

RECEPTION CURRICULUM MAP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer - 1	Summer 2
Curriculum theme/ topic	Super Me! (All about me superheroes)	Lets Celebrate! (celebrations/light and dark)	Once upon a time... (Traditional tales)	Are we nearly there yet? (Journeys)	Down at the bottom of the garden (Growing & Lifecycles)	Ahoy captain! (Under the sea)
Learning Challenge	What do I know about me? How have I changed since I was a baby? What am I super good at? What's my x-Factor? Do you want to be friends? Would you like to play with me? Why are there so many leaves on the floor?	How do different cultures celebrate? Why do we celebrate? What is the festival of light? How are we different and the same? Twinkle, twinkle little star, how I wonder what you are? Where does the day go at night? How does that torch work? How can we make a shadow puppet show? Why do we celebrate Christmas? Where did the soldiers go? Whats our favourite celebrations each year?	Who are the famous characters inside my books? Who lives in a castle today? Who are the fairy tale characters? Are they goodies or baddies? What is magic and fantasy? What is your favourite story? Who would you like to read you a story? Which voice would be the scariest/friendliest?	Where do we live? Which Country are we in? How could we travel to a country across the sea? Where have you been on holiday? How did you get there? What did you see? Could you buy food on the train/ferry/airplane? Did it have a toilet? Could you sleep on it?	Are all minbeasts scary? Where do flowers come from? What happened to Jack's beans? What could we grow in our vegetable garden? Can you name the vegetable / fruit by looking only at the inside of it? How many legs does a spider have?	What is under the sea? Where did the treasure chest come from? What did pirates eat? Why would you want to be beside the seaside? What happens to ice-cream when it's hot outside? Where do the fish go at night? Why do we wear different clothes during the year?
Key experiences /Significant event	Autumn Harvest Halloween Visit church Christening	Anti Bullying week Christmas Diwali Bonfire night Armistice Day	Pancake Day Chinese New Year	World book Day Stem Week	International week School trip Outdoor event	Sports Day
Magical Moments	Share special family photographs WOW: super hero day	Visit Santa's Grotto in his log cabin Play Christmas party games and enjoy party	Make pancakes and taste with different toppings Fairy Tale tea party	Visit the library Travel on a bus /train/tram in Beamish Museum Journey on	Go on a bug hunt Make wormery Bee Keeper visit. Minibeast hotel	Ice cream man visit Visit to the beach Picnic in the park

	Invite guide dog into school Exciting role play Share summer bags	food / Watch cbeebies pantomime /Go on a night walk with torches, Remembrance Day	Bedtime story event in pj's Recipe of the week - cooking in school. FX Guru character in class	public transport (either bus to park or beamish)	Growing own vegetables etc Visit allotment to look at plants 'Giant' Visitor over the half term- foot prints, clues, feet dangling	Water play sessions in the garden Outdoor school event
Key texts	Hansel & Gretel Eliot midnight Nat fantastic/ Once there were Giants & A chair for baby bear. Charlie's superhero underpants Super Daisy Pumpkin Soup Winnie the witch Dog's don't do ballet The Tiger for tea Do you remember Charlie & Lola I will not ever never eat a tomato	Elves & the Shoemaker Day monkey/Night monkey How to catch a star. This is the star. Laura's star Foggy Foggy Forest Whatever Next Angel Mae (Shirley Hughes) The Silver Christmas Tree Suzy Orbit Astronaut Aliens Wear Underpants	Cinderella The Gruffalo's child The Jolly postman Where the Wild things are Mei ling's hiccups Clever sticks Stickman On the way home Penguin small (Children's own favourite books)	Sleeping Beauty The Smartest Giant in Town The hundred decker bus Oi get off my train Goodnight tractor Duck in a truck The train ride A Dragon in a wagon Mr Grumpy's outing Let's go by bus The Green Line Wheels wings and other things The Big Adventure (Elina Ellis) Snail and the Whale Little wings	Jack the Beanstalk Aaaaaaargh Spider What the Ladybird heard Titch Percy the Park Keeper Snail Trail Yucky Worms Hey little Ant The sunflower that went flop Christopher's Caterpillars Handa's surprise	Archimedes Bath Pirate Piggy Wiggy The red bath Captain fish & the pirate dinosaurs Commotion in the Ocean Rainbow Fish The Fish who could wish Tiny Whale a fishy tale The Sea Saw Tom Percival
CLL	Speaking & Listening: Introduction and games to support 'rules' for developing speaking and listening skills Taking about ourselves and talking about our super powers/ what are we good at? Scribe for speech bubbles Discussing our family news and listening to one another.	Speaking & Listening: Talking about what they can see/hear during autumn walk Discussing where you could go by rocket and listening to others ideas Discuss the different celebrations occurring during this time of the year Talk about how to stay safe during bonfire night	Speaking & Listening: Discuss favourite books/stories during circle time. Talk about Similarities / differences between stories they like and stories a friend likes. Talk about how the characters feel in the story? Describe what they look like, can they guess which character you are describing?	Speaking & Listening: Play guessing game... what's inside the box? Can they guess the different modes of transport, children draw their guesses/ideas on the outside of the box before opening it to reveal what's inside - were they correct? Car, train, bike, what else can you travel in? Make a mind map	Speaking & Listening: Discussing the differences between the growing seeds / mini-beasts Speaking with increased confidence and clarity Asking questions linked to the topic e.g. what happened to Jack's beans? Children listen to stories, asking questions or	Speaking & Listening: Performing plays Retelling own stories. Discussing ideas and previous knowledge, asking questions. Guess the sea creature – adult describes something from the sea, child guesses what it is. Children listen to stories, making

	<p>Use story language to retell a story from memory</p> <p>'Show and tell' special items from home - share 'all about me' bags with class during circle time</p> <p>Children speak about and question each other over items from home (special box), introduce 'how', 'why' and teacher model how to use them.</p> <p>Send tiered 'fridge words' home to help increase vocabulary in context:</p> <p>Create a 'my life timeline' with photos from home and discuss the photos (history) the day i was born, got a dog, learned to ride a bike, now i am 5</p> <p>Curiosity cube to inspire questions and enquiry - old toy</p>	<p>Listening to instructions for the Christmas Nativity</p> <p>Performing own lines for Christmas nativity in front of an audience</p> <p>Continuing to play listening games</p> <p>Daily group games and discussions</p> <p>Display image on board to promote discussion and thinking</p> <p>Loose parts in role play resources to encourage speech, extending vocabulary and imagination</p> <p>Send tiered 'fridge words' home to help increase vocabulary in context:</p> <p>Curiosity cube to inspire questions and enquiry beret, war letter, corned beef, poppy, dried ice-cream</p>	<p>Display images taken from well known books to display on the board for children entering to guess the story and describe what is happening.</p> <p>Make predictions about what might happen next?</p> <p>Act out story maps and use story language recounting particular scenes or repetitive recall from traditional tales.</p> <p>Taste pancakes and different toppings and in small groups discuss likes/dislikes</p> <p>Listen to the Zodiac story from the Chinese New Year celebrations</p> <p>Can you remember what your friends favourite story is?</p> <p>Fridge words: Curiosity cube to inspire questions and enquiry castle keys, jewels, etc</p>	<p>Where could you go by train, bus, airplane submarine and what would you see?</p> <p>Discuss why people use transport</p> <p>Talk about what transport children have been on and where to, and share their experiences of being on them. 'Show and tell' personal travel/holiday photographs. Mark off on a world map</p> <p>Children listen to stories, asking questions or talking about what they have read. Children use language to make up and act out roles and experiences in their play. Children might take part in role play activities pretending that boxes are different methods of transport</p> <p>Fridge words: Curiosity cube to inspire questions and enquiry</p>	<p>talking about what they have read</p> <p>Children follow instructions involving several ideas or actions.</p> <p>Children will be encouraged to follow a set of instructions to plant seeds and care for them as they grow.</p> <p>Practice expressing their feelings and thoughts about new ideas</p> <p>Listen carefully to others and respond appropriately; discussing likes and dislikes of mini-beasts and how they make us feel?</p> <p>Daily story times for enjoyment of stories, familiarity with language and format of stories and books</p> <p>Fridge words: Curiosity cube to inspire questions and enquiry</p>	<p>predictions about key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. Children will be encouraged to talk about activities that they have completed. We will make up our own stories and retell them to each other.</p> <p>Fridge words: Curiosity cube to inspire questions and enquiry, buried treasure, crab shell, seahorse etc</p>
	<p>Reading:</p> <p>Identify/ hear initial sounds in words – Begin to segment and blend</p> <p>Recognise the sounds which match some letters</p>	<p>Reading:</p> <p>Listen and identify first, middle and last sounds in words.</p> <p>Segment and blend simple words</p> <p>Recognise final sound in words.</p>	<p>Reading:</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Read and understand simple sentences</p>	<p>Reading:</p> <p>Read and understand words and simple sentences.</p> <p>Read some common irregular words</p> <p>Look out for and identify common</p>	<p>Reading:</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also</p>	<p>Reading:</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also</p>

	<p>Continues a rhyming string</p> <p>Children recognise their name each day for self registration. Children begin to use the letters and sounds they are learning in phonics to read write simple words. Individual readers to introduce books at the children's level to identify known sounds and keywords. Children recognise high frequency words in shared reading activities. Children retell the texts using actions. Perform on stage. Children use puppets to re-enact the stories. Remember and recount a story. Play games e.g. 'I spy ... something beginning with...'</p> <p>Make silly soup with objects starting with the same sound.</p>	<p>Begin to read words and simple sentences Highlighting rhyming words Spot high frequency words in the books they are reading</p> <p>Enjoy an increasing range of books Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Knows that information can be retrieved from books and computers. Find information in a non-fiction text Book language: front cover, pages, back, etc. What happens next? Find missing letters Individual readers Make 'silly soup' with rhyming objects Focus on rhyming words and the rhythm of spoken words Shows awareness of rhyme and alliteration Recognises rhythm in spoken words e.g. clapping the syllables of their name.</p>	<p>Use phonic knowledge to decode words Begins to read some common irregular words</p> <p>Demonstrate a knowledge of what they have read Sequencing the story. Retelling the story using key words and vocabulary (create actions to help with the re-telling). Retrieving information from books Matching labels Repeating key phrases Describing words Individual readers</p>	<p>irregular words in books children are reading.</p> <p>Reciting rhymes together. Continue predicting stories and tracking text. Journey books available in continuous provision for children to look freely at. Questioning children about the pictures in the books or stories they have read to develop understanding and comprehension skills Individual readers Matching pictures to words</p>	<p>read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Read fiction and non-fiction books relating to growing and mini-beasts. Encourage children to read common irregular words during shared reading sessions Individual readers Identifying initial and final sounds in insect words. Matching pictures to sentences Looking at true and false statements Perform growing / mini-beasts songs to Nursery children</p>	<p>read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Children demonstrate understanding when talking with others about what they have read. Discuss stories and children to talk about the book that they have read and retell the main events. Individual readers In my bucket I have... collections of interest. Children reading and sharing stories with nursery.</p>
	<p>Writing: Children write their names with a variety of tools (chalk, pencils,</p>	<p>Writing: Writing hearing and saying initial sounds of words, identifying the</p>	<p>Writing: Use phonic knowledge to write words Write some irregular words</p>	<p>Writing: Attempts to write short sentences by sounding out.</p>	<p>Writing: Children use their phonic knowledge to write words in ways which match their spoken</p>	<p>Writing: Use phonic knowledge to write words</p>

	<p>pens, magnets, letter cards). Painting along squiggly and zig zag lines Give meaning to marks they make; drawing family members Recognise and begin to write letters (large scale/sensory experiences first e.g. in sand, with paint, chalk and water) Children begin to use the letters and sounds they are learning in phonics to write simple words. Begins to break the flow of speech into words Letter/sound forming and recognition games Create sensory writing trays based on children's interests - see activity sheet</p>	<p>letter and remembering how to write it. Links sounds and letters representing some sounds correctly in sequence. Begin to form recognisable letters Writes own name, labels and captions Attempts short sentences Label items e.g. things we would take to the moon, what we do during day/night pictures and rocket models. Moon sand in trays – copying words from book Writing Christmas cards Write instructions for making a rocket/Christmas decoration Create Christmas sensory writing trays e.g. gingerbread man with scents to explore while forming letters also based on children's interests - see activity sheet</p>	<p>Write simple sentences which can be read by themselves and others Some words spelt correctly and others phonetically plausible We will be using writing for lots of different purposes, such as, labeling items in a shop, writing receipts, letters and shopping lists Write letters to fairy tale characters Write our own books about our favourite characters Write captions or speech for pictures from favourite books Drawing pictures next to words Create sensory writing trays based on children's interests - see activity sheet</p>	<p>Write some common irregular words Independent writing Write speech bubbles Introduction of colourful semantics display and word boards to encourage independent sentence writing. Adding captions to illustrations / personal photographs of where we have been on holiday Writing sentences about: our favourite form of transport. How we travel to school and where we have been on holiday. Label transport Using an aeroplane, children draw their family on the plane and write where they are going Write words for role play area, bus tickets etc Write the common irregular words from memory or write a sentence using one of the words, e.g. keywords: the, is, sentence: the car is big. Write a story about a magic balloon ride (up)</p>	<p>sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Colourful semantics Children will write sentences explaining what is happening to plants or seeds as they grow. Collect topic words during a carpet session, display for children to use in their independent writing about a mini-beast adventure. Make information books, e.g. in the shape of plants – how to grow a flower. Or the shape of a mini-beast, how to look after a caterpillar. Choose a mini-beast and write a fact sheet or description and draw a picture to make a class encyclopedia about mini-beasts - 'Mad about Mini-beasts' to share with Nursery children. Design a seed packet, if you could grow anything, what would you grow?</p>	<p>Write some irregular words Write simple sentences which can be read by themselves and others Some words spelt correctly and others phonetically plausible Colourful semantics Children will make their own books retelling familiar stories. They will also make information books about their favourite sea life creature. Create fact sheets about the seaside/water. Writing wanted posters for pirates Writing postcards from the beach Writing a message in a bottle Creating treasure maps</p>
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Phonics See RWI EYFS Framework document	Focus Group - Set 1 sounds & word Time 1,2,3 Steady Group - Set 1 sounds & Word Time 1,2,3,45 Speedy Group - Set 1 Word Time 6,7 ditties/green books		Focus Group - Word Time 1,2,3,45 Steady Group - Set 1 Word Time 6,7 ditties Speedy Group -Set 2 green/purple books		Focus Group – set 1 blending, ditties Steady Group - Set 2 green/purple books Speedy Group -Set 2 pink/orange books	
Maths	Baseline Numbers to 5 One, two, three Four Five Recognise numerals and count objects 1-5 matching quantity Sorting into groups Comparing quantities of identical and non-identical objects Measure the length of our bodies and make string bows ready to compare in summer. Display on class height chart. Subitize Paying for snack	Changes within 5 one more & one less Subitize Spatial awareness 2D Shapes Using everyday language related to money (toy shop) Size - comparing different footprints for shoe printing. Measuring shoe sizes Order 2 or 3 items by length or height. Reinforcing the Cardinal Principle: The final number that is said indicates the number of items in the set. Children begin to realise that the answer to ‘How many?’ is the final number that they have said when counting aloud.	Number to 5, number bonds to 5 Numbers to 10 Counting to 6,7,8 Counting to 9 and 10 Comparing groups up to 10 Recognize numerals and count objects 1-10 Subitize 3D shapes Use the language of time – my day Know the days of the week	Within 10 – one more & one less Addition to 10 Combining two groups to find the whole. Subitize Number bonds to 10 – ten frame & part whole model. Directional language and position. Bee Bots Sorting vehicles. Make a class chart about how we travel to school. Predicting heavier/lighter vehicles. Order 2 items by weight or capacity. Class pictogram of favourite way to travel.	Count on & back - Addition robot machine Adding by counting on Taking away by counting back Numbers to 20 Counting to 20 Subitize Exploring patterns - Symmetrical patterns and pictures. make simple patterns, explore more complex patterns Make tally's of mini-beasts found	Numerical patterns Doubling Halving & sharing Odds and evens Subitize Describe position – behind & next to Compare how much we have grown over the year in Reception Making measurements by compare weight and capacity Keeping score for games Using everyday language related to money (ice-cream shop) blu-tac coins to Numicon

SEAL	New beginnings	Getting on and falling out (Anti-bullying week)	Going for goals	Good to be me	Relationships	Changes
Personal, Social & Emotional Development	<p>Making Relationships:</p> <ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Getting to know one another Establishing key worker groups Organising our own things, tidying up after ourselves. Bring in family/baby photos and discuss home and community. Making cards for our friends who are unsettled or inviting them to play Recognising differences between individuals and appreciate each others' interests and talents. Children have the opportunity to have conversation during continuous provision</p>	<p>Making Relationships:</p> <ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Belongings that are special to us/others Things to help us feel safe in the dark Guiding our blindfolded partner around the 'nighttime' obstacle course Taking care of those that are scared Sharing photos and experiences of special occasions and celebrations and being respectful of friends choices and beliefs (Christmas, school play, Eid, Diwali, fireworks) To work as part of a group/class, To work together to act out a Nativity Book focus on trying new things and friendship (Elmer in the snow) becoming aware of others cultures</p>	<p>Making Relationships:</p> <ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Discuss friendships and how to be a good friend during carpet sessions. Discuss the characters in the stories and what kind of friends they would make Act out friendship scenarios with favourite puppets from stories e.g. Cinderella is very lonely because she has been locked away, have a party for her so she can make lots of new friends Whole class/group collaborative games Negotiating and sharing ideas to develop fairy tale narratives How can we help each other</p>	<p>Making Relationships:</p> <ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Discussing family holidays and travelling. The similarities and differences between what we like and dislike to use when playing. They think about each other's ideas about how to organise their activity. Children might work in small groups to make vehicles out of boxes. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. We will discuss friendships and how to be a good friend during carpet sessions. Valentines, who we love and why</p>	<p>Making Relationships:</p> <ul style="list-style-type: none"> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. <p>Having a tea party for the mini-beasts, setting the table for them: care/providing How to respect and care for others and their things Discussing our Mam's and being helpful. Making mother's day cards and writing lists of what we will do to help Being respectful of other's feelings towards insects and helping them overcome their fears. Appreciating and understanding other ways of life and cultures during international schools week. Bean diaries – talk about sequence Telling stories</p>	<p>Making Relationships:</p> <ul style="list-style-type: none"> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. <p>Children might make up games to play outside with their friends and work together to think about the rules. Brainstorming ideas with the children. Discuss ideas or questions that children would like to find the answers to. Investigating changes to water and changes to ourselves Respecting other's likes and dislikes.</p>

Self-confidence and Self-awareness:

• Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities.

Be happy settled and confident in their new environment. What can children see and do in their new classroom? Selecting resources, playing together. Be able to express their own preferences and talk with confidence about them. Read 'Dogs don't do ballet' and looking at how all children have rights, no matter whether they are a boy or girl. Be respectful of children's food likes and dislikes Read Charlie and Lola book to highlight this issue Welcome book – children make a class welcome book explaining what they like to do at school. Circle time based on what makes me a superhero

Self-confidence and Self-awareness:

• Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities.

Being confident to try new activities, Being confident to speak in a familiar group, Choosing resources independently Children are encouraged to share their ideas. Time at the end of each day to showcase fabulous work /play /paintings / models / acts of kindness produced by children When they are 'star of the day' they will share a book or toy from home with their class. Circle time games to enable children to feel safe to talk in their class group and with adults. Children wear cultural/favourite/special clothes on Dress up day. Circle time to explain why their clothes are their favourite or special. Discuss keeping safe / firefighters sing the fire safety song and perform to Nursery. Feelings associated with the darkness and the light

Self-confidence and Self-awareness:

• Confident to speak to others about own needs, wants, interests and opinions

Children are confident to speak in a familiar group and will talk about their ideas of their favourite stories. We will have group discussions about the different food we eat, describing them with sentences such as "like ___ because." Creating word banks together for the topic – sharing ideas and listening to each other. Talking about the different types of food they have at home during celebrations. Re-telling experiences from pancake day Who helps us? How to ask for help Talking about the different characters in books, hot seating the characters and having confidence to ask the 'character' questions During circle time and listening to stories having the confidence to make predictions about what will happen next.

Self-confidence and Self-awareness:

• Confident to speak to others about own needs, wants, interests and opinions

Making their own travel box 'all about me and where I've been'. What will they put in their box? Home project. Discuss each box during circle time and mark on class world map Create class journey book and give each child a page/place to talk about (somewhere they have been or somewhere they want to go - help find pictures /objects to add Giving opinions on what makes us sad and what makes us happy Selecting own activities & organising themselves. Reaction to fear/surprise Being with an adult/playing alone and dangers Do you know your birthday?

Self-confidence and Self-awareness:

• Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Children are confident to try new activities, and say why they like some activities more than others. Praise children for playing in different areas and add them to the recognition board Children might try new activities such as planting seeds or exploring the mud kitchen. Discuss favourite insects Share activities from home e.g. going on a mini-beast hunt Discuss how changes make us feel What have you done that is kind? How do you think the other insects felt? Being kind to living creatures, looking after others providing homes and food/drink to keep them safe. Try new activities such as planting

Self-confidence and Self-awareness:

• Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Visiting and experiencing our new classroom, playing in the quad and meeting our new teaching staff Think about what you want to be when you are older, does it differ from what you said at the end of Nursery? Think about occupations Review what we have learnt and enjoyed in Reception Prepare for transition for year one Have a board where children can share photos, descriptions and stories about things relating to under the sea, beach holidays, beach visits, sea creatures, etc from home or from school, photos and comments.

	Share achievements/ certificates from outside of school.				seeds or exploring the mud kitchen.	
	<p>Managing feelings & behaviour:</p> <ul style="list-style-type: none"> • Understands that own actions affect other people • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression <p>Modelling and setting classroom expectations for all zones: lining up, working, playing. Taking turns. Encouraging children to comfort others if they have upset them or seek a grown up to help Add children to recognition board if they have not retaliated when something has happened to them Focus on turn taking and sharing resources in circle time activities. Children wait and share the silly sally and climbing frame in the playground. Paper plate – children paint a face on their plate to express how</p>	<p>Managing feelings & behaviour:</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>How to keep healthy – the importance of sleeping and having a 'good night sleep' and listening to grown-ups when they say its bedtime. During circle time activities, we will use puppets and stories to talk about rules and sharing of resources. Children will be encouraged to explain what they could do if someone is not sharing resources. Use breathing activities from the mindfulness cards to help give strategies to use when we feel cross Sharing school dressing up clothes – taking turns, using a timer. Book focus on breaking the rules (Williams Winter Wish)</p>	<p>Managing feelings & behaviour:</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Children play cooperatively, taking turns with others. Play circle time games that involve children taking turns. Managing basic hygiene needs, washing hands before cooking etc. Respecting others views Did the step mother in Cinderella show thumbs up or thumbs down behaviour? Writing an apology to Cinderella from her ugly sisters. Being aware of consequences of own words and actions</p>	<p>Managing feelings & behaviour:</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them <p>Library behaviour, looking after books. Which books are for Children/ teacher. Being quiet and calm. Changing others expressions by actions Identifying and naming expressions Road safety and good manners on trips and with visitors Focus on sharing – children to think about what it means to share their vehicle space encouraging others to take a 'trip' with them and how this kindness will make others feel.</p>	<p>Managing feelings & behaviour:</p> <ul style="list-style-type: none"> • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. <p>Discuss telling lies and telling the truth: The importance of telling the truth. Did Jack tell his mam the truth about the magic beans? Discussing the dangers around us when out and about and how to stay safe. Discuss feelings towards animals and mini-beasts Discuss looking after animals/ insects and to treat them with care To understand how people can spoil the natural world (remove rubbish from wildlife area and forest school to protect habitats) Managing behaviours whilst playing on main field during lunch time Do we always make the right choices?</p>	<p>Managing feelings & behaviour:</p> <ul style="list-style-type: none"> • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. <p>Role play fights and arguments and overcoming them Feeling water and discussing safety with hot water, pond water, sea water etc. Children play cooperatively, taking turns with each other. They take account of one another's ideas about how to organise their activity. Discuss how changes make us feel? Is it good to always stay the same?</p>

	<p>they feel and discuss why. Discuss behaviour when visiting church</p>	<p>Discussing fear and how to overcome it Feelings associated with celebrations / festivals</p>			<ul style="list-style-type: none"> circle time focus on the lazy/greedy insect – was he good or bad? 	
<p>Physical Dev (PE)</p>	<p>Daily wake up shake up activity - sticky kids Weekly PE sessions Move with Max cards 'up in space' -Aliens love underpants *Every Shape & Size - move in diff ways with confidence, negotiating space and avoid obstacles, holding balances (straight, star, tucked, pike, straddle) performing diff rolls (log,pencil,dish &egg) climb using alternate feet, travel on/off climbing apparatus *Two Naughty Aliens: move in diff ways with confidence, negotiate space / avoid obstacles, move safely, travel whilst carrying equipment, pick up/put down objects with control and accuracy. *Spaceships - move in diff ways with confidence, negotiate space / avoid obstacles, move safely, able to copy actions, respond</p>	<p>Daily wake up shake up activity - Cosmic yoga Weekly PE sessions Move with Max cards 'up in space' -Aliens love underpants *Granny's Spotted Bloomers - moving in diff ways with confidence, negotiating space and avoiding other players, moving safely, travel fast, quickly, slowly, change *Able to maintain balances (5 basic gymnastic shapes), good control of body in large and / or small scale movements, displays confidence in physical movements. *Underpants Races - moving in diff ways with confidence, negotiating space and avoiding obstacles, moving safely, able to play racing/chasing games, able to change speed and direction *Zinging through the air - Able to run and jump negotiating space and avoiding obstacles, can</p>	<p>Daily wake up shake up activity - sticky kids Weekly PE sessions Move with Max cards 'in the woods' - The Gruffalo's child *Woodland Hunt: Travelling -moving in diff ways with confidence, negotiating space and avoiding obstacles, moving safely, climb obstacles using alternate feet, following positional language. *Underground House: moving in a variety of ways; confidence in physical movement, moving safely, negotiating space and avoiding obstacles, including other players, holding balances - straight, star, tucked, straddle, pike (with tension and extension where required). *Treetop house - moving in a variety of ways, confidence in physical movement, moving safely, negotiating space and avoiding obstacles, including other players, performing different rolls (log, pencil, dish, side</p>	<p>Daily wake up shake up activity -Cosmic yoga Weekly PE sessions Move with Max cards 'in the woods' - The Gruffalo's child *Gruffalo Crumble: moving in a variety of ways, confidence in physical movement, moving safely, move whilst picking up, controlling and releasing an object, throwing objects towards a target, team, time limit. *The Mouse Found a Nut: moving in a variety of ways, confidence in physical movement, moving safely, move whilst picking up, controlling and releasing an object accurately, holding a balance, closest, nearest. *Up, Up and Away: , confidence in physical movement, moving safely, move whilst picking up, controlling and releasing an object, catching a large ball/balloon sent independently, catching a large ball/balloon sent</p>	<p>Daily wake up shake up activity - sticky kids Weekly PE sessions Move with Max cards 'Under the Sea' - Tiny Whale A Fishy Tale. *Circuits under the sea: moving in different ways with confidence, negotiating space and avoiding obstacles, good control over body in large scale and small scale movements, able to pick up, carry and release objects accurately, moving safely. *Anemone: moving in different ways with confidence, negotiating space and avoiding obstacles, changing speed and direction with control, good control over body in large scale and small scale movements, move safe, skip, gallop, slither, tag *Save Gerald: moving in different ways with confidence, negotiating space and avoiding obstacles, throwing beanbags / balls at targets, kicking & rolling</p>	<p>Daily wake up shake up activity - yoga Weekly PE sessions Move with Max cards 'Under the Sea' - Tiny Whale A Fishy Tale. *Jump the ship: displaying confidence in physical movements, performing a different jump, sequencing movements , jumping on and off apparatus, ability to land safely, measure score points *Hit the Anemone: displaying confidence in physical movements, rolling a ball towards a target, kicking a ball and intercepting a ball. *Gerald's Ball: displaying confidence in physical movements, rolling a ball towards a target, kicking a ball and intercepting a ball, send, receive, goal. *Pass the Rock: displaying confidence in physical</p>

	<p>to stimulus with movement. *Fuel up: move in variety of ways, confidence in physical movement, move safely, move whilst picking up, controlling and releasing an object, controlling objects using a bat /racket *Radar - throw objects towards a target, confidence in physical movements, able to control objects of various shapes and sizes, do children have a dominant hand to throw with?</p> <p>Using large equipment & moving safely in the EYFS garden. Playing class and team games. Health & Care keeping our bodies healthy through exercise, palms flat on floor when using hands as a point of contact. Regular reference, reminders discussion about looking after self; toileting, washing hands, eating healthily (snack times), exercise</p>	<p>jump and land safely, travelling on/off apparatus confidence in physical movement, throwing objects towards intended target. *Neighbour's Naughty Dog 1 - moving in diff ways with confidence, negotiating space and avoiding obstacles, good control over body in large /small scale movements, able to pick up, carry and release objects accurately, move safely.</p> <p>Health & Care - Handle equipment safely Learn what happens to our body when we exercise, be aware of objects being thrown, emphasise children don't push when tagging each other. Warm downs, resting, discussing and feeling heartbeats. What do I like to eat? Healthy foods My likes and dislikes Fine motor Manipulating clay, using small tools. Daily finger gym activities, writing name activities. scissor skill activities. Hole punch and staplers.</p>	<p>tucked). obstacle course, commando crawl. *The Gruffalo says: moving in a variety of ways, confidence in physical movement, moving safely, negotiating space and avoiding obstacles, including other players, holding balances. *Follow the Leader: Travelling, moving in a variety of ways, confidence in physical movement, moving safely, negotiating space and avoiding obstacles, including other players, different body parts Health & Care - make children aware of boundary lines e.g. cones/walls. Identify and remove obstructions to prevent injury. limit number of children using equipment at a time explaining reasons why. Importance of moving with care not to bump into one another Wearing warm clothes Fine Motor Manipulating play dough. Daily finger gym activities, writing. Daily outdoors to, run, climb, balance, construction, throw/catch, sweep, dig, chalk drawings Bikes</p>	<p>by a friend, throwing ball/ balloon towards a target, kicking ball/ balloon towards a target, power, accuracy. Gruffalo Roll: moving safely whilst picking up, controlling and releasing an object, rolling, throwing and kicking a ball towards a target, controlling balls of various sizes, receiving a ball sent by someone. Hit the Pine Cone: moving safely whilst carrying striking implements, dribbling balls of various sizes with striking implements, controlling a ball sent by someone else with your bat, racket or stick. Health and self care: remind children of safety when bending down to collect objects from central hoop. Emphasise on looking in the direction you are travelling and not what is in your hand. When throwing something into the air, check above first. Fine motor Daily finger gym activities, writing. Moving through tubes, tunnels, tweezers. Make</p>	<p>a ball, hitting a ball with striking implements, underarm, attack, defend, swap, target. *Orange Reef, Blue Reef: moving in different ways with confidence, negotiating space and avoiding obstacles, controlling and maneuvering objects, kicking and rolling a ball, hitting a ball with striking implements. *Tiny Whale, can I cross your ocean? moving in different ways with confidence, negotiating space and avoiding obstacles, controlling and maneuvering objects, rolling a ball, displaying confidence in physical movements, avoid, dodge, zone Health and Care: Beware of others travelling in the same area, safety when using climbing equipment. Washing hands after touching animals, safety near the pond. Fine Motor Manipulating clay, using small tools. Daily finger gym activities, writing activities. Daily outdoors</p> <p>Trim Trail</p>	<p>movements, travelling in a range of diff ways, rolling a ball towards a target, kicking a ball, bouncing a ball and intercepting a ball. *Gerald's Dance: displaying confidence in physical movements, travelling in a range of diff ways, showing control in large and small scale movements, ability to negotiate space and alter movements, start/stop, beginning, middle, end, dance, repeat.</p> <p>Health & Care: discuss bending knees to absorb force, using arms for balance. beware of balls rolling into other games. Discuss using soft balls so they don't hurt others. handling equipment safely and effectively. Sun safety/ water safety. Fine Motor Daily finger gym activities, writing activities. Daily outdoors.</p>
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	<p>Encouraging independence Fine motor Manipulating play dough. Daily finger gym activities. Daily outdoor opportunity, run, climb, balance, dig, sweep. CF</p>	<p>Daily outdoor opportunity, run, climb, balance, construction activities, throwing/catching games in garden Climbing Frame</p>		<p>junk models securing using scissors, tape, glue. Bikes</p>		<p>Trim Trail</p>
<p>Understanding of the World (Science, History & Geography)</p>	<p>My family- who is in my family, who lives in my house? Discuss different family structures. Identify children's surname as the family name. Discuss and share routines, activities, traditions and special occasions that are important to children's families. (weddings, christenings, Christmas, Easter & birthdays) Looking at ourselves: our hair colour, eye colour, clothes etc. What are the different parts of our body called? Exploring the senses. Invite guide dogs into school, learn simple signing (sign to sing) Go on a senses walk around the local area. What can I see, touch and hear?</p>	<p>What kind of shoes would you make for the shoemaker? Look at different types of shoes & shoes worn in the past. Discuss how they are different to modern shoes such as no Velcro, different kinds of fastenings and different materials. Discuss the different kinds of materials used for making shoes. Light and Dark- Identify things that produce light. Using torches in the dark. Reflective materials Investigate how to make shadows by blocking light. What shapes can hands make? Creating dark spaces - Discuss Nocturnal animals. People that are awake/work during the night. Sleep – healthy lifestyles Space - Look at space pictures. Discuss colours, stars, planets and rockets.</p>	<p>Winter - Explore changes to nature during winter. Freezing/melting Ice/snow in the water tray with polar animals, talk about what ice is, what happens when it gets hot. Freeze objects in the ice, what's inside? How do we get the object out? Go sledging, making snowballs, snowmen/ & igloos in the snow. What type of clothing do we need to wear in the snow? Discuss features of the north pole. Exploring the habitats of different animals (Gruffulo's Child) Dressing up as different animals. What animals live in the forest? Talk about forest animals/compare them to other animals (jungle/farm animals). Chinese New Year traditions. Discuss the</p>	<p>Spring - Explore changes to nature during Spring. Identifying different spring flowers when going out on a journey. Where do you live? What journeys do you go on? How do you travel? Looking at maps/Google Earth etc. Making a map of getting to school. Instructions and directions. Long and short journeys. Discuss different types of transport that go on land, air and sea. Wheels - Different types of vehicles (2, 3, 4 wheeled) History of transport (bicycles, trains, buses, planes, horse and cart, cars etc). Label parts of a vehicle. Looking at the materials vehicles are made from. Exploring floating and sinking</p>	<p>Identify different types of minibeasts. Where do minibeast live? Match minibeasts to their habitats. Go on a minibeast hunt. Make class wormery. Minibeasts lifecycles. The butterfly and caterpillar life-cycle. Order the events of the life cycle. Investigating bees and honey (taste) - invite bee keeper into school. The Frog life-cycle. Chickens and chicks. Hatching chicks. Follow instructions to plant sunflowers/cress /grass. Life Cycle of a bean. Food from under the ground – roots Name parts of plant Identify similarities and differences of different plants. They talk about the changes of plants as they grow.</p>	<p>What can we find living in the ocean? Identify sea creatures Look at real crabs/fish Talk about what we might see on an underwater journey – fish, mermaids, sharks, octopus, shipwrecks, buried treasure etc. Investigating bubbles. blowing bubbles. Can we see different colours in the bubbles? Can we make bubbles of different sizes? Make rafts from lolly sticks held together with elastic bands. Investigate how well they float. How many 2 pence coins can the balance before they sink? Pirates & pirate ships. What might we discover on the beach?</p>

	<p>Exploring our sense of smell and taste. What do I like to eat? School dinners Discussing our pets at home & toys we like to play with. People Who Help Us Emergency services Logging on to a computer network. Developing mouse and keyboard skills Use historical terms such as when I was a baby, long ago, last week, today, yesterday to help discuss personal experiences Look at photos of parents/grandparents favourite toys compared to your favourite toys? How do they differ? Create a 'my life timeline' read the story 'do you remember' by Helen Docherty and then create own timelines, day born, moved house etc. Read Once there were giants and A chair for baby bear (see history MTP for activities).</p>	<p>Telescopes. Discuss journeys into space/and astronauts e.g. Neil Armstrong Look at features of a rocket. What does it feel like to be in space? No air, no water, no gravity. What does an astronaut do? Explore clothing and function of astronaut's clothing. Explore materials used for clothes, helmets, the space shuttle Discuss how the moon is made of rocks & dust. Autumn Explore changes to nature during Autumn and hunt for natural objects on an Autumn hunt. What has happened to the leaves on the trees? Look at the concept of Harvest and Autumn fruits and vegetables- making things using those ingredients. Explore carving pumpkins for Halloween, making pumpkin soup. Remembrance Day poppy crafts / Bonfire night. Re-enactment of the war. Firework safety. Talking about firemen, what do they do if there is a fire?</p>	<p>different Chinese New Year animals. Shrove Tuesday making pancakes. What is your favourite topping? Discuss features of environments in stories (forest, village, castle, weather etc..) Discuss features of castles. Interactive fairy-tale audio stories on the computer. Use Ipads to make snowy Christmas scenes. Look at artefacts from a castle or crown and ask questions who does it belong to? Ask questions, wonder why things happened? Ask what? where? who? begin to answer or find out answers to questions. Compare artefacts/ clothes from Cinderella story to now, sweeping brush to vacuum cleaner, bed pan to toilet, coach and horses to mini-bus etc. Use the language of time and development to compare.</p>	<p>Playing with and creating road maps and floor maps: Complete a traffic survey Road safety Tasting Hot Cross buns Drawing our favourite form of transport on Paint. Use a word processor to make name labels and number plates for each model Compare old cars to new cars, no seat belts, no windows - which would you prefer to sit in if it rains?</p>	<p>Identity different types of tropical fruit. (Handa's Surprise) How might the plants look / grow if the sun doesn't shine?</p>	<p>Rock pools, pebbles, sand, rocks and the sea. Sort a collection of different types and sizes of shells. What is sand? Where does it come from? Compare the differences between wet and dry sand. What type of sand is best for making sandcastles/ moulds? Plants and animals that live on the seashore. Keeping ourselves safe at the beach. Lighthouses Look at weather charts, what would be best to wear on each day? What would happen if we left the ice lollies outside? Consider what you want to do in the future, does it differ from what you said last year? Handling pirate / under the sea artifacts, and questioning who might it have belonged to? etc</p>
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<p>Expressive Art and Design</p>	<p>Exploring & using media & materials</p> <p>Create simple representations of people and events. Children make their own drawing/painting of 'My Family' 'my pet' Paint self portraits Looking at other artists' self-portraits. Paint using parts of the body. (finger painting, hand & feet prints) Measure how tall I am and display, ready to compare in summer Make collage faces Make model binoculars out of cardboard tubes. Cut out pairs of glasses frames from card and let chn use sequins and a variety of shiny, bright materials to decorate them. Create super hero masks for imaginative play Friendship recipe salt dough, make hearts to decorate and hang. Arts week Drawing around our bodies with chalk and making large scale chalk drawings, can you add eyes, fingernails etc.</p>	<p>Exploring & using media & materials</p> <p>Combining media to create new effects. Looking at joining materials and suggesting what they might be used for. Use shoe patterns for printing. Design & make own shoes in construction Day / night pictures Light and Dark- Drawing around shadows (dinosaurs) with chalk. Cut own silhouettes from black card. Make shadow puppets and kitchen roll tube silhouettes. Vincent Van Gogh's Starry Night. Make a rocket and alien – junk modelling. Making 3D planets paper Mache. Chalk planets and stars on the playground. Autumn - Printing using leaves and conkers. Painting with Autumn colours and mixing to make them. Making bats/spiders. Make different poppy creations, 3D poppies using junk modelling. Make fireworks and rockets from tubes and add crepe streamers. Use fluorescent paint on black paper to recreate fireworks patterns Deep space – paint swirls Christmas crafts Making Christmas cards</p>	<p>Exploring & using media & materials</p> <p>Construct with a purpose in mind and uses simple tools and techniques. Making snowmen using junk modelling. Cutting out snowflakes. Making sledges out of junk material. Make stick men, can you make some clothes for your stick men? Make masks of characters from stories. Painting pictures of characters from stories. Making Gruffalo claws Painting the Gruffalo's child. Making props for castle role play – tiaras, crowns, swords, shields, armour. wands Making puppets for retelling stories. Making mother's cards Making 3D Chinese dragons</p>	<p>Exploring & using media & materials</p> <p>Making lighter tones by adding white. Making secondary colours by mixing primary colours. Observational drawings of transports. Make 3D models of cars, bikes, carts etc. Using dowel as an axle to have moving wheels. Making mini Hot Air balloons with paper mache. Tyre printing. Make paper aeroplanes. Painting transport. Collages – Making spring scene using spring colours Making Easter Nests, Simnel cakes Decorating Easter eggs Designing an Easter card</p>	<p>Exploring & using media & materials</p> <p>Make salt dough models of minibeasts. Make a pebble ladybird. Make minibeast masks for the Ugly Bug Ball/role play area. Make bees with pom poms Make paper flowers Print with fruits Making spider web patterns. Making webs, out of sticks and wool puppets. Using pins to make frog puppets. Using hexagons to make a bee hive. Make a class bug hotel. Make model snails from pasta shells with cut out paper bodies. Make a stick insect with pipe cleaners Paint and cut out giant leaves to make a beanstalk. Paint characters from Jack and the beanstalk. Observational drawings of plants using chalk. Making collage pictures using seeds and leaves. Use beebots</p>	<p>Exploring & using media & materials</p> <p>Observational drawings of coral with charcoal. Pirates: making treasure maps and outdoor pirate ships. Bubble prints. Provide chn with a range of materials e.g. plastic lids, polystyrene trays, wood pieces etc for them to make boats, surfboards and rafts. Water colour paintings of the sea. Investigating shades and tones of blue through creating magazine collages. Create sea pictures by collaging with sand, shells and small stones. Making a paper chain octopus, jellyfish made of cups/bowls, paper plate crabs. Make pictures of fish using marbling techniques. CD hanging fish mobiles Shell rubbings Handprint mermaids Making lolly pops Making clay fish</p>
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	<p>Nail technician - painting nails activity, what pattern will you draw? Hairdressers role play, can you cut the hair on the model</p>	<p>Making decorations for Xmas trees Decorating Christmas biscuits. Making calendar for new year</p>				<p>Use cardboard tubes and junk modeling materials to make models of lighthouses. Design and make sunglasses</p>
	<p>Being imaginative Charanga 'Me': Listen Styles of music Sing Nursery Rhymes Action songs- creating own music. Remembering and naming instruments from Nursery. Learning and singing new routine songs, e.g. tidy up, lining up, lunch and going home songs. Singing number & Superhero Songs and Rhymes Head, shoulders, knees and toes. Explore sounds using various body parts. Chn could clap, tap, click fingers, sniff, whistle, stamp, slap things, tap knees etc. Encourage chn to explore how sounds can be made louder, quieter, faster and slower. Sing 'If you're</p>	<p>Being imaginative Christmas Performance: Songs Dances Sing Perform Space music – the Planets Suite by Holst Hey, diddle, diddle. 'Twinkle, twinkle little star' 5 little spacemen 5 little men in a flying saucer Learn Christmas Songs and rhymes. Take part in the Nativity Production Dance workshop Space - Design and construct a big rocket for use in role play area. Encourage friends to join you on your space mission and play co-operatively together developing a narrative together. Making props for roleplay area- control board, jet pack.</p>	<p>Being imaginative Charanga 'Everyone': Nursery Rhymes Action Songs Songs Dances Sing There was a princess long ago' & The Gruffalo child's action song. Perform a Chinese dragon dance. Use masks from favourite stories to develop a narrative with friends. What props will you need to help you act out the story? Can you create representations from your favourite story? Can you draw a character or make a wanted poster? Model castle / imaginative play with costumes. Giant's footsteps. Wands and wishes. Painting characters from fairytales Making puppets for re-telling stories.</p>	<p>Being imaginative Charanga 'Our World': Improvise Styles of Music Share Perform Listening and appreciating Respond through movement to different sounds/music Transport songs and rhymes. Singing 'The wheels on the bus' & 'Hot Cross Buns Design own boarding passes, bus tickets Observational drawings of different types of transport Create models/pictures to represent things we have seen on our visits <u>Roleplay-</u> Ticket office Airport Garage outdoors. Travel agents Car wash</p>	<p>Being imaginative Charanga 'Big Bear Funk': Pulse Rhythm Pitch. Use of different percussion instruments. Create own sequence of movements / sounds based on the mini-beast you are pretending to be Sing minibeast songs and rhymes. There's a Worm at the Bottom of the Garden', Incey wincey spider, Little Miss Muffet, Moving like an insect, dancing like a bug Observational drawings of mini-beast life cycles and changes. Keep a growing diary with drawings of the changes. Design and make a clay mini-beast. Symmetrical patterns and pictures <u>Roleplay-</u> Garden Centre</p>	<p>Being imaginative Charanga 'Reflect, Rewind and Replay': Pulse Rhythm Pitch – playing an instrument Create sound effects to illustrate stories Listening to storm music Encourage the chn to create their own calypso music shakers and castanets to use at the beach party. Listen to some watery music such as 'La Mer' by Debussy, 'Orinoco Flow' by Enya or 'Under the Sea' from The Little Mermaid. Pirate songs Summer songs We all live in a yellow submarine <u>Role Play</u> Seaside shop</p>

	<p>happy and you know it clap your hands, what type of things make us happy? Listen to different styles of music and talk about how it makes us feel. Make up stories with words and recreate them with pictures or models. Paint recognisable pictures looking carefully at correct colours and shapes <u>Role Play</u> Home-corner with pretend school. Superhero Den. People who help us role play, police station, fire station etc.. Opticians, hairdresser, nail technician (all play set-ups to develop co-operative play with a friend. Toy museum</p>	<p>Playdough – mould, design and name your alien. Design and make telescopes, moon buggies, moon boots, food, Learn correct use of tools for modeling with junk or play dough. Use the correct colour for purpose (red for the poppy, green for the stem) Make clay aliens Remembrance Day Poppy crafts, take part in the war re-enactment (sign up, fight, life in the trenches, writing letters home, food, minute silence at the poppy field) <u>Roleplay-</u> Dark Den. Space station Santa’s Workshop, wrapping presents Stable: language related to the Christmas story</p>	<p>Make models/pictures out of different materials <u>Roleplay-</u> Winter wonderland <i>Fairy tale castle</i> Chinese Restaurant Role play stories with story book props and masks, develop narrative with friends and use story language in play. Castles and knights role play</p>		<p>Giants Castle Set up a Mini-beast café with play dough so children can create play dough food for their guests. Set up a farmers market to sell produce from your garden</p>	<p>Beach ice cream shop Fish shop/under the sea Pirate ship Punch and Judy show</p>
<p>Parents involved</p>	<p>Parents reading stay & play session</p>	<p>Pupil report & parents evening. Christmas performance</p>	<p>Reading meeting Sharing a bedtime story event</p>	<p>Pupil report & parents evening. Stay and Play</p>	<p>Forest schools story event - fire pit and stories coming to life</p>	<p>Pupil report Sports Day event Outdoor event</p>