

Reception - Long Term Plan 2022-2023 (to be adapted according to cohort throughout the year)

	Autumn 1 5/9 - 21/10 7 weeks	Autumn 2 31/10 - 16/12 7 weeks	Spring 1 4/1 (wed) - 10/2 6 weeks	Spring 2 20/2 - 31/3 6 weeks	Summer 1 17/4 - 26/5 6 weeks	Summer 2 5/6 - 21/7 7 weeks
<p>General Themes NB: these themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p>Marvellous Me! Starting School,/ my new class / New beginnings, Staying healthy / food / human body How have I changed? All about me, my family, What am I good at? How do I make others feel? Being kind / Staying Safe Harvest? Internet Safety - Smartie the Penguin</p>	<p>Terrific Tales! Traditional Tales - Little Red Hen - Harvest, Rama & Sita, The Nativity, Christmas lists, letters to Father Christmas</p>	<p>Ticket to Ride! How do I get there? Where do we live in the World/UK? Vehicles past and present, trains - Railway link to York Design your own transport Amy Johnson - from Hull</p>	<p>Amazing Animals! Safari, Animals around in Africa, Climates / hibernation, Animal Arts & Crafts (Camouflage), Night & Day animals Animal patterns, Habitats</p>	<p>Come Outside! Plants & Flowers, weather & seasons, Planting seeds, Forest School, Materials, Reduce, reuse, recycle, minibeasts, weather, seasons</p>	<p>Commotion in the Ocean Under the Sea, off on holiday, Where in the World shall we go? Marine life, Seasides in the past, Seaside Art, pirates- famous pirates?</p>
<p>Possible Texts and 'Old Favourites'</p>	<p>Hello Friend - CLPE - Power of Reading Owl Babies, Pete the Cat, The Colour Monster, The Rainbow Fish, The Big Book of Families Funny Bones Stick Man, What Happened to You?</p>	<p>Emily Brown and the Thing The Jolly Postman, Little Red Hen, Farmer Duck, Rama & Sita, Christmas, Three Billy Goat's Gruff Story / Nativity</p>	<p>The Snail & the Whale, The Naughty Bus, Mr Gumpy's Outing, The Train Ride, Oil! Get Off My Train, The Big Book of Trains,</p>	<p>The Tiger Who Came to Tea, Handa's Surprise, Handa's Hen, Handa's Noisy Night, Handa's Surprising Day, We're Going on a Lion Hunt, Mama Panya's Pancakes, Rabbits Don't Lay Eggs, Monkey Puzzle, My Mum</p>	<p>The Tiny Seed, Oliver's Vegetables, Jack & the Beanstalk, Jasper's Beanstalk, A Stroll Through the Seasons, The Very Hungry Caterpillar, Argh a Spider The Messy Magpie (Twinkl)</p>	<p>Lighthouse Keeper's Lunch, Tiddler, Surprising Sharks (non-fiction), The Sand Horse, Rainbow Fish</p>

Rhyme Time, songs, poems	Pat'a cake (Charanga)	There was a princess long ago (Diwali story)	Traffic Lights The Wheels on the Bus The Aeroplane Down at the Station Early in the Morning Row Your Boat	Charanga I'm a Little Teapot Grand old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song		
Wow moments / Enrichment Days	Halloween Roald Dahl day (13/9) National poetry Day 1/10 Visit from a real baby? Skip2BFit?	Bonfire Night Windmill visit Diwali (4/11) Hanukkah (29/11) Remembrance Sunday 14/11 Children in Need (13/11) Anti-bullying Week 15/11-19/11 World Nursery Rhymes Week (15/11 - 19/11) Road Safety Week (16/11) Christmas Jumper Day (11/12)	Chinese New Year Black History Month (Feb) Chinese New Year (end of Jan / Feb) Valentines Day Safer Internet Day (8/2) National Story-telling Week Railway Museum Visit	Visit from Animals? Pancake Day 1/3 Mothers Day 27/3 Easter World Maths Day (4/3) Science Week Easter Bunny / Egg decorating World Book Day - Julia Donaldson webinar	Start of Ramadan Eid	Father's Day - 19/6 School Trip to beach / Sealife Centre Healthy Eating Week Whole School celebration day
'Goldilocks' Words for topic (not too easy, not too hard, but just right*)	Emotions Astonished, worried, excited, surprised, embarrassed, confused, nervous. Body Parts Hips, shoulder, freckles, skin, bones, heart, lips Family Relative, son, daughter, niece, nephew, grandchild, celebration, caring, alike Senses Taste buds, touch, taste, bright, hard, soft, smooth, light, dark, sweet, sour, lumpy	Diwali - celebration, gift, Hindu, festival, Rama, Sita, Hanuman, Ravana, Rangoli, diva Celebration, festival, light, dark, gifts Hanukkah - Jewish, temple, star, Mendora, latkes Sparkle, crackle, whizz, flicker, whoosh Emily Brown & the Thing Twist, thorny, wild, whirling, turn, creep, a pinch	Transport Land / water / air Aeroplane, train, bus, tractor, car, taxi, helicopter, boat, ferry, ship, yacht, hoverboat, jet ski, bicycle, rocket, tram, racing car. Speed, fast, slow, quicker, slower. Sounds for transport e.g. choo choo for a train, zoooooom for an aeroplane etc. Power for transport - Petrol, fuel, steam, electricity. Passenger, driver, pedestrian, pilot, captain,	Spring Buds, chick, tadpoles, duckling, blossom, spring, hatch, grow, plant, capture, wriggle, young Continent, desert, rainforest, jungle, plains, equator Guava, avocado, passion fruit, mango, pineapple, antelope, ostrich Habitat, hibernate, nocturnal, climate names of animals, live, on	Plants/Growth Bean, root, seed, soil, stem, watering can, vegetable, plant, grow, pick, collect, colourful Mini-Beasts Dragonfly, wasp, centipede, beetle, flap, squirm, land (verb), search, identify, examine, tiny, delicate, lifecycle, cocoon Materials Bendy, dry, hard, old, rough, shiny, smooth, soft, wet	Beach Kite, pier, pebbles, lifeguard, yacht, seagull, starfish, lighthouse, waves, save, search, paddle, bumpy, smooth, deep, shallow Anchor, jellyfish, squid, shark, whale Endangered, pollution, prediction, dorsal fin

			co-captain, customer, ticket, fare, timetable <u>Verbs</u> - drive, row, steer, hover, rotate	land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice Expose children to supplementary vocabulary such as: • environment, polar regions, ocean, camouflage	Recycle, reuse, reduce, paper, card, metal, glass, plastic	
General Themes	Marvellous Me!	Terrific Tales!	Ticket To Ride!	Amazing Animals	Come Outside	Commotion in the Ocean
Communication & Language Early Learning Goals	<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding Hold conversations when engaged in back and forth exchanges with their teacher and peers <p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 					
Whole EYFS focus - C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech & language interventions (NELI), Talk4Write	Welcome to Bulmer Class Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions/goals/dreams? This is me! Rhyming & alliteration Familiar print Sharing facts about me!	Tell Me a Story! Develop vocabulary Discovering passions Tell me a story - retelling stories Story language Listening & responding to stories Following instructions Takes part in discussions Understands how to listen carefully & why listening is important - Give me Five Use new vocabulary through	Tell me Why! Ask how and why questions Retell a story with story language Story invention - talk it! Ask questions to find out more and to check they understand what has been said to them Describe events in some detail Listen to and talk	Talk it through! Describe events in detail - time connectives Use picture cue cards to talk about an object; "What colour is it? Where would you find it?" Sustained focus when listening to a story. Performance - Poetry Basket, Charanga	What happened? Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Time to share! Show & tell Weekend news Moving On - transition - talking about goals

actions, EYFS productions and assemblies DAILY STORY TIME	Colour Monster Model talk routines through the day e.g. "Good morning, how are you?" - link to Literacy - Hello Friend book	the day - Word Tree Choose books that will develop their vocabulary including non-fiction books	about stories to build familiarity and understanding Learn rhymes, poems and songs			
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PSE Development Early Learning goals	<p>ELG -Self Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focussed 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>ELG - Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG - building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs 					
Managing Self Self-Regulation Link to behaviour for learning Building Relationships	New beginnings - use Oak Academy RHSE New Beginnings lessons as a base for teaching See themselves as a valuable individual Class rules & routines Building relationships Dreams & goals Introduction of voting for end of school book (democracy)	Getting on and falling out How to deal with anger - Emotions Self-confidence Build constructive and respectful relationships Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Safe screen time	Good to be me. Feelings Learning about qualities and differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others giving explicit examples of how others might feel in particular scenarios.	Relationships What makes a good friend? Healthy me - trying new foods (Handa's Surprise) Random acts of kindness Looking after pets Looking after our planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up	Looking after others Friendships Dreams and goals Show resilience and perseverance in the fact of challenge Discuss why we take turns, wait politely, tidy up after ourselves etc. Healthy Eating - Carrot Club	Taking part in sports day - winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Sun safety

	<p>Introduction to CoEL characters - Lenny Lion's Learning Zoo Story</p> <p>Circle Games - getting to know each other</p> <p>Colour Monster - feelings</p> <p>Importance of handwashing</p> <p>Getting dressed for PE</p> <p>Hello Friend - Literacy</p> <p>Expressing, recognising and managing emotions, sharing experiences</p> <p>Internet Safety</p>		Being a safe pedestrian	after ourselves etc.		Transition to Year 1 - The Cautious Caterpillar
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<p>Physical Development</p> <p>Early Learning goals</p>	<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing 					
General Themes	Marvellous Me!	Terrific Tales!	Ticket To Ride!	Amazing Animals	Come Outside	Commotion in the Ocean
Fine motor Continuously check the process of	Threading, cutting, weaving, playdough, fine motor activities including	Threading, cutting, weaving, playdough, Fine motor activities.	Continue to develop muscle tone to put pressure on paper.	Continue to develop muscle tone to put pressure on paper.	Beginning to start writing on lines and developing a	Developing a consistent letter size? Writing on lines

<p>children's handwriting (pencil grip and letter formation including directionality) Funky fingers activities in provision</p>	<p>dough disco, Hold pencil/paint brush beyond whole hand grasp Begin to develop pencil grip Scissor skills</p>	<p>Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write, copy. Teach and model correct letter formation in line with phonics teaching.</p>	<p>Develop hand eye coordination for more accurate cutting with scissors Continue to teach and model correct letter formation in line with phonics teaching</p>	<p>Develop hand eye coordination for more accurate cutting with scissors Continue to teach and model correct letter formation in line with phonics teaching - using Little Wandle ditties for letter formation</p>	<p>consistent letter size.</p>	
<p>Gross motor PE lessons twice weekly Outdoor provision to include resources to develop gross motor strength.</p>	<p>Multi-skills Different moving techniques (running/skipping/hopping/side-stepping/backwards running) Agility activities (ladders/obstacle courses/traffic lights/changing direction when moving in different ways) Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Multi-skills (2) Balancing activities (floor is lava - can only step on the circular mats around the hall/balancing on one leg/balancing on one leg whilst doing a different activity at the same time) Throwing and catching activities (throwing and catching to themselves using different sized objects/throwing and catching with a partner using different sized objects)</p>	<p>Gymnastics Learning different types of rolls (pencil roll/egg roll/teddy bear roll) Learning different types of jumps (straight jumps/straddle jumps/tuck jumps) Jumping on to and off different sized platforms Performing sequences of rolls, jumps and jumping off a platform as part of a three-move routine</p>	<p>Circuits Learning a range of different exercises and performing them for a particular amount of time (star jumps/plank/step-ups/sit ups/tuck jumps) Mastering the technique of each of those exercises throughout the half-term Healthy lifestyle</p>	<p>Bat and Balls (mixture of cricket/tennis) Learning to aim and throw different sized balls at a specific target (with a focus on the technique of throwing as the main objective) Learning to hit a ball with either a cricket bat/tennis racket and strike a ball when the ball is positioned on a cone (still)</p>	<p>Athletics Games Races, team games involving gross motor movements Dance</p>

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Literacy Early Learning goals	<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> • 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. • Write simple phrases and sentences that can be read by others. 					
Comprehension	Hello Friend book See texts chosen Through 1-1 reading Story time questions Use of key vocabulary	The Story of Diwali Emily Brown & the Thing <ul style="list-style-type: none"> • To listen with enjoyment and respond to the book, through retelling and re-enacting the story • To get to know the story really well and be able to revisit it in a variety of ways • To think and talk confidently about their response to the book, the story and illustrations, and the meanings • To explore the structure through 	The Train Ride - following Power of Reading Teaching Sequence <ul style="list-style-type: none"> • To talk confidently about a picture book; making predictions, asking questions, and making connections with personal experiences • To discuss preferences and listen to the ideas of others. 	Handa's Surprise <ul style="list-style-type: none"> • To talk confidently about picture books using prediction, asking questions, expressing opinions • To respond to illustration • To get to know a story really well through reading aloud, play and re-enactment • To explore character and 	Yucky Worms - Vivian French - following Power of Reading Teaching Sequence	Surprising Sharks - following the Power of Reding Teaching Sequence

		<p>story mapping and storytelling</p> <ul style="list-style-type: none"> To write for meaning and purpose in narrative and non-narrative forms To create a book of the story through shared writing and illustration using a variety of materials eg collage, painting 	<ul style="list-style-type: none"> To think about the story meanings conveyed in the illustrations To read by joining in the repeated text, responding to the patterns and rhythms To explore the story through role-play, re-enactment and storytelling To draw the narrative shape of the story To write for a range of purposes <p>The Naughty Bus</p>	<p>plot through role-play and storytelling</p> <ul style="list-style-type: none"> To explore aspects of another country and culture and consider them in respect of their own experience To help children begin to see themselves as authors through shared writing and bookmaking 		
Word Reading	<p>Recap of Phase 1 phonics depending on needs of individual children</p> <p>Start Phase 2 phonics</p> <p>Initial sounds, oral blending, CVC sounds</p> <p>Sound Books to be issued to help children read sounds speedily.</p> <p>Chn to be issued with Phase 2 tricky word keyrings to help them read irregular high</p>	<p>Continue with Phase 2 phonics.</p> <p>Blending CVC sounds, rhyming and alliteration, knows that print is read from left to right.</p>	<p>Phase 3 phonics</p> <p>Introduction to di/trigraphs - spotting them in words.</p> <p>Phase 3 tricky word keyrings to be issued</p>	Phase 3 phonics cont/d		<p>Reading simple sentences with fluency.</p> <p>Reading CVVc and CCVC words confidently</p> <p>Reading polysyllabic words</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff.</p>

	frequency words speedily. Wordless books to be issued initially Listen to children read aloud, ensuring books are consistent with their developing phonics knowledge.					
Writing	Texts as stimulus:	Texts as stimulus	Texts as stimulus:	Texts as stimulus:	Texts as stimulus:	Texts as stimulus:

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Maths Early Learning goals	<p>Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 					
	Autumn		Spring		Summer	
We follow the White Rose	<u>First three weeks</u> Opportunities for settling in, introducing the areas of		<u>Weeks 1-3</u> Introducing zero		<u>Weeks 1-3</u> Building numbers beyond 10	

<p>Maths Reception SOL.</p>	<p>provision and getting to know the children. Key times of the day. Class routines. Exploring the continuous provision, inside and out. Where do things belong? Positional language.</p> <p><u>Week 4 onwards</u> Match and sort Compare amounts Compare size, mass and capacity Explore amounts</p> <p><u>Weeks 7 to 9</u> Representing 1,2 and 3 Comparing 1,2 and 3 Composition of 1,2 and 3 Circles and triangles Positional language</p> <p><u>Weeks 10 to 12</u> Representing numbers to 5 One more one less. Shapes with four sides Time</p>	<p>Comparing numbers to 5 Composition of 4 & 5 Compare Mass (2) Compare Capacity (2)</p> <p><u>Weeks 4-6</u> 6,7 and 8 Making pairs Combining two groups Length & Height Time</p> <p><u>Weeks 7-9</u> 9&10 Comparing numbers to 10 Bonds to 10 3D shapes Pattern (2)</p>	<p>Counting patterns beyond 10 Spatial reasoning (1) Match, rotate, manipulate</p> <p><u>Weeks 4-6</u> Adding more Taking away Spatial Reasoning (2) - compose and decompose</p> <p><u>Weeks 7-9</u> Doubling Sharing and grouping Even & Odd Spatial Reasoning (3) Visualise & build</p> <p><u>Weeks 10-12</u> Deepening & understanding Patterns & relationships Spatial reasoning (4) mapping</p>
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Understanding the World	<p>Past & Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 					

	<p>People, Culture & Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 					
<p>Weather recording</p> <p>Noticing the seasonal changes</p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and what relation they are to them.</p> <p>Taking photographs - how we change - using cameras</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families. Talk about members of their immediate family and community.</p>	<p>Story of the very first Christmas.</p> <ul style="list-style-type: none"> Visit to church to learn about Christingle <p>Nativity Play</p> <p>Christmas around the World</p> <p>The Jolly Christmas Postman - drawing information from maps and begin to understand why maps are so important to postal delivery workers.</p> <p>Story of Diwali</p> <ul style="list-style-type: none"> How it is celebrated Temples are special places for Hindus <p>Remembrance Sunday - 14/11</p> <p>Birthday Celebrations</p> <p>Bonfire Night - Guy Fawkes</p>	<p>The Naughty Bus / The Train Ride</p> <p>How do we get to school - pictogram</p> <p>Looking at Google maps to explore the immediate environment - picking out features such as roads and important places and how these are marked. Walk in the village</p> <p>Where we live - paper plate model</p> <p>Following maps with Beebots</p> <p>Transport - old and new Amy Johnson - local figure from past</p> <p>Railway Museum Visit Visit to Morse Coaches</p>	<p>Handa's Surprise</p> <ul style="list-style-type: none"> Comparing where we live to where Handa lives Looking at Africa on maps / globes Kenyan animals fact files New fruits - fruit salad, still life drawings of fruits <p>From Plan Assessment.com</p> <ul style="list-style-type: none"> Encourage children to name and describe animals that live in different habitats while reading books, watching videos, looking at pictures or playing matching games. Encourage children to ask 	<p>Seasons & weather</p> <p>Growth - planting sunflowers, beans, developing class vegetable garden</p> <p>Making a wormery</p> <p>Ramadan & Eid</p> <ul style="list-style-type: none"> How it is celebrated Temples are special places for Muslims. <p>King's Coronation</p>	<p>Seaside holidays - past and present</p> <p>Surprising Sharks - non-fiction text</p> <ul style="list-style-type: none"> Explore the impact humans have on sharks Learn about different kinds of shark Looking at oceans and seas - Our blue planet - maps and globes Pollution of our oceans - reduce, reuse, recycle <p>Fathers Day 19/6</p> <p>Pirates - famous men and women pirates from the past</p> <p>Creating own maps -</p>

	<p>Navigate around the classroom and outdoor areas.</p> <p>Harvest Festival - Harvest around the world</p>	<p>ICT - Kapow - parts of a computer, mouse control</p>	<p>depot?</p> <p>Walk in village</p> <p>Chinese New Year</p> <p>Freezing & melting - experiments - talking about ice and snow</p> <p>Floating & Sinking</p> <p>ICT - instructions (Kapow)</p>	<p>questions about different animals and the habitats they live in.</p> <ul style="list-style-type: none"> Encourage children to describe habitats. Encourage children to talk about how animals are cared for when they live outside their natural habitat. Encourage children to move like different animals. Encouraging scientific enquiry Classification Sort animals according to where they live <p>Mothers Day 27/3</p> <p>Easter & Springtime</p>		<p>pirate treasure maps and maps of school etc</p>
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Expressive Arts & Design	<p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 					
	<p>Poetry Basket - children learn a poem each week and perform online through Class Dojo each week to parents/carers and in assemblies.</p>					

	<p>Hello Friend - Literacy - self portraits, mixing skin tones, shades of hair and eye colours, texture of hair</p> <p>Join in with songs</p> <p>National Poetry Day 1/10 Harvest Festival performance</p> <p>Beginning to mix colours</p> <p>Join in with <u>role play games</u> and use resources available for props.</p> <p>Build models using construction equipment</p> <p><u>Sing call and response songs</u>, so that children can echo phrases of songs you sing.</p> <p>Self portraits, junk modelling - take photographs of children's creations and record them explaining what they did</p> <p>Anthony Gormley - clay sculptures - people made of clay</p> <p>Artist - Yayoi Kusama - polka dot art - pumpkins</p> <p>International Dot Day - 15th Sept</p> <p>See resources on drive under topic</p>	<p><u>World Nursery Rhyme Week 15/11</u></p> <p>Firework pictures - Jackson Pollack firework pictures</p> <p>Christmas decorations, cards.</p> <p>Diva lamps made from quick dry clay.</p> <p>Shadow puppets</p> <p>Party roleplay set up</p> <p>Christmas House</p> <p>Diwali house</p> <p>Small world recreation of very first Christmas</p> <p>Santa's workshop roleplay</p> <p>Christmas Post Office</p> <p>Continuation of music lessons with Mrs Moulds</p>	<p>BBC Sounds - Take You Home</p> <p><u>KS1 Primary school music lesson plans: Classroom resources - BBC Teach</u></p> <p>Charanga Music</p> <p>The Train Ride - painting scenes seen out of the window.</p> <p>Pastel and chalk scenes</p> <p>Railway Station / train roleplay</p> <p>Making junk model vehicles</p> <p>3D vehicles from playdough</p> <p>Boats that float</p> <p>Lunar New Year lanterns / dragon puppets</p>	<p>BBC Sounds - Funky Elephant Walk</p> <p><u>KS1 Primary school music lesson plans: Classroom resources - BBC Teach</u></p> <p>Ndebele Art - Esther Mahlangu Themed Art</p> <p>Camouflage Animal</p> <p>African silhouette art</p> <p>Mothers Day crafts</p> <p>Easter crafts</p>	<p>Artwork themed around Eric Carle - Animals, The Seasons, The Very Hungry Caterpillar, The Tiny Seed.</p> <p><u>Download Teaching Resources (tes.com)</u></p> <p>Designing scarecrows - to protect the growing plants</p> <p>Lifecycles</p> <p>Giuseppe Arcimboldo fruit and vegetable art.</p> <p>Drawings of plants and minibeasts</p>	<p>BBC Sounds - Summertime</p> <p><u>KS1 Primary school music lesson plans: Classroom resources - BBC Teach</u></p> <p>Fathers Day crafts</p> <p>Village Show art entries</p> <p>Paper plate jellyfish</p> <p>Foil fish - using permanent ink pens to make patterns on fish</p> <p>Under the sea collaging</p> <p>Printing with recycled materials and different textured materials (as part of Materials project)</p> <p>Weaving recycled materials (Materials project)</p>
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