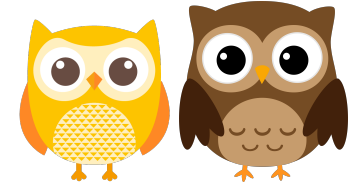


**Broomhill First School**  
**Long Term Planning**  
**EYFS: Cycle I**



**Aim:**

*Every Child Flourishes*

**Values:**

- connection • creativity • courage • curiosity

**School Rules:**

- we care about ourselves • we care about each other • we care about our school

**Motto:**

*Together We Succeed*

**Whole School Curriculum Questions:**

- What makes us human? • How can we be our best selves? • How can we change the world for the better? • How do we express ourselves?

**Our EYFS Curriculum Goals:**

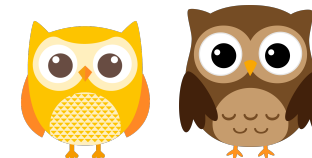
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| <p>To become a<br/> <b>Confident Communicator</b><br/>           who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.</p>                     | <p>To become an<br/> <b>Independent Individual</b><br/>           who can follow our school rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.</p>   | <p>To become a<br/> <b>Fantastic Friend</b><br/>           who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.</p>                       | <p>To become an<br/> <b>Amazing Athlete</b><br/>           who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways and use a range of equipment.</p>             | <p>To become a<br/> <b>Talented Tool User</b><br/>           who can hold a pencil effectively, use a range of tools (e.g. scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p>                              |
| <p>To become a<br/> <b>Brilliant Bookworm</b><br/>           who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)</p> | <p>To become a<br/> <b>Wow Writer</b><br/>           who can write with a purpose, write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</p> | <p>To become a<br/> <b>Master of Maths</b><br/>           who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.</p>                 | <p>To become a<br/> <b>Compassionate Citizen</b><br/>           who can show curiosity about the world around them, understand how to read and draw a simple map, understand some similarities and differences between places.</p> | <p>To become a<br/> <b>Exceptional Explorer</b><br/>           who can help to look after their community and care for the environment, know some reasons why our community is special and have an awareness of other people's cultures and beliefs.</p> |
| <p>To become a<br/> <b>Super Scientist</b><br/>           who can use their senses to observe and explore changes in the natural world and begin to use early scientific language to make predictions and ask questions.</p>   | <p>To become a<br/> <b>Heroic Historian</b><br/>           who can reflect back on their own experiences, use stories and artefacts to understand some differences between times and recognise some famous individuals from the past.</p>        | <p>To become a<br/> <b>Proud Performer</b><br/>           who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p> | <p>To become a<br/> <b>Dynamic Designer</b><br/>           who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p>                            | <p>To become a<br/> <b>Budding Baker</b><br/>           who can showcase their culinary skills through cooking and baking, builds a knowledge of food and healthy choices, observes changes.</p>   |



# Broomhill First School

## Long Term Planning

### EYFS: Cycle I



|                         | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|-------------------------|--|---|---|---|---|--|
|                         | 7 weeks<br>6 <sup>th</sup> Sept – 22 <sup>nd</sup> Oct   | 7 weeks<br>1 <sup>st</sup> Nov – 17 <sup>th</sup> Dec   | 7 weeks<br>4 <sup>th</sup> Jan – 18 <sup>th</sup> Feb   | 6 weeks<br>28 <sup>th</sup> Feb – 4 <sup>th</sup> April   | 5 weeks<br>25 <sup>th</sup> April – 27 <sup>th</sup> May  | 6 weeks<br>6 <sup>th</sup> June – 15 <sup>th</sup> July  |
| Topic                   | <b>Long Ago</b><br>How have I changed since I was a baby?  | <b>A Walk in the Woods</b><br>Why do leaves go crispy?  | <b>Starry Night</b><br>What happens when I fall asleep?   | <b>Once Upon a Time</b><br>Will you tell me a story?  | <b>Big Wide World</b><br>How can we look after our world?   | <b>Sunshine and Sunflowers</b><br>What is at the bottom of your garden?  |
| School/World Events     | Training day<br>Reception Baseline Assessments<br>New Nursery Starters Baselines<br>Parents' Evenings<br>Be Who You Are Day<br>Harvest Assembly<br>Diwali<br>Halloween                     | Bonfire Night<br>Remembrance Day<br>Children in Need<br>Anti-bullying Week<br>Odd Sock Day<br>Christmas Performances<br>Christmas Party<br>Christmas Stay and Play<br>Termly Assessment | Training Day New<br>Nursery Starters Baselines<br>Lunar New Year<br>Safer Internet Day<br>Whole School trip to Centre for Life<br>Valentine's Day   | Training Day<br>World Book Day<br>Parents' Evenings<br>Shrove Tuesday<br>St Patrick's Day<br>St Patrick's Day<br>Mother's Day<br>Easter<br>St George's Day<br>Termly Assessment | New Nursery Starters Baselines<br>Queen's Platinum Jubilee<br>Northumberland Day<br>Ramadan Begins<br>Summer Fair<br>EYFS Profile Assessments | Father's Day<br>Ramadan Ends<br>Sports Day<br>Transition Day<br>100% Attendance Reward<br>Reports to parents<br>EYFS Profile Assessments   |
| Engage                  | Baby Photos  | Woodland walk<br>Druridge Bay Country Park<br>Christmas Pantomime trip  | Pyjama Day<br>Trip to Centre for Life<br>KSI to share their story writing with EYFS children  | Visit from a familiar fairytale character.  | Journey around the school grounds (Bikeability)   | Garden Centre Visit<br>Plessey Woods trip<br>Live Caterpillars to observe  |
| Parent Link             | Welcome to Reception Meeting (Introduction to ELS phonics, writing and maths)<br>Homework begins<br>Parents' Evening<br>Weekly Home Challenges/<br>Talking time activities<br>Parents Jobs | Christmas Play<br>Carols Around the Tree<br>Stay and Play session<br>Weekly Home Challenges/<br>Talking time activities   | Invite parents in to read bedtime stories<br>Book Start story pack<br>Info to promote good bedtime routines at home<br>Info about staying safe online<br>Weekly Home Challenges/<br>Talking time activities | World Book Day Celebration<br>Parents' Evening<br>Weekly Home Challenges/<br>Talking time activities  | Weekly Home Challenges/<br>Talking time activities  | Outdoor/Forest School Stay and Play Session<br>Preparation for Year 1 Meeting with new class teacher<br>Preparation for Reception Meeting with class teacher Reports<br>Weekly Home Challenges/<br>Talking time activities |
| Community Link          | Local jobs   | Wreath Making Workshop<br>Christmas Fair  | Police Assembly for Online Safety   | Share our favourite stories with the local care home.<br>Storyteller workshop in school   | Community litter pick<br>Summer Fair  | Family picnic<br>Take part in Northumberland Rocks - Hide painted rocks in the local community   |
| Contextual Safeguarding | Road Safety<br>Valuing every member of our community   | Forest School Fire Safety   | Online Safety   | Safe Strangers  | Valuing every member of our community   | Water Safety (pond dipping)<br>Safety in the sun   |

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| Texts                  | <p>Peepeo – Janet and Allan Ahlberg<br/>Rosie's Hat – Julia Donaldson<br/>Baby Brains<br/>Avocado Baby<br/>Major Glad, Major Dizzy<br/><b>My two grandads</b> – Floella Benjamin</p>  | <p>Squirrels Busy Day – Lucy Barnard<br/>We're Going on a Bear Hunt<br/>Bear Snores On! – Karma Wilson<br/>Stone Soup<br/>Pumpkin Soup – Helen Cooper<br/>Leaf Man – Lois Ehlert<br/>The Busy Little Squirrel – Nancy Tafuri<br/>Stickman – Julia Donaldson<br/>Recipes</p>   | <p>Peace at Last – Jill Murphy<br/>How to Catch a Star – Oliver Jeffers<br/>Owl Babies<br/>When the World is Ready for Bed – Gillian Shields<br/>Tell me something happy before I go to sleep – Joyce Dunbar<br/>Papa, Please Get the Moon for Me – Eric Carle</p>  | <p>Goldilocks and the Three Bears<br/><b>The Ghanaian Goldilocks Goldiluck and the 3 Pandas</b><br/>Little Red Riding Hood<br/>The Three Billy Goats Gruff<br/>The Three Little Pigs<br/>Cinderella</p>  | <p>You Choose<br/><b>All are welcome</b> – Alexandra Penfold<br/>Under the Same Sky - Britta Teckentrup<br/>Clean Up – Nathan Byron<br/><b>Handa's Surprise</b><br/><b>Fatou fetch the water</b><br/><b>Don't spill the milk</b><br/><b>Mama Panya's pancakes</b></p>  | <p>Shark in the Park – Nick Sharratt<br/><b>Error's Garden</b> – Gillian Hibbs<br/>My Butterfly Bouquet – Nicola Davies<br/>The Very Hungry Caterpillar – Eric Carle<br/>Jasper's beanstalk – Nick Butterworth<br/>Jump and Shout – Mike Dumbleton</p>  |
| Reading Spine Texts    | <p><b>Coming to England</b> – Floella Benjamin<br/><b>Last Stop on Market Street Be Who You Are</b><br/><b>Heather Has Two Mummies</b><br/>Room on the Broom</p> <p><b>Rhymes:</b><br/>Rock-a-bye baby<br/>Hush little baby</p>   | <p>Owl Babies<br/>The Gruffalo<br/>The Gruffalo's Child<br/>Because of an Acorn<br/>Blackbird, Blackbird, What Do You Do?<br/>Farmer Duck<br/><b>Two Dads</b><br/>Giraffes Can't Dance</p> <p><b>Rhymes:</b><br/>Little Robin Redbreast (finger-plays)</p>  | <p>Max at Night<br/>Bedtime for Monsters<br/>Emily Browne and the Thing Shhh!<br/>The Family Book<br/>Aliens Love Underpants</p> <p><b>Rhymes:</b><br/>10 in a bed (singing game)<br/>Mulberry Bush (singing game)<br/>5 little Men in a flying Saucer (finger play)<br/>Twinkle, Twinkle Little Star</p>   | <p>Rapunzel<br/>Jack and the Beanstalk<br/>Puss in Boots<br/>Hansel and Gretel<br/><b>The Princess and the Pea</b><br/>Rumpelstiltskin<br/>Sleeping Beauty<br/>The Magic Porridge Pot<br/>The Emperor's New Clothes<br/>The Jolly Postman<br/>On the Way Home<br/>Beware of the Bears<br/>Three Wolves and the Big Bad Pig<br/>Mr Wolf's Pancakes<br/>Zog<br/><b>Rhymes:</b><br/>Hot Cross Buns<br/>5 Currant buns (finger play)<br/>As I was going to St. Ives (riddle)</p> | <p>David Attenborough: Little People, Big Dreams<br/><b>My Granny went to Market</b><br/>Hug – Jez Alborough<br/>Dear Zoo – Rod Campbell<br/>All Around the World: Animal Kingdom by Geraldine Cosneau<br/>Tanka Tanka Skunk! by Steve Webb<br/>Handa's Hen by Eileen Browne<br/>One Gorilla: A Counting Book by Anthony Browne<br/>Earth Heroes<br/>Little Turtle and the Sea<br/>There's a Rang-Tan in my Bedroom</p>                      | <p>I can grow a sunflower – RHS<br/>The Tiny Seed – Eric Carle<br/>The Crunching, Munching Caterpillar – Sheridan Cain<br/>Caterpillar, Butterfly – Vivian French<br/>The Very Busy Spider – Eric Carle<br/>Superworm<br/>Hurt no Living Thing (poem)<br/><b>Rhymes:</b><br/>A tiny caterpillar on a leaf (action song)<br/>She sells sea shells (tongue twister)</p> |
| Literacy - ELS Phonics | <p><b>Nursery: Phase 1</b></p> <hr/> <p><b>Reception: Phase 2</b></p> <ul style="list-style-type: none"> <li>/s/ /a/ /t/ /p/</li> <li>/i/ /n/ /m/ /d/</li> <li>l, the, no</li> <li>/g/ /o/ /c/ /k/</li> <li>put, of, is</li> <li>/ck/ /e/ /u/ /r/</li> <li>pull</li> <li>/h/ /b/ /f/ /ff/ /v/ /w/ /ss/</li> <li>as, his</li> </ul> <hr/> <p><b>Phase 2</b><br/>Oral Blending<br/>Sounding out and blending with 23 new grapheme-phoneme correspondences<br/>12 new harder to read and spell words</p> | <p><b>Nursery: Phase 1</b></p> <hr/> <p><b>Reception: Phase 3</b></p> <ul style="list-style-type: none"> <li>/j/ /l/ /w/ /x/</li> <li>he, she, buses</li> <li>/y/ /z/ /zz/ /qu/ /ch/</li> <li>we, me, be</li> <li>/sh/ /th/ /ng/ /nk/</li> <li>push</li> <li>/ai/ /ee/ /igh/ /oa/</li> <li>was, her</li> <li>-es (where there is no change to the root word)</li> <li>my, you</li> </ul> <hr/> <p><b>Revise Phase 2</b></p> <p><b>Phase 3</b><br/>Oral blending<br/>Sounding out and blending with 29 new GPCs<br/>32 new HRS words</p> | <p><b>Nursery: Phase 1</b></p> <hr/> <p><b>Reception: Phase 3</b></p> <ul style="list-style-type: none"> <li>/oo/</li> <li>too, look, down, now, my</li> <li>/ar/ /ur/ /oo/ /or/</li> <li>they, all, are</li> <li>/ow/ /oi/ /ear/ /air/</li> <li>/ure/ /er/ /oa/</li> <li>ball, tall</li> <li>when, what</li> </ul> <hr/> <p><b>Revise and Apply Phases 2 and 3</b></p> | <p><b>Nursery: Phase 1</b></p> <hr/> <p><b>Reception: Phase 3-4</b> (adjacent consonants)</p> <ul style="list-style-type: none"> <li>said, so, have</li> <li>were, out, like</li> <li>some, come, there</li> <li>little, one, do</li> <li>children, love</li> </ul> <hr/> <p><b>Revise and Apply Phases 2 and 3</b></p>  | <p><b>Nursery: Phase 1</b> – Focus on oral blending and segmenting</p> <hr/> <p><b>Reception: Phase 4</b></p> <ul style="list-style-type: none"> <li>CVCC</li> <li>-ed /ed/</li> <li>-ed /t/</li> <li>-ed /d/</li> <li>CCCCVC</li> <li>CCCCVC</li> <li>-er</li> <li>-est</li> </ul> <hr/> <p><b>Revise and Apply Phases 2 and 3</b></p> <p><b>Phase 4</b><br/>Oral blending<br/>Word Structures – cvcc, ccvc, ccvcc, cccvcc<br/>Suffixes</p> | <p><b>Nursery: Phase 2:</b> Introduction of first GPCs.</p> <hr/> <p><b>Reception: Phase 5</b></p> <p>Alternative spelling GPC<br/>Split digraphs</p> <p>oh, their<br/>people, Mr, Mrs<br/>your, ask, should<br/>would, could, asked<br/>house, mouse, water<br/>want, very</p> <hr/> <p><b>Introduction to Phase 5</b><br/>20 new GPCs<br/>16 new HRS words</p>      |

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| Literacy                                   | Talk about the pictures in story books and use them to discuss how characters might be feeling.<br>Use phonic knowledge to spell words.  | Talk about stories and make connections with events in their own lives or other familiar stories.<br>Use writing to communicate thoughts, ideas, experiences and events.<br>Use phonic knowledge to spell words.   | Talk about stories and make connections with events in their own lives or other familiar stories.<br>Use writing to communicate thoughts, ideas, experiences and events.<br>Use phonic knowledge to spell words.  | Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.<br>Begin to talk about the main events and principle characters in stories, using props and materials for role play.<br>Use talk to support the writing process.<br>Use writing to communicate thoughts, ideas, experiences and events – sorry letter from Goldilocks  | Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.<br>Anticipate, where appropriate, key events in stories.<br>Write simple phrases and sentences that can be read by others.<br>Use writing to communicate thoughts, ideas, experiences and events.<br>Talk about their writing with the teacher.  | Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.<br>Anticipate, where appropriate, key events in stories.<br>Write simple phrases and sentences that can be read by others.<br>Write a 'Sunny Days' senses poem using descriptive language.  |
| Communication & Language                   | <ul style="list-style-type: none"> <li>Built upon in all learning opportunities.</li> <li>Listen to and understand instructions to cross the road safely.</li> <li>Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.</li> </ul> | <ul style="list-style-type: none"> <li>Built upon in all learning opportunities.</li> <li>Make comments about what the natural world and ask questions to clarify their understanding.</li> <li>Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.</li> </ul> | <ul style="list-style-type: none"> <li>Built upon in all learning opportunities.</li> <li>Listen to bedtime stories.</li> <li>Talk about bedtime routines.</li> <li>Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.</li> <li>Listen to environmental sounds in a story (Peace at last).</li> </ul> | <ul style="list-style-type: none"> <li>Built upon in all learning opportunities.</li> <li>Retell stories making use of recently introduced vocabulary from fairytale stories.</li> <li>Have favourite stories that they enjoy listening to.</li> <li>Listen carefully in a range of situations and is aware of the importance of listening.</li> <li>Show an understanding of the meanings of new words by using them in discussion and role play situations.</li> </ul> | <ul style="list-style-type: none"> <li>Built upon in all learning opportunities.</li> <li>Offer explanations of why things might happen, making use of recently introduced vocabulary.</li> <li>Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Discuss routes and locations and use and understand some positional language.</li> </ul> | <ul style="list-style-type: none"> <li>Built upon in all learning opportunities.</li> <li>Express ideas and feelings about their experiences in full sentences with present and future tenses.</li> <li>Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.</li> <li>During small group or one to one discussions, ask questions to find out more and understand what has been said to them.</li> <li>Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> |
| Key Vocabulary                             | adult, baby, belief, change, clothes, event, family, grow, heritage, memory, long ago, past, toy, tradition, vehicle, year, yesterday  | acorns, Autumn, badger, blackberries, conkers, fox, harvest, hedgehog, hibernate, leaves, pine cones, pumpkins, season, spider, squirrel, wild animal, woodland  | badger, bat, bedtime, dark, daytime, Earth, emergency services, fox light, moon, night time, nocturnal, owl, planet, sleep, stars, sun  | bear, castle, Cinderella, fairy godmother, fairytale, goat, king, prince, princess, queen, Snow White, story, troll, wicked stepmother, wolf, woodland   | aeroplane, animal, boat, bus, car, desert, Earth, forest, globe, habitat, land, map, mountain, ocean, plant, river, savannah, sea, train, travel, weather, woodland  | air, animal, antennae, butterfly, flower, insect, leaf, leg, petal, plant, root, shell, soil, stem, sun cream, sunflower, sunglasses, sun hat, sunlight, warmth, water, wing  |
| Personal, Social and Emotional Development | Jigsaw PSHE 3-5<br><b>Being Me in My World</b> <ul style="list-style-type: none"> <li>Self-identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Rights and responsibilities</li> </ul>  | Jigsaw PSHE 3-5<br><b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>Identifying talents</li> <li>Being special</li> <li>Families</li> <li>Where we live</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>   | Jigsaw PSHE 3-5<br><b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>Challenges</li> <li>Perseverance</li> <li>Goal-setting</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> <li>Achieving goals</li> </ul>  | Jigsaw PSHE 3-5<br><b>Healthy Me</b> <ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul>  | Jigsaw PSHE 3-5<br><b>Relationships</b> <ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> </ul>  | Jigsaw PSHE 3-5<br><b>Changing Me</b> <ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>  |

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| <b>Physical Development</b> | <p><b>Complete PE:</b><br/>EYFS Dance - Ourselves</p> <ul style="list-style-type: none"> <li>• Moving in sequence</li> <li>• Responding in movement to words and music</li> <li>• Moving with props and contrasting tempos</li> <li>• Creating their own movements</li> <li>• Exploring opposites and creating simple movement sequences</li> </ul> | <p><b>Complete PE:</b><br/>EYFS Gymnastics – High, Low, Over, Under</p> <ul style="list-style-type: none"> <li>• Introduction to high, low, over, under</li> <li>• Introduction to the apparatus</li> <li>• Applying high and low on apparatus</li> <li>• <i>Pupils can travel with confidence over, under and through equipment.</i></li> </ul> | <p><b>Complete PE:</b><br/>EYFS Locomotion - Jumping</p> <ul style="list-style-type: none"> <li>• Explore/develop jumping</li> <li>• Apply jumping into a game</li> <li>• Jumping for distance</li> <li>• Explore jumping high</li> <li>• Explore hopping</li> <li>• <i>Pupils can travel with confidence.</i></li> </ul> | <p><b>Complete PE:</b><br/>EYFS Dance – Nursery Rhymes</p> <ul style="list-style-type: none"> <li>• Moving in sequence</li> <li>• Creating our own movements</li> <li>• Creating simple movement sequences</li> <li>• Responding in movement to words and music</li> <li>• Exploring contrasting tempos</li> <li>• Exploring character movements</li> </ul> | <p><b>Complete PE:</b><br/>EYFS Ball Skills – Hands 1</p> <ul style="list-style-type: none"> <li>• Explore pushing</li> <li>• Explore rolling</li> <li>• Explore bouncing</li> <li>• Explore bouncing into space</li> <li>• Combine pushing and rolling</li> <li>• Combine rolling, pushing and bouncing</li> <li>• <i>Pupils can follow the rules and instructions of a game.</i></li> </ul> <p>EYFS Ball Skills – Feet 1</p> <ul style="list-style-type: none"> <li>• Explore moving with a ball using our feet</li> <li>• Develop moving with a ball using our feet</li> <li>• Understand dribbling</li> <li>• Develop dribbling against an opponent</li> <li>• <i>Pupils can follow the rules and instructions of the game</i></li> </ul> | <p><b>Complete PE:</b><br/>EYFS Attack v Defence – Games for Understanding</p> <ul style="list-style-type: none"> <li>• Taking turns</li> <li>• Keeping the score</li> <li>• Understanding and playing by the rules</li> <li>• Avoiding a defender</li> <li>• Preventing an attacker from scoring</li> <li>• Applying attacking and defending into a game</li> <li>• <i>Pupils can travel/move with confidence</i></li> </ul> |
|                             | <p><b>Additional Gross Motor Skills:</b><br/>Outdoor Provision<br/>Outdoor Education/ Forest School</p>   | <p><b>Additional Gross Motor Skills:</b><br/>Outdoor Provision<br/>Outdoor Education/ Forest School<br/>Dance: Fireworks theme</p>   | <p><b>Additional Gross Motor Skills:</b><br/>Outdoor Provision<br/>Outdoor Education/ Forest School<br/>Yoga – Cosmic Kids</p>  | <p><b>Additional Gross Motor Skills:</b><br/>Outdoor Provision<br/>Outdoor Education/ Forest School<br/>Gymnastics</p>  | <p><b>Additional Gross Motor Skills:</b><br/>Outdoor Provision<br/>Outdoor Education/ Forest School<br/>Multiskills</p>   | <p><b>Additional Gross Motor Skills:</b><br/>Outdoor Provision<br/>Outdoor Education/ Forest School<br/>Athletics &amp; Sports Day</p>  |
|                             | <p><b>Fine motor activities</b> across the unit – e.g. play dough, threading, tweezers, small toys<br/>Dough disco</p>  | <p><b>Fine motor activities</b> across the unit – e.g. play dough fireworks, sorting nuts, threading leaves, manipulating buttons on gingerbread men<br/>Explore ways of changing the shape or texture of malleable materials.</p>   | <p><b>Fine motor activities</b> across the unit – e.g. sewing dream catchers with safety needles, play dough aliens, picking up pasta to make hedgehog spikes</p>   | <p><b>Fine motor activities</b> across the unit – e.g. squeezing liquid droppers to make magical potions, play dough</p>  | <p><b>Fine motor activities</b> across the unit – e.g. threading African necklaces, cutting animal stripes, play dough</p>  | <p><b>Fine motor activities</b> across the unit – e.g. sorting seeds, snipping herbs, cutting flower shapes, play dough</p>   |

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| <b>Mathematics</b> | <p><b>Number:</b><br/>White Rose Maths –<br/>Unit: Getting to Know you</p> <p>Unit: Just like Me</p> <ul style="list-style-type: none"> <li>Match and sort</li> <li>Compare amounts</li> </ul> <p><b>Shape Space &amp; Measures:</b><br/>White Rose<br/>Unit: Just like Me</p> <ul style="list-style-type: none"> <li>Exploring Pattern</li> </ul> <p><b>NCETM Mastering Number Training</b></p> <p>Subitising</p> <ul style="list-style-type: none"> <li>perceptually subitise within 3</li> <li>identify sub-groups in larger arrangements</li> <li>create their own patterns for numbers within 4</li> <li>practise using their fingers to represent quantities which they can subitise</li> <li>experience subitising in a range of contexts, including temporal patterns made by sounds.</li> </ul> <p>White Rose Units</p> | <p><b>NCETM Mastering Number</b><br/>Cardinality, Ordinality and Counting</p> <ul style="list-style-type: none"> <li>relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</li> <li>have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</li> <li>have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</li> <li>have opportunities to develop an understanding that anything can be counted, including actions and sounds</li> <li>explore a range of strategies which support accurate counting.</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>see that all numbers can be made of 1s</li> <li>compose their own collections within 4.</li> </ul> <p>Comparison</p> <ul style="list-style-type: none"> <li>understand that sets can be compared according to a range of attributes, including by their numerosity</li> <li>use the language of comparison, including 'more than' and 'fewer than'</li> <li>Compare sets 'just by looking'.</li> </ul> <p><b>Shape Space &amp; Measures:</b><br/>White Rose<br/>Unit: Its Me, 1, 2, 3<br/>Circles and triangles<br/>Compare mass</p> | <p><b>NCETM Mastering Number</b><br/>Subitising</p> <ul style="list-style-type: none"> <li>subitise within 5, perceptually and conceptually, depending on the arrangements.</li> </ul> <p>Cardinality, Ordinality and Counting</p> <ul style="list-style-type: none"> <li>continue to develop their counting skills</li> <li>explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</li> <li>begin to count beyond 5</li> <li>begin to recognise numerals, relating these to quantities they can subitise and count.</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</li> <li>explore the composition of numbers within 5.</li> </ul> <p>Comparison</p> <ul style="list-style-type: none"> <li>compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</li> <li>compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</li> </ul> <p><b>Shape Space &amp; Measures:</b><br/>White Rose<br/>Unit: Light and Dark<br/>Time<br/>Sequencing<br/>Day and Night</p> <p>Unit: It's me 1,2,3<br/>Positional Language – Where is teddy hiding?</p> | <p><b>NCETM Mastering Number</b><br/>Subitising</p> <ul style="list-style-type: none"> <li>increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</li> <li>explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</li> <li>experience patterns which show a small group and '1 more'</li> <li>continue to match arrangements to finger patterns.</li> </ul> <p>Cardinality, Ordinality and Counting</p> <ul style="list-style-type: none"> <li>continue to develop verbal counting to 20 and beyond</li> <li>continue to develop object counting skills, using a range of strategies to develop accuracy</li> <li>continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</li> <li>order numbers, linking cardinal and ordinal representations of number.</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</li> <li>explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</li> <li>begin to see that numbers within 10 can be composed of '5 and a bit'.</li> </ul> <p>Comparison</p> <ul style="list-style-type: none"> <li>continue to compare sets using the language of comparison, and play games which involve comparing sets</li> <li>continue to compare sets by matching, identifying when sets are equal</li> <li>explore ways of making unequal sets equal.</li> </ul> <p><b>Shape Space &amp; Measures:</b><br/>White Rose<br/>Length and height<br/>Time</p> | <p><b>NCETM Mastering Number</b><br/>Subitising</p> <ul style="list-style-type: none"> <li>explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</li> </ul> <p>Cardinality, Ordinality and Counting</p> <ul style="list-style-type: none"> <li>continue to consolidate their understanding of cardinality, working with larger numbers within 10</li> <li>become more familiar with the counting pattern beyond 20.</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>explore the composition of odd and even numbers, looking at the 'shape' of these numbers</li> <li>begin to link even numbers to doubles</li> <li>begin to explore the composition of numbers within 10.</li> </ul> <p>Comparison</p> <ul style="list-style-type: none"> <li>compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</li> </ul> <p><b>Shape Space &amp; Measures:</b><br/>White Rose</p> <p>Unit: Light and Dark<br/>Squares and Rectangles<br/>Shape Hunt<br/>Shape pictures</p> | <p><b>NCETM Mastering Number</b><br/>Subitising</p> <ul style="list-style-type: none"> <li>continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</li> <li>use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</li> <li>subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</li> <li>be encouraged to identify when it is appropriate to count and when groups can be subitised.</li> </ul> <p>Cardinality, Ordinality and Counting</p> <ul style="list-style-type: none"> <li>continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</li> <li>continue to develop confidence and accuracy in both verbal and object counting.</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>explore the composition of 10.</li> </ul> <p>Comparison</p> <ul style="list-style-type: none"> <li>order sets of objects, linking this to their understanding of the ordinal number system.</li> </ul> <p><b>Shape Space &amp; Measures:</b><br/>White Rose<br/>Compare capacity<br/>3D shapes<br/>Pattern</p> |
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| <p><b>History – Past and Present</b><br/><b>Family life and Homes</b><br/><i>Enquiry Question: How has my life changed?</i></p> <ul style="list-style-type: none"> <li>Use pictures and books to show how life was different in the past.</li> <li>Understand the past is made of events that have already happened.</li> <li>Memories are things we remember from the past.</li> <li>Talk about their history – all the events that have happened in their life.</li> <li>Put familiar events in chronological order on a simple timeline, using pictures and discussion.</li> <li>Begin to describe a sequence of real or fictional events, using words, such as 'first' and 'then'.</li> <li>Know that historians and archaeologists are people who find out about life long ago and a museum is a place that looks after and shows artefacts and pictures from the past.</li> <li>Begin to spot similarities and differences between pictures of the past and the modern day.</li> <li>Recognise changes in the way that people lived in the past is and the way that we live now. (changes to schools, play activities, toys, food, transport and clothes).</li> <li>Observe that objects from the past can look different to objects from the present.</li> </ul> <p><b>Science - The Natural World</b><br/><b>Changes and Growing</b></p> <ul style="list-style-type: none"> <li>Discuss simple changes as they have grown from being a baby.</li> </ul> <p><b>RE – People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Understand that some places are special to members of the community (our houses, church, water tower, beach).</li> <li>Understand all families are unique. They can be of different sizes and have different values, beliefs and traditions. Our families give us our heritage.</li> </ul> | <p><b>Geography</b><br/><b>Woodland Areas</b></p> <ul style="list-style-type: none"> <li>Conduct fieldwork by going on walks and visits to collect information about the environment.</li> <li>Take photographs, draw simple picture maps and collect simple data during fieldwork activities.</li> <li>Make and use simple maps in their play to represent places and journeys, real and imagined.</li> </ul> <p><b>Science – The Natural World (Woodland)</b><br/><b>Animals excluding humans, Living things and their habitats,</b></p> <ul style="list-style-type: none"> <li>Explore the natural world</li> <li>Begin to observe and talk about living things in the local environment.</li> </ul> <p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>Describe what they see, hear, feel whilst outside</li> <li>Understand the changing seasons on the natural world around them (Autumn)</li> <li>Describe simply how weather changes as the seasons change.</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Care for growing seeds and plants and describe observable features of different types of plants and trees.</li> <li>Name and describe basic features of plants and trees.</li> </ul> <p><b>History – Past and Present</b><br/>Remembrance Day<br/>Talk about someone you know who is brave.</p> <p><b>RE – People, Culture and Communities</b><br/><b>Christmas</b></p> <ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> | <p><b>Science - The Natural World</b><br/><b>Materials, including changing materials</b><br/><b>Earth and space, Forces</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them (Sun, Moon, Stars. Beginning to learn about space)</li> <li>Ask or answer a simple scientific question.</li> <li>Ask a relevant scientific question to find out more, explain how things work and why they might happen.</li> </ul> <p><b>Animals excluding humans</b></p> <ul style="list-style-type: none"> <li>Identify common features for different groups of animals, including wild and domestic animals – Nocturnal animals.</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>Understand that shadows are made when a solid object blocks a source of light</li> </ul> <p><b>History – Past and Present</b><br/><b>Occupations (present)</b><br/><b>Moon landing (past)</b><br/><i>Enquiry Question: How could I get to the moon?</i></p> <ul style="list-style-type: none"> <li>Talk about the different occupations that familiar adults and members of their community have.</li> <li>Understand the past is made of events that have already happened.</li> <li>Share stories and talk about events in the past.</li> <li>Comment on images of familiar situations in the past (Touch upon the Moon landing and link to familiar stories – Whatever Next).</li> </ul> <p><b>Geography</b><br/><b>Contrasting Environments</b></p> <ul style="list-style-type: none"> <li>Recognise that some environments (the moon) are different to the one in which they live.</li> </ul> <p><b>RE – People, Culture and Communities</b><br/><b>Lunar New Year</b></p> <ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Link to knowledge of moon.</li> </ul> | <p><b>History – Past and Present</b><br/><b>Life and People (past)</b><br/><i>Enquiry Question: Who is our Queen?</i></p> <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Comment on images of familiar situations in the past.</li> <li>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</li> <li>Make observations about objects and artefacts from the past, such as toys, <b>clothes</b> and other items relating to everyday life.</li> <li>Explore and talk about pictures, stories and information books on the theme of royalty.</li> <li>Learn about the Royal family of today.</li> </ul> <p><b>Science - The Natural World</b><br/><b>Materials, including changing materials</b></p> <ul style="list-style-type: none"> <li>Explore and test materials to build houses for the 3 little pigs.</li> <li>Understand the changing seasons on the natural world around them (Spring)</li> </ul> <p><b>RE – People, Culture and Communities</b><br/><b>Celebrating Easter</b></p> <ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> | <p><b>Geography -Maps and Journeys</b><br/><b>Contrasting Environments</b></p> <ul style="list-style-type: none"> <li>Conduct fieldwork by going on walks and visits to collect information about the environment and take photographs, draw simple picture maps and collect simple data.</li> <li>Begin to notice and talk about the different places around the world, including oceans and seas.</li> <li>Talk about places that they have been to or seen in photographs.</li> <li>Make and use simple maps in their play to represent places and journeys, real and imagined.</li> <li>Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Know ways to care for the environment.</li> </ul> <p><b>Science - The Natural World</b><br/><b>Animals, excluding humans</b><br/><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Identify common features for different groups of animals, including wild and domestic animals.</li> <li>Learn about habitats (natural home or environment of a living thing).</li> </ul> <p><b>History - Past and Present</b><br/><b>Evolution</b></p> <ul style="list-style-type: none"> <li>Share stories and talk about significant people who lived in the past. – Charles Darwin</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>RE – People, Culture and Communities</b><br/>Show an awareness of the similarities and differences between people in different communities and groups from around the world.</p> <p><b>Queen’s Platinum Jubilee</b><br/>Build on knowledge of the Royal family from last half term. Recognise that people have different beliefs and celebrate special times in different ways.</p> | <p><b>Science - The Natural World</b><br/><b>Changes and Growing</b><br/><b>Lifecycles</b><br/><b>Animals, excluding humans</b><br/><b>Living things and their habitats</b><br/><b>Plants</b></p> <ul style="list-style-type: none"> <li>Observe and describe living things and their habitats within the local environment.</li> <li>Use a magnifying glass to make close observations.</li> <li>Learn about the lifecycle of a caterpillar/butterfly.</li> <li>Describe some ways that plants or animals should be cared for in order for them to survive.</li> <li>Explore the natural world around them and give simple descriptions, following observation, of changes.</li> <li>Name and describe basic features of plants and trees.</li> <li>Begin to name and group plants and trees according to their observable features.</li> <li>Care for growing seeds and plants.</li> <li>Represent scientific observations by mark making, drawing or creating simple charts and tables (Coloured flowers investigation).</li> <li>Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.</li> </ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>Notice and begin to describe patterns of weather in summer and winter.</li> <li>Describe simply how weather changes as the seasons change.</li> </ul> <p><b>Geography</b><br/><b>The local environment</b></p> <ul style="list-style-type: none"> <li>Know ways to care for their local environment.</li> </ul> <p><b>RE – People, Culture and Communities</b><br/>Christianity - The Creation Story</p> |
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| <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Remember and sing well-known rhymes and songs in a small group.<br/>Singing - Harvest songs</li> <li>Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions.</li> <li>Explore instruments</li> </ul> <p><b>Art / DT / Construction</b><br/><b>Self portraits</b><br/>Artist: Picasso portraits and facial features.<br/>Transient art faces with loose parts</p> <ul style="list-style-type: none"> <li>Represent different parts of the human body from observation, imagination or memory with attention to some detail.</li> </ul> <p>Village play, roads, vehicles<br/>Tools and designing linked to jobs</p> <p><b>Role play</b><br/>Baby Clinic<br/>Home corner<br/>Museum</p> <ul style="list-style-type: none"> <li>Demonstrate awareness of what has been read to them by retelling stories in their play</li> </ul> <p><b>Food Technology/Cooking Opportunities</b><br/>Helpful hands cookies<br/>Salt dough faces</p> | <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Remember and sing well-known rhymes and songs in a small group<br/>Singing - Campfire songs, Christmas songs</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.<br/>Perform at Christmas</li> </ul> <p><b>Art / DT / Construction</b><br/><b>Printing:</b> Leaf rubbings, printing poppies</p> <ul style="list-style-type: none"> <li>Make simple prints using fingers, hands, feet and found objects.</li> </ul> <p>Transient art with natural materials</p> <ul style="list-style-type: none"> <li>Use natural materials and loose parts to make 2-D and 3-D art.</li> </ul> <p>Nature brushes, mud painting<br/>Threading leaves<br/>Clay faces on trees</p> <ul style="list-style-type: none"> <li>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> </ul> <p>Christmas cards<br/>Christmas decorations</p> <p><b>Role play</b><br/>Campsite<br/>Woodland cottage<br/>Santa’s workshop</p> <p><b>Food Technology/Cooking Opportunities</b><br/>Gruffalo footprint biscuits<br/>Pudsey’s spotty cupcakes<br/>Gingerbread Men<br/>Reindeer Dust</p> | <p><b>Music</b><br/>Singing - Learn and sing lullabies<br/>Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions.</p> <p><b>Art / DT / Construction</b><br/><b>Collage:</b> stars<br/>Artist: Van Gogh ‘A starry night’</p> <ul style="list-style-type: none"> <li>Cut, tear, fold and stick a range of papers and fabrics.</li> <li>Construct simple structures and models using a range of materials.</li> <li>Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences</li> </ul> <p>STEM challenge: Make a marshmallow bed<br/>Textiles: Make Dream Catchers (sewing skills with plastic needles)<br/>Sculpture/Modelling: Make telescopes, Build rockets</p> <p>Blow paint aliens</p> <p><b>Role play</b><br/>Cosy bedtime tipi<br/>Dolls house<br/>Space Station<br/>Whatever Next props</p> <ul style="list-style-type: none"> <li>Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.</li> </ul> <p><b>Food Technology/Cooking Opportunities</b><br/>Hot Chocolate – Pyjama Day<br/>Make a sandwich for a ‘Whatever Next’ picnic<br/>Space Rocks (rock buns)<br/>Chinese Noodles</p> | <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Drumming with a specialist music teacher.</li> <li>Explore pitch – high and low sounds to represent fairytale characters.</li> <li>Learn and sing songs/rhymes as part of a larger group.</li> </ul> <p><b>Art / DT / Construction</b><br/><b>Textiles:</b> Castle Weaving</p> <ul style="list-style-type: none"> <li>Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.</li> </ul> <p>Build bridges for the 3 Billy Goats Gruff – test strength and see how many toys can they hold.<br/>Build homes for 3 little pigs<br/>Build dragons</p> <ul style="list-style-type: none"> <li>Select appropriate materials when constructing and making.</li> <li>Describe what, why and how something was made and compare with others.</li> </ul> <p>Drawing: Fairytale characters<br/>Painting: Royal portraits with features of kings and queens.</p> <ul style="list-style-type: none"> <li>Represent different parts of the human body from observation, imagination or memory with attention to some detail.</li> </ul> <p>Observational drawings of daffodils/tulips</p> <p><b>Role play</b><br/>Castle/Fairytale cottage</p> <ul style="list-style-type: none"> <li>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities</li> <li>Retell stories and narratives through role play and small world play, using some key vocabulary.</li> </ul> <p><b>Food Technology/Cooking Opportunities</b><br/>Fairy cakes<br/>Dragon footprint biscuits<br/>Hot cross buns<br/>St George’s Day shield iced biscuits</p> | <p><b>Music</b><br/>Jubilee band for celebrations<br/>African drumming – rhythm and a steady beat<br/>(Build on drumming skills from last half term.)<br/>Opportunity for collaboration with older children who have also had drumming sessions.</p> <p><b>Art / DT / Construction</b><br/><b>Transport Sculptures</b></p> <ul style="list-style-type: none"> <li>Explore, build and play with a range of resources and construction kits with wheels and axles.</li> <li>Construct simple structures and models using a range of materials.</li> </ul> <p>Print African patterns<br/>Aboriginal art – print dot patterns</p> <ul style="list-style-type: none"> <li>Make simple prints using a variety of tools, including print blocks and rollers.</li> </ul> <p>Paint a landscape</p> <ul style="list-style-type: none"> <li>Draw or paint a place from observation or imagination.</li> <li>Share their creations, explaining the process they have used.</li> </ul> <p>Paint a flag</p> <ul style="list-style-type: none"> <li>Use primary and other coloured paint and a range of methods of application.</li> </ul> <p><b>Role play</b><br/>African village<br/>Safari jeeps<br/>Recycle centre</p> <p><b>Food Technology/Cooking Opportunities</b><br/>Street party food for Jubilee<br/>Pancakes<br/>Food around the world</p> | <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Sing a range of well known nursery rhymes and songs.</li> <li>Learn and sing songs and rhymes as part of a larger group.<br/>Singing - Minibeast rhymes<br/>Sing ‘sunshine’ songs</li> <li>Explore the different sounds that instruments and their voices can make to create simple compositions.<br/>Using instruments to copy a pattern.</li> </ul> <p><b>Art / DT / Construction</b><br/><b>Painting:</b><br/>Artist: Van Gogh - Sunflowers<br/>Artist: Matisse – The Snail<br/>Symmetry paint butterflies – syringe splashes</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Select appropriate tools and media to draw with.</li> </ul> <p>Create garden plans (Errol’s Garden)<br/>Make crop protectors (hanging CDs)<br/>Make 3D flowers</p> <ul style="list-style-type: none"> <li>Cut, tear, fold and stick a range of papers and fabrics.</li> <li>Construct simple structures and models using a range of materials.</li> </ul> <p><b>Role play</b><br/>Bug Observation Lab<br/>Ice cream Shop<br/>Florist<br/>Small world play</p> <ul style="list-style-type: none"> <li>Talk about stories that have been read to them and retell them through role play and small world play.</li> </ul> <p><b>Food Technology/Cooking Opportunities</b><br/>Summer fruit/Blueberry muffins<br/>Snail Pinwheels</p> |
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