep Round and Round the Garden like a Teddy Bear Five Little Ducks went swimming one day</p> <p>Outside - Ring a Ring a Roses, The Farmer’s in his Den</p>	<p>Learning Nursery Rhymes Row Row Row your boat Humpty Dumpty 5 Little Monkeys Jumping on the bed</p> <p>Outside - Ring a Ring a Roses, The Farmer’s in his Den</p>	<p>Learning Nursery Rhymes Incy Wincy Spider Five Little Monkeys Two Little Dickie birds Rehearse all previously learnt</p>	<p>Learning Nursery Rhymes Rehearse all previously learnt.</p>
<p>Maths EYFS curriculum – Development Matters.</p>	<p>Adults support and model the language of number through their interactions with children in the learning environment Singing number songs with props where items are added or taken away (5 currant buns, 5 little ducks etc) Using the language of number in children’s play and during snack time. Provide opportunities for children to manipulate and complete inset jigsaws. Using spatial words like ‘on top of’, ‘up’, ‘down’ and ‘through’ with children in their play. Begin to use comparing words like more, lots of and the same. Begin to say numbers in order, beginning to count on their fingers and noticing numerals. Opportunities for children to move their bodies and respond to positional language.</p>					



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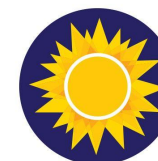
<p>Understanding the World</p>	<p>Walks - getting to know school/outside areas - Forest, Pond, Field. Plant some bulbs for spring. Experiencing different weather by playing outside. Talking about Spiders and Spider webs as that is their home.</p>	<p>Experiencing different weather by playing outside. Looking and talking about leaves, changing colours and animals they find in their environment Pumpkins, Pine Cones, Conkers</p>	<p>Experiencing different weather by playing outside. Experiencing cold - ice - freezing objects in ice. Learning about what clothes to wear outside in Winter. Photos of Snow, snowmen and winter scenes. Making Bird Feeders.</p>	<p>Experiencing different weather by playing outside. Gardening - planting seeds - Sunflowers, cress, Sweet Peas and vegetables. Observing and talking about Spring Flowers that are growing. Talking and animals they find in their environment. Small World - Farm Talking and learning farm animal names.</p>	<p>Experiencing different weather by playing outside. Children to experience a real animal - Tortoise coming to visit. Small World - Zoo Talking and learning Zoo animal names.</p>	<p>Experiencing different weather by playing outside. Go on a Minbeast hunt - talking and looking at the different insects they find. Introduce vocab worm, spider, caterpillar, woodlice, beetle, butterfly, wasp, bee Making Bug hotels</p>
<p>Expressive Arts and Design</p>	<p>Drawing & Painting: Use tools for mark making - inside and outside of the setting and on a large scale, felt pens, crayons, chalks, paint brushes with paint and water. Using hands and feet to mark make/paint. Painting 'portraits' of themselves and family. Introduce colour names.Printing: Printing with hands, feet 3D experiences: Encourage young children to explore materials/ resources finding out what they are/what they can</p>	<p>Drawing & Painting: Use tools for mark making inside and outside of the setting and on a large scale, felt pens, crayons, chalks, paint brushes with paint and water. Printing: Printing with natural objects: leaves, cones. Collage: Create firework collage 3D experiences: Encourage young children to explore materials/ resources finding out what they are/what they can do, and decide how they want to use them.</p>	<p>Drawing & Painting: Use tools for mark making inside and outside of the setting and on a large scale, felt pens, crayons, chalks, paint brushes with paint and water. Large scale painting - winter scenes- white on black paper 3D- making clay and stick sculptures 3D experiences: Encourage young children to explore materials/ resources finding out what they are/what they</p>	<p>Drawing & Painting: Use tools for mark making inside and outside of the setting and on a large scale, felt pens, crayons, chalks, paint brushes with paint and water. painting: mud paintings with textures 3D experiences: Encourage young children to explore materials/ resources finding out what they are/what they can do, and decide how they want to use them. Use plasticine, play dough, clay, adult</p>	<p>Drawing & Painting: Use tools for mark making inside and outside of the setting and on a large scale, felt pens, crayons, chalks, paint brushes with paint and water. Printing: vegetable printing 3D: Junk modelling -animal homes 3D experiences: Encourage young children to explore materials/ resources finding out what they are/what they can do, and decide how they want to use them.</p>	<p>Drawing & Painting: Use tools for mark making inside and outside of the setting and on a large scale, felt pens, crayons, chalks, paint brushes with paint and water. 3D: playdough modelling, minibeast biscuits 3D experiences: Encourage young children to explore materials/ resources finding out what they are/what they can do, and decide how they want to use them. Use plasticine, play dough, clay, adult</p>



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	<p>do, and decide how they want to use them. Use plasticine, play dough, clay, adult supervised tearing, folding and gluing. Ongoing Provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Collage: various resources for collage, textured papers, scrap paper etc ongoing</p>	<p>Use plasticine, play dough, clay, adult supervised tearing, folding and gluing. Ongoing Provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Collage: various resources for collage, textured papers, scrap paper etc ongoing</p>	<p>can do, and decide how they want to use them. Use plasticine, play dough, clay, adult supervised tearing, folding and gluing. Ongoing Provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Collage: various resources for collage, textured papers, scrap paper etc ongoing</p>	<p>supervised tearing, folding and gluing. Ongoing Provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Collage: various resources for collage, textured papers, scrap paper etc ongoing</p>	<p>Use plasticine, play dough, clay, adult supervised tearing, folding and gluing. Ongoing Provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Collage: various resources for collage, textured papers, scrap paper etc ongoing</p>	<p>supervised tearing, folding and gluing. Ongoing Provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Collage: various resources for collage, textured papers, scrap paper etc ongoing</p>
	<p>Throughout the Year the children will explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Experience different tools for mark making inside and outside of the setting and on a large scale, felt pens, crayons, chalks, paint brushes with paint and water. Using hands and feet to mark make/paint. Introduce colour names.</p>					



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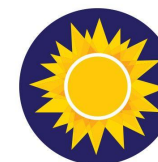
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Preschool - Sun Class (Baseline Assessment carried out as children join)

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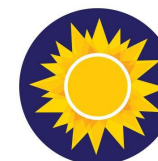
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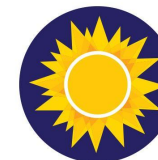
			The Gigantic Turnip – ordering animals, sequencing and retelling a story,			
<p>Communication and Language</p> <p>Books</p> <p>Books in bold are Power of Reading Books- we will use this scheme to support learning.</p> <p>Books will provide cross-curricular activities to support development and next steps.</p>	<p>Goat Goes to Nursery</p> <p>All Kinds of People</p> <p>It's Okay to be Different.</p> <p>What I like about me - Allia Zoebel-Nolan</p> <p>When Jelly had a Wobble</p> <p>Incredible you</p>	<p>The Family Book</p> <p>My world your world</p> <p>How Many Sleeps Till Christmas? <i>by Mark Sperring</i></p> <p><i>Aliens Love Panta Claus by Claire Freedman</i></p> <p>The Queen's Present by Steve Antony</p>	<p>3 Little Pigs</p> <p>Little Red Hen</p> <p>The Gigantic Turnip</p> <p>Busy Chinese New Year</p> <p>The Runaway Wok: A Chinese New Year Tale</p> <p>Stickman</p>	<p>Chickens Aren't the Only Ones</p> <p>Ruth Heller</p> <p>The Gruffalo</p> <p>Pancakes, Pancakes - Eric Carle</p> <p>We're Going on an Egg Hunt: Board Book</p>	<p>Handa's Surprise</p> <p>The Old Woman and the Red Pumpkin</p> <p>Rumble in the Jungle</p>	<p>Caterpillar's Wish</p> <p>The Very Hungry Caterpillar</p> <p>What the Ladybird Heard</p>



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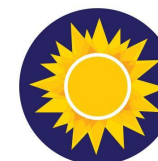
<p>PSED Jigsaw scheme.</p> <p>EYFS Curriculum Development Matters.</p> <p>British Values</p>	<p>Opportunities to practise rules e.g. sharing, kind hands, team work, confidence to ask for help if needed, making friends.</p>	<p>Supporting to access resources independently. Ask for help if needed. Recall rules and boundaries with a little support.</p>	<p>Continue to gain in confidence Recall rules and boundaries Begin to be more independent when carrying out activities.</p>	<p>Begins to play cooperatively with others in small groups</p> <p>Understands the needs of others and that their actions can have consequences.</p>	<p>Can play in groups listening to others, continuing play by offering their own ideas</p> <p>Begins to solve conflicts with peers.</p>	<p>Can describe self in positive terms. Can express their feelings and understand the needs of others. Begins to solve conflicts with peers. School Readiness</p>
	<p>Rule of law. This is about learning to manage our own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries; about dealing with the consequences and sanctions.</p>	<p>Individual liberty We are helping them to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. We are giving children the time and space to explore the language of feelings and responsibility; reflect on their differences and understand that we are all free to have different opinions. P4C – Would you rather...</p>	<p>Mutual respect We learn to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others. To help children to appreciate and respect their own culture and the culture of others. We can help them explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences.</p>	<p>Tolerance of different faiths and beliefs For the children to truly learn the importance of tolerance, they need to be given lots of opportunities to practise tolerance and to challenge stereotypes. We can help them explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences.</p>	<p>Democracy To support children's personal, social and emotional development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources you've made accessible to them. They are taking turns, sharing, collaborating and making decisions together: skills that are essential if we are to get on in the adult world.</p>	<p>Look at British Values together and the children having a greater understand for: Democracy - making decisions together; Rule of law - understanding rules matter, as referred to in Personal, Social and Emotional development; Individual liberty - freedom for all; Mutual respect and tolerance - treat others as you want to be treated.</p>
<p>Physical Development Gross Motor Skills Develop postural control & gross motor</p>	<p>Throughout the Year Move confidently in a range of different ways on different levels at varying speeds during multi-skills and outdoor provision Build up confidence when balancing during gymnastics and outdoor provision To be confident when mark making, holding tools appropriately and practicing name writing throughout the whole year</p>					



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<p>control, Upper body & core strength, Crossing the midline, Coordinating both sides of the body at the same time Fine Motor Skills Hand and finger strength - Hand eye coordination - Object manipulation/visual motor</p>	<p>Become independent with toileting/coats/snack time Take thoughtful risks physically and to begin to see the limits of their own ability whilst not being hindered by 'I can't do that' adding 'yet' at the end of the statement. Develop confidence and capability by working on the 'laterality of the brain' basically the ability to cross the mid line and use both sides of the brain enabling motor memory development. Development of motor memory to encourage a dominance of hand development. Opportunities to mark make and form letters in a variety of mediums and scales. Dough Disco, Ribbon Dancing to music for Gross Motor Skills, Yoga, Large scale Mark Making Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and teamwork. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination, and agility</p>					
<p>Literacy Daily activities inside and outside to mark make. Sharing Stories, Nursery Rhymes and Songs Weekly Library Book.</p>	<p>Early mark-making opportunities using a variety of media. Pattern Tracing Dough Disco to improve fine motor skills.</p>	<p>Nursery Rhymes & Songs. Listening to stories in large groups. Joining in with key phrases, recall key events. Writing Patterns Variety of mark making activities & media Cutting activities. Dough Disco</p>	<p>Writing Patterns Cutting with control along a line Ascribe Meaning to Marks Dough Disco to Build Fine Motor Skills</p>	<p>Phonemes and Actions Name Tracing Ascribe Meaning to Marks Beginning to Recognise Print in the Environment Dough Disco to Build Fine Motor Skills</p>	<p>Ascribe Meaning to Marks, Beginning to Write Names Can Recall Events in A Story, Begin to Predict What Might Happen Next Dough Disco to Build Fine Motor Skills</p>	<p>Beginning to form some patterns/letters Can Recall Events in a Story, Begin to Predict What Might Happen Next Dough Disco to Build Fine Motor Skills</p>
<p>Phase 1 – Environmental Sounds. Listening to stories in small groups.</p>	<p>Phase 1 - Environmental Sounds. Body Percussion. Instrumental Sounds &</p>	<p>Phase 1 - Instrumental Sounds & Sequences Rhythm, following a beat</p>	<p>Phase 1 - Rhythm and Beat Sequences Voice Sounds Clapping Syllables</p>	<p>Phase 1 - Alliteration Sequence Clapping Syllables Blending &</p>	<p>Phase 1 - Blending and Segmenting Continue a Rhyming String</p>	



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	Nursery Rhymes and Songs.	Sequences. Hidden sounds.	Voice Sounds Clapping Syllables.	Name Initial Sound	Segmenting Phonemes & Actions RWI - for children starting school in Sept	Phoneme & Actions RWI - for children starting school in Sept
Nursery Rhymes taught throughout the year.	Learning Nursery Rhymes Tommy Thumb – Where are you? Old Mother Hubbard Little Bo Peep Jack and Jill Little Jack Horner Outside Rhymes – Outside – Farmer’s in his Den Outside – Ring a ring a Roses	Learning Nursery Rhymes Hickory Dickory Dock Twinkle Twinkle Little Star Five Fat Sausages in a Frying Pan Doctor Foster Outside – Here we go around the Mulberry Bush	Learning Nursery Rhymes Baa Baa Black Sheep Round and Round the Garden like a Teddy Bear Mary Mary Quite Contrary Five Little Ducks went swimming one day Hot Cross Buns (Depending on when Easter is!) It’s raining it’s pouring the old man is snoring. Outside – Lucy Locket	Learning Nursery Rhymes Row Row Row your boat The Old Grand Duke of York Humpty Dumpty 5 Little Monkeys Jumping on the bed Pat-a-cake Bakers Man	Learning Nursery Rhymes Little Miss Muffet Incy Wincy Spider Rehearse all previously learnt	Learning Nursery Rhymes Hey Diddle Diddle 1,2,3,4,5 Once I caught a fish alive Teddy bear Teddy bear Rehearse all previously learnt.
Maths EYFS curriculum – Development Matters.	<ul style="list-style-type: none"> ● Colours - Children should be taught to recognise and name colours in a variety of contexts ● Match - Provide opportunities for the children to explore and match objects which are the same. ● Sort - Children learn that collections can be sorted into sets based on attributes such as colour, size or shape. 	<p>Compare Amounts -</p> <p>Once children can confidently sort collections into sets they learn that these sets can be compared and ordered. They understand that when making comparisons a set can have more, the same or fewer than another set. More specific language such as tall, long, short can also be introduced.</p> <p>Simple Patterns - Children copy, continue and create their own patterns.</p>	<ul style="list-style-type: none"> ● Number Focus 1 - ● Children identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. ● They match the number names to quantities and numerals. ● They touch count in different arrangements and recognise the final number is the quantity of the set. 	<ul style="list-style-type: none"> ● Number Focus 3 ● Children identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. ● Number blocks episode 3 ● Length and Height ● use more specific mathematical vocabulary in relation to ● Length - longer, shorter 	<ul style="list-style-type: none"> ● Number Focus 5 ● Children continue to subitise up to 5 items and to count forwards and backwards to 5 accurately using the counting principles. ● Number blocks episode 5 ● One more/One less The children will use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create mathematical stories in meaningful contexts. 	<ul style="list-style-type: none"> ● My Day ● Children talk about night and day and order key events in their daily routines, such as waking up, coming to school, dinner, bed time. ● Capacity ● Positional Language ● Children need opportunities to be exposed to and to use the language of position and direction; <i>Position: ‘in’, ‘on’, ‘under’</i>. <i>Direction: ‘up’, ‘down’, ‘across’</i>



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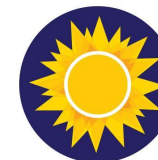
			<ul style="list-style-type: none"> Number blocks episode 1 Exploring different varieties of circles Weight Children may already have experience of weight through carrying heavy and light items. Number Focus - 2 Number blocks episode 2 	<ul style="list-style-type: none"> height – taller, shorter Breadth – wider, narrower Number Focus 4 Children count on and back to 4. Number blocks episode 4 	<p>Shape The primary focus in relation shapes should be on the properties of shapes.</p>	<ul style="list-style-type: none"> Children also need opportunities to use terms which are relative: <i>'in front of', 'behind', 'on top of'</i>.
Understanding the World	<ul style="list-style-type: none"> Enrichment Activities - Autumn Walk (Forest School) Visit from Firefighter/Nurse/PCSO / Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. 	<ul style="list-style-type: none"> Enrichment Activities - Photos of their Family/People who are important to them. Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. 	<p>Enrichment Activities -</p> <ul style="list-style-type: none"> Winter Walk Nativity Performance Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Explore how things work. Continue to develop positive attitudes about the differences between people. Show interest in different occupations. Plant seeds and care for growing plants. 	<ul style="list-style-type: none"> Enrichment Activities - Signs of Spring seasonal walk Hatching Chicks Growing Plants Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Explore how things work. Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> Enrichment Activities - Trip to the Zoo/Animal experience visiting Preschool Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Know that there are different countries in 	<ul style="list-style-type: none"> Enrichment Activities - Caterpillars into Butterflies Growing Flowers Signs of Summer seasonal walk Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Talk about the differences between materials and changes they notice.



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	<ul style="list-style-type: none"> Notice differences between people. Begin to make sense of their own life-story and family's history Show interest in different occupations. 	<ul style="list-style-type: none"> Notice differences between people. Begin to make sense of their own life-story and family's history Show interest in different occupations. 			the world and talk about the differences they have experienced or seen in photos.	
	<p>Throughout the Year the children will understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>					
Expressive Arts and Design	<p>Printing - Leaf Printing and rubbing Drawing - Family/People who are important to them. Cooking - Playdoh, Rice Krispie Cakes, Sandwiches</p>	<p>Clay - Diva Lamps Firework - Large scale painting using different tools. (Mop heads, brushes) Christmas Crafts Cooking -Firework Biscuits, Firework Toast, Christmas Puddings</p>	<p>3D Modelling - Chinese Dragons Lanterns Cooking - Chinese food tasting Animal Biscuits Bread</p>	<p>Transient Art - Spring Pattern Printing - Eggs Drawing - Spring Flowers Cooking - Easter Treats</p>	<p>Printing - Fruit, Veg Patterns Textural Collage - make a jungle etc using different fabric/sand Cooking - African Fruit Tasting Fruit Salads</p>	<p>Butterfly symmetrical painting 3D Modelling - Making insects Cooking - Caterpillar Biscuits Prepare Food for Picnic. Ladybird Biscuits</p>
	<p>Throughout the Year the children will explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.</p>					
R.E	Autumn/Harvest	Christmas Diwali	Chinese New Year Valentines Day Mother's Day St Patrick's Day	Easter St Davids Day St Georges Day	Father's Day	Eid al-Adha

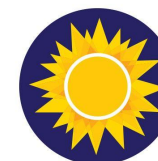


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Reception Long Term Plan 2021 -2022

Area of Learning	Theme 1 	Theme 2 	Theme 3 	Theme 4 	Theme 5 	Theme 6 
<p>Possible Themes/ Interests/ Lines of Enquiry</p> <p>All overlap in content</p>	<p>Magical Me & Autumn/Seasons</p> <p>All about me – photos (SETTLING)</p> <p>Autumn colours Hibernation Harvest Family Growing up – generations</p>	<p>CELEBRATIONS, AUTUMN AND WINTER</p> <p>Autumn Winter Arctic Lost and Found Snow Bears/Penguins Bonfire Night Christmas/Father Christmas story Christmas around the world</p>	<p>TRADITIONAL TALES HISTORY FOCUS</p> <p>Chinese New Year</p> <p>Cinderella, 3 Little Pigs, Goldilocks, Little Red Riding Hood, Jack and the Beanstalk, The Gingerbread Man etc.</p>	<p>PEOPLE WHO HELP US AND WHERE WE LIVE (Locality & weather/Spring/ new life & growth)</p> <p>Pancake Day Easter Lent Police, firefighters, nurses and doctors, teachers, ambulances Dentists - Oral Health Hygiene etc.</p>	<p>GROWING AND MINI BEASTS</p> <p>Life cycles – Frogs/butterfly/plants et (continuation of new life and growth)</p> <p>Local Area Planting/Gardening</p>	<p>TRANSPORT AND HOLIDAYS</p> <p>Summer holidays (past and present) Hot places Rock pools Vehicles- past +present/travel</p>
<p>Communication and Language</p> <p>(Listening and attention, understanding and speaking)</p> <p>Progression across the area of learning should achieve ELG</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times and non- fiction books.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.</p> <p>Make comments about what they have heard and</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected nonfiction to</p>	<p>Describe events in some detail Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.</p>	<p>Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p>



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	<p>when being read to and during whole class discussions and small group interactions.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn new vocabulary</p> <p>Use new vocabulary through the day</p>	<p>ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Listen carefully and begin to learn simple stories, songs and rhymes.</p>	<p>develop a deep familiarity with new knowledge and vocabulary.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>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's and songs, paying attention to how they sound.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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. vocabulary in different contexts</p>	<p>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>Personal, Social and Emotional Development</p> <p>Jigsaw Scheme</p> <p>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</p> <p>British Values</p>	<p>Being Me in My World</p> <p>Self-identity</p> <p>Understanding feelings</p> <p>Being in a classroom</p> <p>Being gentle</p> <p>Rights and responsibilities</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p>	<p>Celebrating Me</p> <p>Identifying talents</p> <p>Being special</p> <p>Families</p> <p>Where we live</p> <p>Making friends</p> <p>Standing up for yourself</p> <p>Road Safety</p> <p>NSPCC PANTS</p> <p>Anti Bullying week</p> <p>See themselves as a valuable individual.</p>	<p>Dreams and Goals</p> <p>Discussion about the Christmas holiday.</p> <p>Challenges</p> <p>Perseverance</p> <p>Goal-setting</p> <p>Overcoming obstacles</p> <p>Seeking help</p> <p>Jobs</p> <p>Achieving goals</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>Healthy Me</p> <p>Exercising bodies</p> <p>Physical activity</p> <p>Healthy food</p> <p>Sleep</p> <p>Keeping clean</p> <p>Safety - Medicines</p> <p>Manage own basic hygiene and personal needs.</p> <p>Show understanding of their own feelings and</p>	<p>Relationships</p> <p>Family life</p> <p>Friendships</p> <p>Breaking friendships</p> <p>Falling out</p> <p>Dealing with bullying</p> <p>Being a good friend</p> <p>Stranger Danger</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>	<p>Changing Me</p> <p>Bodies</p> <p>Respecting my body</p> <p>Growing up</p> <p>Growth and change</p> <p>Fun and fears</p> <p>Celebrations</p> <p>Circle time, recycling/pollution, Sun and Water Safety</p> <p>Show sensitivity to their</p>



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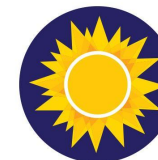
	<p>Express their feelings and consider the feelings of others, regulate behaviour accordingly. Work and play cooperatively and take turns with others Give focused attention to what the teacher says</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others, regulate behaviour accordingly. Work and play cooperatively and take turns with others Give focused attention to what the teacher says</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>Identify and moderate their own feelings socially and emotionally. Be confident to try new activities</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals Confident to try new activities, Explain the reasons for rules.</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals Confident to try new activities, Explain the reasons for rules Manage own basic hygiene and personal needs</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>own and to others' needs</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the faces of challenge</p> <p>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>Self-Regulation Managing Self Building Relationships</p>
	<p>Rule of law. This is about learning to manage our own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries; about dealing</p>	<p>Individual liberty We are helping them to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. We are giving children the time and space to explore the language of feelings and</p>	<p>Mutual respect We learn to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others. To help children to appreciate</p>	<p>Tolerance of different faiths and beliefs For the children to truly learn the importance of tolerance, they need to be given lots of opportunities to practise tolerance and to challenge stereotypes.</p>	<p>Democracy To support children's personal, social and emotional development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions</p>	<p>Look at British Values together and the children having a greater understand for: Democracy - making decisions together; Rule of law - understanding rules matter, as referred to in Personal, Social and</p>



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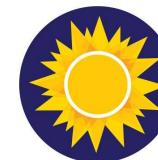
	with the consequences and sanctions.	responsibility; reflect on their differences and understand that we are all free to have different opinions. P4C – Would you rather...	and respect their own culture and the culture of others. We can help them explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences.	We can help them explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences.	about what they want to explore and how they're going to use the resources you've made accessible to them. They are taking turns, sharing, collaborating and making decisions together: skills that are essential if we are to get on in the adult world.	Emotional development; Individual liberty - freedom for all; Mutual respect and tolerance - treat others as you want to be treated.
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop fine motor skills- holding pencil correctly, using scissors etc Gross Motor Skills Fine Motor Skills	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop fine motor skills- holding pencil correctly, using scissors etc Gross Motor Skills Fine Motor Skills	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Develop fine motor skills Gross Motor Skills Fine Motor Skills	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Gross Motor Skills Fine Motor Skills	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. Gross Motor Skills Fine Motor Skills	Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Gross Motor Skills Fine Motor Skills
Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and teamwork. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination, and agility						



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<p>Literacy Comprehension, word reading, Writing</p>	<p>T4W - The Enormous Turnip Cumulative (4 weeks) CUMULATIVE TALE Focus: retell a story with story language and a problem (TFW story.) Task (writing purpose): Use initial sounds to label characters from 'The Enormous Turnip'. Non-Fiction - Making Vegetable Soup labelling vegetables with initial sounds to make the soup.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>T4W - Owl Babies Owl Babies (5 weeks) TALE OF FEAR Focus: retell a story with story language and a problem. (TFW story and story invention.) Task (writing purpose): CVC and simple sentence writing using HFW. (E.g. Bill is sad, I miss mum.) (Link to Understanding the World)</p> <p>Jesus' Christmas Party (3 weeks) CUMULATIVE TALE Focus: sequencing the story.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Demonstrate understanding of what</p>	<p>T4W - The Gingerbread Man (Spring 1) JOURNEY Focus: retell a story with story language and a problem. (TFW story and story invention.) Task (writing purpose): Write simple refrain from the story. E.g. Run, run as fast as you can. Rhymes and poems: Monkey and Me: Emily Gravett [rhyming text]</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Demonstrate understanding of what has been read to them by</p>	<p>T4W - Three Billy Goats Gruff (Spring 2) CUMULATIVE TALE Focus: Descriptive language to describe characters. Task (writing purpose): Wanted poster using descriptive language Non-fiction- Mythical Creatures Report - Trolls - Non-Chronological Report.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their</p>	<p>T4W - Jack and the Beanstalk (Summer 1) TALE OF FEAR Focus: retell a story with story language and a problem. (TFW story and story invention.) Task (writing purpose): Write a speech bubble from the perspective of Jack and the giant Non-fiction - Instructions Planting a bean and what it needs to grow. Rhymes/Poems - A Great Big Cuddle: Poems for the Very Young. Perform a poem.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>T4W - Mr Gumpy's Outing CUMULATIVE Focus: Descriptive language to describe events and characters. Task (writing purpose): Report about the animals falling into the water e.g. news report. Non fiction – A recount – A trip to the Railway Museum. Rhymes and poems Suggested texts: A First Poetry Book: Pie Corbett and Gaby Morgan</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>



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	<p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet</p>	<p>has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>understanding and enjoyment.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write simple phrases and sentences that can be read by others.</p>
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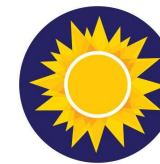
			Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters	phonic knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters		
	RWI - Set 1 Sounds	RWI - Set 1 Sounds	RWI - Paper Ditties, Set 1 Sounds	RWI - Set 1 and Set 2 Sounds, Paper Ditties and Ditty books	RWI - Set 1 and Set 2 Sounds, Paper Ditties and Ditty books	RWI - Set 1 and Set 2 Sounds, Paper Ditties and Ditty books
Mathematics	WHITE ROSE + NUMBER BLOCKS Getting to know you Just like me! Matching. Sorting & Comparing Numbers 1, 2, 3,4,5 subitising Money Time Shape	WHITE ROSE + NUMBER BLOCKS It's ME 1,2,3! Light and Dark Consolidation Numbers 4, 5, ,6,7,8 Money Time Shape subitising Early doubling	WHITE ROSE + NUMBER BLOCKS Alive in 5! Growing 6,7,8 Building 9 and 10 Numbers 5, 6, 7 ,8,9 Money Time Shape Early doubling subitising	WHITE ROSE + NUMBER BLOCKS Building 9 and 10 Consolidation Numbers 7, 8, 9, 10 Halving Doubling Sharing subitising	WHITE ROSE + NUMBER BLOCKS On the Move Superhero to 20 and beyond First then now Numbers 10, 11, 12, 13, 14, 15 Money, time, shape Halving, doubling, sharing subitising	WHITE ROSE + NUMBER BLOCKS First then now Find my pattern Consolidation Numbers 16, 17, 18, 19, 20 Money, time, shape Halving, doubling, sharing subitising
Understanding the World	Talk about members of their immediate family and community. Talk about the lives of people	Recognise that people have different beliefs and celebrate special times in different ways.	Recognise some environments that are different to the one in which they live.	Growing vegetables, Sunflowers and talking about what plants need to grow healthily.	Explore the natural world around them. Draw information from a simple map.	Comment on images of familiar situations in the past.



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ONGOING LEARNING FOCUS

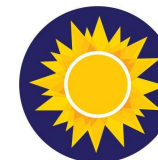
	<p>around them and their roles in society.</p> <p>Name and describe people who are familiar to them.</p> <p>Know some similarities and differences between in the past and now.</p> <p>Explore the natural world around them., making observations and drawing pictures of animals and plants.</p> <p>Important changes and Seasons</p> <p>Looking at conkers, pumpkins, vegetables and blackberries.</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them., making observations and drawing pictures of animals and plants.</p> <p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Understand that some places are special to members of their community.</p> <p>Describe immediate environments Similarities and difference between different religious and cultural communities</p> <p>Explain similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map.</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Similarities and differences between the natural world around them and contrasting environments</p> <p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>The Natural World People, Culture and Communities Past and Present</p>
	<p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>					
Expressive Arts and Design	<p>Develop storylines in their pretend play.</p> <p>Creating with Materials</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Return to and build on their previous learning, refining ideas and</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p>



FOCUS FOR TERM

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	<p>Being Imaginative Draw: Paint: 3D: Collage:</p>	<p>Creating with Materials Being Imaginative</p>	<p>developing their ability to represent them</p> <p>Creating with Materials Being Imaginative</p>	<p>Creating with Materials Being Imaginative</p>	<p>Creating with Materials Being Imaginative</p>	<p>Creating with Materials Being Imaginative</p>
	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.</p>					
R.E	<p>Special Me Who am I? Where do I belong? http://www.amvsomerset.org.uk/wp-content/uploads/2018/12/F.1-special-me-lesson-1-Who-am-I.pdf f Christianity and other faith communities in the class Harvest</p>	<p>Special Times 1 What special times are there? Christmas, birthdays, Hanukkah, Christenings Remembrance Day http://www.amvsomerset.org.uk/resources/exemplars/2019-foundation-exemplars/</p>	<p>Special Stories – Jesus Parables and Jesus’s miracles (healing) How did Jesus want people to live? (kindness and love) http://www.amvsomerset.org.uk/resources/exemplars/2019-foundation-exemplars/</p>	<p>Special times 2 What special people are there? Passover Easter http://www.amvsomerset.org.uk/resources/exemplars/2019-foundation-exemplars/</p>	<p>Special Stories – God What can we learn about Creation? Multi faith creation stories and Humanism Caring for Our World http://www.amvsomerset.org.uk/resources/exemplars/2019-foundation-exemplars/</p>	<p>Special Places – What places are special to people? Trip to church/synagogue http://www.amvsomerset.org.uk/resources/exemplars/2019-foundation-exemplars/</p>
Enrichment and Celebrations	<p>Harvest Trip to a Farm Talk about families, visit the supermarket to look at fruit and vegetables.</p>	<p>St Andrew’s Day Scotland Food from Diwali, Christmas and Hanukkah, Remembrance Sunday, Bonfire Night</p>	<p>Theatre trip to see a Pantomime/traditional tales</p>	<p>Easter, Passover, Holi, Mother’s Day ,Pancake Day (Shrove Tuesday) St Patrick’s Day Ireland St David’s Day, visit by Veterinary Nurse, Dentist, PSCO, Firefighters</p>	<p>Gardening once a week in our School Garden. Visit to an allotment St George’s Day England</p>	<p>Father’s Day, Eid al-Adha, Trip to the Railway Museum in MSN</p>



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<p>Books to read to children that challenge Stereotypes and celebrate Diversity.</p>	<p>Abdi's Day-V.Wilkins All Kinds of People - E.Damon Only One You - L.Kranz You Choose - P.Goodhart & N. Sharratt The Great Big Book of Families - M Hoffman My World, your world M.Walsh The Spots and Dots - H.Baugh</p> <p>The Same but different too - K.Newson</p>	<p>Diwali - H.Eliot Hanukkah - G.Jones Celebrations around the World - Katy Halford</p>	<p>The Runaway Wok Ying Chang Compestine & Sebastia Serra The Magic Paintbrush Julia Donaldson and Joel Stewart Dragon Dance: Joan Holub</p> <p>The Odd Egg - Emily Gravett Red Rockets and Rainbow Jelly – Susan heap and Nick Sharratt</p>	<p>Yucky Worms Vivian French & Jessica Ahlberg <i>Pink Is for Boys</i> by Robb Pearlman Mixed by Arree Chung</p>	<p>And Tango makes three - Justin Richardson I am a Tiger - Karl Newson The Goggled Eye Goats - Stephen Davies</p>	<p>123 Walk in the countryside - Rosalind beardshaw 10 things i can do to help my world - Melanie Walsh The Bus is For Us! - Michael Rosen Farmer Falgu goes on a trip - Chitra Soundar Home and Dry - Sarah Smith Journey - Aaron Becker Off to Market - Elizabeth Dale The Red Boat - Hannah Cumming Where did you go today? - Jenny Duke</p>
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