

# Foundation stage Overview


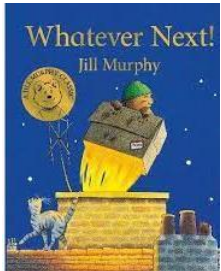
	Communication and Language	Personal, Social and Emotional	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design
<b>ELG</b>	<p><b>Listening, Attention and Understanding:</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking:</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-</p>	<p><b>Self-regulation:</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self:</b></p> <p>Be confident to try new activities and show independence, resilience and</p>	<p><b>Gross Motor Skills:</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><b>Fine Motor Skills:</b></p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p><b>Comprehension:</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p><b>Word Reading:</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their</p>	<p><b>Number:</b></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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> <p><b>Numerical Patterns:</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p><b>Past and present:</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, Culture and Communities:</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories,</p>	<p><b>Creating with materials:</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being imaginative and expressive:</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>



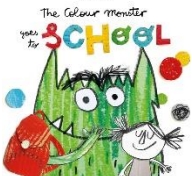
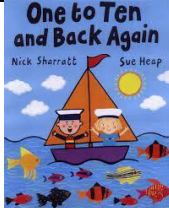
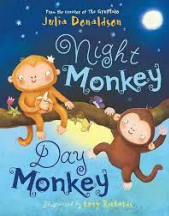
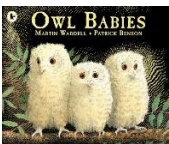
	<p>fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	<p>perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships:</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Begin to show accuracy and care when drawing.</p>	<p>phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing:</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>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> <p><b>The Natural World:</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
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						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.	

**Autumn Term**

**Nursery**

Theme	Focused Text	Communication and Language	Personal, Social and Emotional	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design
<b>Who am I?</b>	<b>Cycle A</b> 	Enjoy listening to longer stories and can remember much of what happens	Select and use activities and resources, with help when needed.	Continue to develop their movement, balancing, riding and ball skills	Understand the 5 key concepts about print	Fast recognise up to 3 objects without having to count them individually (subitising)	Use all their senses in hands-on exploration of natural materials	Take part in simple and pretend play, using an object to represent something else though they are not similar
	<b>Off we go!</b> <b>Cycle B</b> 	Use a wider range of vocabulary	To develop their sense of responsibility and membership of a community	Go up steps and stairs, or climb up apparatus, using alternate feet	To develop phonological awareness so that they can: spot and suggest rhyme and count and clap syllables in a word	Recite numbers past 5	Explore collections of materials with similar and/or different properties	Explore different materials freely in order to develop their
		To understand a question or instruction that has two parts, such as "Get your coat and	To become more outgoing with unfamiliar people, in the safe context of their setting	Use large-muscle movements to wave flags and	Engage in extended	Say one number for each item in order	Talk about what they see, using a wide vocabulary	
						Talk about and explore 2D shapes using		

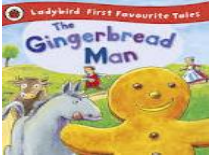
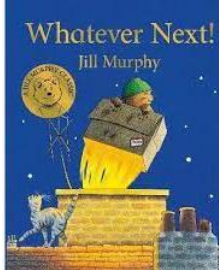
		wait at the door.”	Increasingly follow rules, understanding why they are important	streamers, paint and make marks Use one handed tools and equipment, for example making snips in paper with scissors  Be increasingly independent in meeting their care needs, e.g. brushing their teeth, using the toilet, washing and drying their hands thoroughly	conversations about stories, learning new vocabulary	informal and mathematical language.  Make comparisons between objects (size, weight, length and capacity)  Begin to describe a sequence of events, real or fictional, using words such as first...then...etc		ideas about how to use them and what to make Listen with increased attention to sounds  Respond to what they have heard expressing thoughts and feelings
Supporting texts			  				 	

							 	
<b>Key Activities</b>	Cylce A	<p>All about me activities</p> <p>Acting out the characters from the Gingerbread man story, using masks and props and having a go at repeating a sentence related to their character.</p> <p>Bakery role play</p> <p>Snowy cottage – igloo – role play</p>	<p>Learn the Tidy up song, make a line, make a circle song.</p> <p>Feeling Monsters</p> <p>Start to think about rules. Discuss acceptable behaviour cards kind hands, feet etc.</p> <p>Make kindness cards linked to the Values board.</p> <p>Making a rules poster .</p> <p>We are all different book</p> <p>I am special song</p> <p>A visit from Elvis the Elf- showing Elvis how to do super sitting etc</p>	<p>Introduction to their name card and having a go at making marks.</p> <p>Explore the climbing frame, scooters , bikes. Join in games such as Ring games and start taking part in games such as Hide and Seek.</p> <p>Writing receipts- Bakery shop</p> <p>Forest school</p>	<p>Start Weekly reading in small groups.</p> <p>Story time – end of sessions.</p> <p>Register time clapping out syllables to names.</p> <p>Environmental sounds</p> <p>Silly soup</p>	<p>All together counting the childrens picture cards every morning.</p> <p>Sequencing cards for the story.</p> <p>Counting songs.</p> <p>Counting the Gingerbread mans buttons up to five.</p> <p>Magic bag shape game.</p> <p>Purple Mash</p> <p>Map to save the Gingerbread man</p> <p>Shape monsters</p>	<p>Introduction to the Nursery calendar, Days of the week song.</p> <p>Autumn</p> <p>Family apple tree</p> <p>Macmillan Coffee Morning</p> <p>Bonfire night</p> <p>Remembrance day</p> <p>Diwali</p> <p>Children in Need</p> <p>Christmas- Travelling crib Advent</p>	<p>Introduction to musical instruments and sounds.</p> <p>Self portrait – all about me.</p> <p>Making Christmas cards</p> <p>Christmas performance</p> <p>Dancing</p>

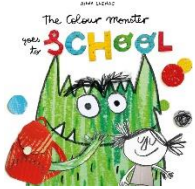
							<p>Penguin in ice experiment</p> <p>Floating, sinking experiment</p> <p>Autumn walk</p> <p>Start Forest school sessions. Introduction to woodland animals.</p>	
	Cycle B	<p>All about me activities</p> <p>Whatever Next role play area.</p> <p>Zoom Were going to the moon song</p>	<p>Learn the Tidy up song,make a line, make a circle song.</p> <p>Feeling Monsters</p> <p>Start to think about rules. Discuss acceptable behaviour cards kind hands, feet etc.</p> <p>Make kindness cards linked to the Values board.</p> <p>Making a rules poster</p> <p>Introduction to My Happy Mind</p> <p>We are all different book</p> <p>I am special song</p>	<p>Introduction to their name card and having a go at making marks.</p> <p>Explore the climbing frame, scooters , bikes. Join in games such as Ring games and start taking part in games such as Hide and Seek.</p> <p>Writing letters- Post Office</p> <p>Forest school</p>	<p>Start Weekly reading in small groups.</p> <p>Story time – end of sessions.</p> <p>Register time clapping out syllables to names.</p> <p>Environmental sounds</p> <p>Silly soup</p>	<p>All together counting the childrens picture cards every morning.</p> <p>Sequencing cards for the story.</p> <p>Counting songs.</p> <p>Magic bag shape game.</p> <p>Wrapping parcels Christmas Post Office</p> <p>Making a 2D and 3D rocket</p> <p>Count down 5,4,3,2,1 blast off.</p>	<p>Role play – Space ship, Earth, moon.</p> <p>Autumn</p> <p>Family apple tree</p> <p>Macmillan Coffee Morning</p> <p>Bonfire night</p> <p>Remembrance day</p> <p>Diwali</p> <p>Children in Need</p> <p>Christmas Penguin in ice experiment</p> <p>Start Forest school sessions. Introduction to woodland animals.</p>	<p>Introduction to musical instruments and sounds.</p> <p>Self portrait – all about me.</p> <p>Making an astronaut, the moon and the Earth.</p> <p>Dancing</p> <p>Fire safety role play</p> <p>Christmas performance</p>

			A visit from Elvis the Elf- showing Elvis how to do super sitting etc					
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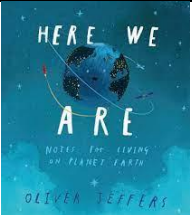
**Reception**

Theme	Focused Text	Communication and Language	Personal, Social and Emotional	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design
Who am I?  Off we go!	<b>Cycle A</b>  	<p>To understand how to listen carefully and why listening is important</p> <p>Engage in non-fiction books Learn new vocabulary</p>	<p>See themselves as a valuable individual</p> <p>Build constructive and respectful relationships</p>	<p>Revise and refine the fundamental movement skills they have already acquired – rolling, walking, running, skipping, crawling, jumping, hopping, climbing.</p>	<p>Read individual letters by saying the sounds for them</p> <p>Read a few common exception words matched to ELS programme</p>	<p>Maths no problem units:</p> <ul style="list-style-type: none"> <li>• Matching</li> <li>• Sorting</li> <li>• Comparing and ordering</li> <li>• AB patterns</li> <li>• Composition of numbers to 5</li> </ul>	<p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past</p>	<p>Explore, use and refine a variety of artistic effect to express their ideas and feelings</p>
	<b>Cycle B</b>  	<p>Use new vocabulary through the day</p> <p>To articulate their ideas and thoughts in well-formed sentences</p> <p>Engage in story times</p> <p>Retell the story once they have developed a deep familiarity</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Use their core muscle strength to achieve a good posture</p>	<p>Form lowercase and capital letters correctly</p>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Positional Language</li> <li>• 2D shapes</li> </ul>	<p>Understand some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand the effect of the changing seasons on the natural world around them</p>	<p>Develop storylines in their pretend play</p> <p>Sing in a group or on their own increasing matching the pitch and following the melody</p> <p>Explore and engage in music making and dance performing</p>	



		<p>with the text; some as the exact repetition and some in their own words</p> <p>Learn rhymes, poems and songs</p> <p>Develop social phrases</p> <p>Listen carefully to rhymes and songs paying attention to how they sound</p>		<p>when sitting at a table or sitting on the floor</p> <p>Know and talk about different factors that support their overall health and wellbeing: Sensible amounts of screen time, having a good sleep routine</p>				<p>solo or in groups</p>
<p>Supporting texts</p>			   				  	



								
<b>Key Activities</b>	Cylce A	<p>Role play area – various animal masks</p> <p>Gingerbread man – oral story telling, repeated refrains</p> <p>All about me activities.</p>	<p>Settling in activities</p> <p>Me and my family</p> <p>What is my full name?</p> <p>Introduce rules and Coop ways of being.</p> <p>Introduction to My Happy Mind – Meet my brain</p> <p>Introduction to Feelings Flowers</p> <p>Introduce rainbow challenges</p>	<p>Hand washing with school nursing team</p> <p>Fastening coats</p> <p>Dressing and undressing in PE</p>	<p>Begin ELS</p> <p>Name writing</p> <p>Letter formation</p>	<p>Begin Maths No Problem</p> <p>Rainbow challenges linked to last weeks concept</p> <p>Counting backwards using fliper flape Count how many children we have every day using self registration cards – stop and ask questions</p> <p>Showing not growing up tp 5rs</p>	<p>Autumn walk around school grounds</p> <p>God’s World</p> <p>Making Gingerbread men</p> <p>Macmillan Coffee Morning</p> <p>Bonfire night</p> <p>Remembrance day</p> <p>Diwali – Making Aloo chana chaat</p> <p>Heritage day</p> <p>Children in Need</p> <p>Advent</p> <p>Christmas</p> <p>Anti bullying week</p> <p>Tumbling toast experiment</p>	<p>Self portraits</p> <p>Make “special people” models</p> <p>3D transport</p> <p>Making Gingerbread men with moving parts e.g. split pins, treasury tags etc</p> <p>Calendars</p> <p>Diwali patterns</p> <p>Making poppies</p> <p>Odd sock patterns</p>

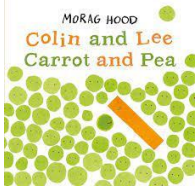
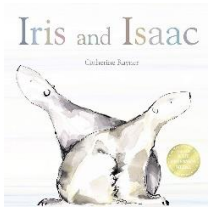
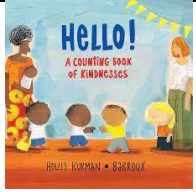
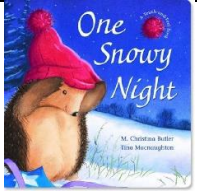
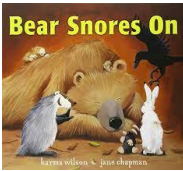
	Cycle B	List what to take to the moon  Role play area – Sieve/fireplace	Settling in activities  Me and my family  What is my full name?  Introduce rules and Coop ways of being  Introduction to My Happy Mind – Meet my brain  Introduction to Feelings Flowers	Hand washing with school nursing team  Fastening coats  Dressing and undressing for PE	Begin ELS  Name writing  Letter formation	Begin Maths No Problem  Count how many children we have every day using self registration cards – stop and ask questions  Showing not growing up to 5	Autumn walk around school grounds  Macmillan Coffee Morning  Bonfire night  Remembrance day  Diwali – making Aloo chana chaat  Heritage day  Children in Need  Advent  Christmas  Tumbling toast experiment  Anti bullying week	Self portraits  Make a moon and a rocket  Prepare a picnic to take to the moon  Make “special people” models  3D transport  Calendars  Diwali patterns  Making poppies  Odd sock patterns  Making Christmas cards and decorations
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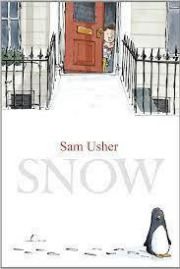
## Spring Term

## Nursery

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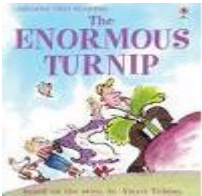
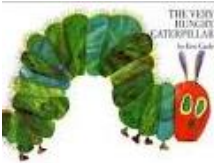
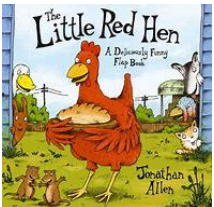


		<p>Can start a conversation with an adult or a friend and continue it for many turns</p>		<p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for a with dominant hand</p> <p>To be increasingly independent as they get dressed and undressed for example; putting coats on a doing up zips</p>	<p>money and mother</p>	<p>To use position through words alone, for example: The bag is under the table</p>	<p>Talk about the differences between materials and changes they notice</p>	<p>lines and begin to use these shapes to represent objects</p> <p>Explore colour and colour mixing</p> <p>Remember and sing entire songs</p> <p>Sing the pitch of a tone sung by another person</p> <p>Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs</p>
<p>Supporting texts</p>			 				 	

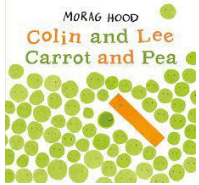
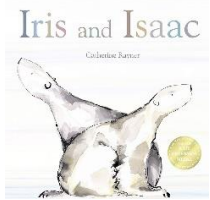
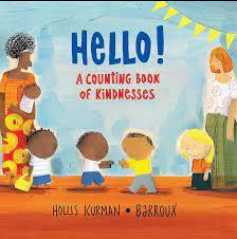
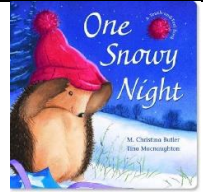
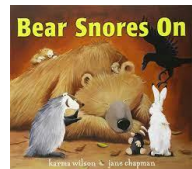
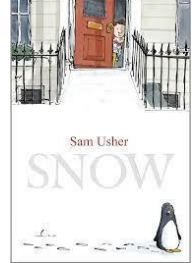
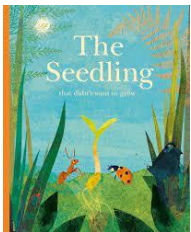
							 	
<b>Key Activities</b>	Cylce A	<p>Small world tuff tray – The Enromous turnip</p> <p>Role play masks – small groups acting out the characters.</p> <p>Tiny caterpillar on a leaf song</p> <p>Florists – role play</p> <p>Mini beast area</p>	<p>Feeling monsters</p> <p>Emotions song</p>	<p>Teeth varnish team – Baby clinic role play</p> <p>Healthy eating</p> <p>Freeze dance</p> <p>Forest school</p> <p>50 things: run a mile</p>	<p>Name cards</p> <p>Letter formation wipeable boards</p> <p>Writing – role play</p> <p>Initial sounds games e.g I spy</p>	<p>Top Marks</p> <p>Supermarket role play</p> <p>Easter egg patterns</p>	<p>Life cycles of a butterfly, frog.</p> <p>Winter hunt – Looking for signs of Winter and Spring</p> <p>Spring</p> <p>Mini beast hunt</p> <p>Chinese new year</p> <p>Valentines Day</p> <p>Pancake day</p> <p>Internet safety day</p> <p>Careers week</p> <p>Role play – fire/ police station</p> <p>World Book day</p> <p>Mother’s day</p>	<p>Jimmy Rotherham singing</p> <p>Decorating Gingerbread man biscuits.</p> <p>Drawing a snowman</p>

							<p>Easter Making an Easter garden, planting seeds.</p> <p>Holi</p>	
	Cycle B	<p>Talk for writing</p> <p>Role play masks</p> <p>Chinese restaurant role play</p> <p>Mini beast area</p>	<p>Feeling monsters</p> <p>Emotions song</p> <p>Discuss the feelings of the characters.</p>	<p>Teeth varnish team- Baby clinic role play</p> <p>Healthy eating</p> <p>Freeze dance</p> <p>Forest school</p> <p>50 things: run a mile</p>	<p>Name cards</p> <p>Letter formation wipeable boards</p> <p>Writing – role play</p> <p>Farm animal sounds</p> <p>Initial sounds games e.g I spy</p>	<p>Top Marks</p> <p>Small world farm</p> <p>Hickety Pickety my red hen</p> <p>Easter egg patterns</p>	<p>Life cycle of a hen</p> <p>Winter hunt – Looking for signs of Winter and Spring Spring</p> <p>Mini beast hunt</p> <p>Happy New Year, Chinese new year Celebrations RE</p> <p>Internet safety day</p> <p>Careers week Role play – fire/ police station</p> <p>Mother’s day</p> <p>Easter. Making an Easter garden, planting seeds.</p>	<p>Jimmy Rotherham singing</p> <p>Making a farm house, animals.</p> <p>Making dough Experiment</p> <p>Drawing a snowman</p>

## Reception

Theme	Focused Text	Communication and Language	Personal, Social and Emotional	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design
<p><b>Amazing Nature</b></p>   <p><b>Ready, Steady, Cook!</b></p> 	<p><b>Cycle A</b></p> <p>To use new vocabulary in different contexts</p> <p>To ask questions to find out more and to check they understand what has been said to them</p> <p>To listen to and talk about stories to build familiarity and understanding</p> <p><b>Cycle B</b></p>	<p>Identify and moderate their own feelings</p> <p>Manage their own needs</p>	<p>Confidently and safely use a range of small and large apparatus indoors and outside, alone and in a group</p> <p>Know and talk about different factors that support their overall health and well being: healthy eating, regular physical activity</p>	<p>Blend sounds into words so that they can read short words made up of known letter sounds correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Read simple phrases and sentence made up of words with known letter-sound correspondences</p>	<p>Maths no problem units:</p> <ul style="list-style-type: none"> <li>• 2D shapes</li> <li>• Positional language</li> <li>• Counting and ordering</li> <li>• Addition</li> <li>• Comparing and ordering</li> <li>• Capacity</li> <li>• Patterns</li> <li>• Measuring length and height</li> <li>• 3D shapes</li> </ul>	<p>Compare and contrast characters from stories, including figures from the past</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	

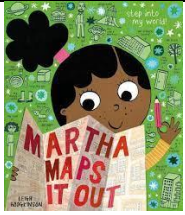


					and, where necessary, a few exception words			
<b>Supporting texts</b>			 			    		
<b>Key Activities</b>	Cylce A	<p>Retelling the Enormous turnip</p> <p>Fruit and veg shop – role play area</p> <p>Soil in sand tray</p>	<p>Feelings</p> <p>Self – control and resolving their own conflicts</p> <p>Taking care of living things</p>	<p>Sampling all the food the Hungry Caterpillar eats</p> <p>Sorting healthy/unhealthy food</p>	<p>Write labels for the food</p> <p>Writing a shopping list</p> <p>Write captions</p>	<p>Fruit and vegetable shop – money</p> <p>Top marks activites</p> <p>Butterfly symmetry</p>	<p>Cleaning pennies experiement</p> <p>Chinese new year Pancake Tuesday</p> <p>Valentines day</p> <p>Dunking biscuits experiment</p>	<p>Observational drawing of turnips</p> <p>Colour mixing</p> <p>Making vegetable soup</p>

		50 things: Learn playground games			Easter card inserts		Internet safety day Careers week Paper aeroplane test Mother's day Life cycle of a butterfly Easter	Vegetable printing Making fruit kebabs Coffee filter butterflies Symmetrical patterns Making easter nests
	Cycle B	Oral story telling Role play little red hen Masks for characters 50 things: Learn playground games	Feelings Self – control and resolving their own conflicts Taking care of living things	Travelling around like the animals Scarves for windmill blades	Write vocab Write captions Rhyming words Sentence writing relating to the picture e.g. hen Easter card inserts	Top marks activites Challenges linked to last weeks concept Easter egg symmerty	Cleaning pennies experiement Chinese new year Dunking biscuits experiment Internet safety day Careers week Paper aeroplane test Mother's day Life cycle of a hen	Polar bear cupcakes Making bread Make windmills Making Easter nests



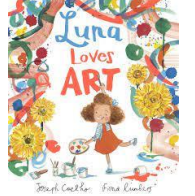
		<p>their play for example: Let's go on a bus... you sit there ... I'll be the driver ...</p>		<p>activity and tooth brushing</p>		<p>Extend and create ABAB patterns</p> <p>Notice and correct an error in a repeating pattern</p> <p>Select shapes appropriately (flat surfaces for building, a triangular prism for a roof etc)</p> <p>Combine shapes to make new ones; an arch, a bigger triangle etc</p>		<p>improvise one they know</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Use drawing to represent ideas like movement or loud noises</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses etc</p>
<p>Supporting texts</p>								

							 	
<b>Key Activities</b>	Cycle A	Vet role play Zoo small world  Traditional tales  Pirates role play  Beach, ice cream shop	End of year performance for parents	Snack time – using a knife to butter and cut their toast. Health eating activity  Forest school	Begin ELS	Pirates map  Top Marks – repeating patterns	Fathers Day  Eid  Summer	Making zoo animals.
	Cycle B	Role play –Travel agents  Stage role play area  Nursery Rhyme shop role play  Traditional tales  Pirates role lay  Beach, ice cream shop	Nursery recital for parents  Super hero costumes linked to super strengths PSHE	Snack time – using a knife to butter and cut their toast. Health eating activity  Team work – My Happy Mind  Forest school	Begin ELS	Pirates map  Top Marks – repeating patterns	Forest school - forces and tools.  Travel agents role play  Fathers Day  Eid  Summer	Collaborating to make a Humpty Dumpty for the display.



				<p>refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Know and talk about the different factors that support their overall health and wellbeing: tooth-brushing and being a safe pedestrian</p> <p>Further develop the skills they need to manage the school day successfully; lining up and queuing,</p>				
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				personal hygiene, meal times				
Supporting texts		 					   	
Key activities	Cycle A	<p>Role play farm/zoo</p> <p>Retell Old MacDonald using props and masks</p> <p>Retell Dear Zoo Using props and masks</p> <p>50 things: Post a letter</p>	End of year performance	<p>To move around like animals</p> <p>Team work – my happy minds</p>	Fiction and non fiction books about farm and zoo animals	Complete rainbow challenges	<p>Season changes – Spring</p> <p>Father's day</p> <p>Eid</p> <p>Rocket Racers experiment</p> <p>Seasonal changes – Summer</p> <p>Baby animals</p>	<p>Animal masks</p> <p>Animals from dough</p> <p>Colour wash</p> <p>Cutting skills</p> <p>Egg and cress sandwiches</p> <p>Woolly sheep with cotton wool and twigs</p>

							Refugee week Paper aeroplane test 50 things: Visit the library	
	Cycle B	Share stories with a friend  To perform a nursery rhyme for the parents  Nursery rhymes  50 things: Post a letter	End of year performance  Sing rhymes with a friend	Act out nursery rhymes using physical actions  Team work – my happy minds	Write an invitation for the recital  Innovate a nursery rhyme	Complete rainbow challenges	Father's day  Eid  Post the invitation in the post box and discuss the process of it getting to their house  Learn your address  Seasonal changes – Summer  Refugee week  Paper areoplane test  Rocket Racers experiment  50 things: Visit the library	Mary Mary collage  Representations of living things  Make little bo peeps sheep  Make currant buns