

William Reynolds Primary School Curriculum Framework Overview Reception 2020-21

School Global theme	HEALTHY MIND, HEALTHY BODY (Active Life) 8 weeks/7 weeks		INNOVATION AND INVENTIONS (Technology) 6 weeks/6 weeks		PRESERVING PLANET EARTH (Sustainability) 6 weeks/7 weeks	
Secrets of Success	Try New Things Push Yourself		Imagine Improve Concentrate		Understanding Others Don't Give Up Work Hard	
Significant Person	Captain Webb		Thomas Telford / Thomas Parker William Reynolds		Scott Adams (Exotic Zoo)	
Locality Study	Theatre Visit		Visit from Fire Service and Police Service			
National & whole school events	International day of democracy 15 th Sept Black History Month (October)	Anti-bullying wk. 16 th - 20 th Nov Children in Need - 13 th Nov National School Meals Week 12 - 16 th Nov Remembrance Day - 11 th Nov	National Handwriting day 23 rd Jan Preparing for 500 words Internet Safety Day - 11 th February	World Book day 4 th March World Maths day 4 th March Comic Relief 12 th March	World Earth Day 22 nd April St Georges Day 23 rd April Shakespeare Day 23 rd April Mental Health Awareness Week 13 th -20 th May	Sports Week Arts Week
Theme	Jolly Postman - Traditional Stories		Percy The Park Keeper - People Who Help Us		Seaside	
Subject area	AUTUMN TERM 1 st Half (8wks)	AUTUMN TERM 2 nd Half (7wks)	SPRING TERM 1 st Half (6wks)	SPRING TERM 2 nd Half (6wks)	SUMMER TERM 1 st Half (6wks)	SUMMER TERM 2 nd Half (7wks)
PSED	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> Engage in child led play with adults observing, supporting and modelling their interaction with others Discuss in talk partners Work independently with the knowledge that an adult will support them if needed Respond to visual prompts and reminders to support their understanding of the rules SOS Try new things and Imagination <p>Focus Teach: Expect Respect - We are all born free</p> <p>EY Outcomes Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>		<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> Discuss in talk partners Speak in small groups and to the class Make choices, collaborate and co-operate in their learning SOS Understand Others, Work Hard, Don't Give Up <p>Focus Teach: It's okay to be different - Gender Stereotype</p> <p>EY Outcomes Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>		<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> Independently with peers in pairs or small groups to complete a task Speak in small groups and to the class Evaluate their work (Plan-do-Review) SOS Concentrate, Push Yourself and Improve <p>Focus Teach: Stories about growing up</p> <p>EY Outcomes Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. Managing Self Be confident to try new activities and show independence, resilience and 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>Self-Regulation</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>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>Self-Regulation</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>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>Self-Regulation</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>
CL	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Listen to, join in and talk about stories • Respond appropriately to how and why questions linked to talk time, plan-do-review, stories • Engage in story-telling through small-world and role play activities with their peers <p>Focus Teach: Drama, Shared and Guided Reading</p> <p>EY Outcomes Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Interact with peers in child-led and collaborative learning • Take part in small group and whole class learning • Follow increasingly more complex instructions and work independently • Talk in a range of contexts and for a range of purposes <p>Focus Teach: Drama, Guided and Independent Reading</p> <p>EY Outcomes Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Follow a class story or have stories told to them • Follow increasingly more complex instructions and work independently <p>Focus Teach: Singing Assembly Guided and Independent Reading,</p> <p>EY Outcomes Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and</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.	future tenses and making use of conjunctions, with modelling and support from their teacher.
Literacy	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> Apply phonic knowledge (ph2 and 3) to reading and writing in a range of contexts Read and write common words Read books independently Read around the environment to support their learning Write for a purpose - plan-do-review <p>Focus Teach: Guided Reading and Guided Writing The Jolly Postman - names on envelopes and parcels, read instructions, label a house Goldilocks and the Three Bears - Draw and label the story characters. Write a shopping list. Read porridge recipe. Hansel and Gretel - Write a rhyming spell, map of woods label Little Red Riding Hood - Get well cards, Jack and the Beanstalk - instructions to plant a bean Magic Bean - it will be a Cinderella - Caption story pictures Christmas Week - cards, labels, lists (link to Christmas)</p> <p>Letters and Sounds Teach and apply Phase 2 and 3</p> <p>EY Outcomes Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge. Read some common exception words. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories.</p> <p>Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> Apply phonic knowledge (ph3 and 4) to reading and writing in a range of contexts Read and write common words Read books independently Read around the environment to support their learning Write for a purpose <p>Focus Teach: Guided Reading and Guided Writing One Snowy Night - write about the animals that came to visit. Describe what the animals look like. The Fireman - label a picture of a fire engine. Write what a fireman's job is. The Policeman - label a picture of a police car Write what a policeman's job is. The Paramedic - label a picture of an ambulance. Write what a paramedic's job is After the Storm - Label the picture - Retell the story The Rescue Party - Label the picture - Retell the story Owl Takes Charge - Label the picture - Retell the story Easter Week</p> <p>Letters and Sounds Teach and apply Phase 2 and 3 and 4</p> <p>EY Outcomes Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge. Read some common exception words. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories.</p> <p>Writing Write recognisable letters, most of which are correctly formed.</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> Apply phonic knowledge (Ph4 and 5) to reading and writing in a range of contexts Read and write common words Read books independently Read around the environment to support their learning Write for a purpose <p>Focus Teach Guided Reading and Guided Writing The Train Ride -recount of the train ride. Describe the setting seaside Lucy and Tom at the Seaside - recount, list of things to take to the beach. One World - retell the story Fantastic Fish - Describe the fish The Rainbow Fish - retell the story A hole at the bottom of the sea - retell the story Arts Week</p> <p>Letters and Sounds Teach and apply Phase 3 and 4 and 5</p> <p>EY Outcomes Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge. Read some common exception words. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories.</p> <p>Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>

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Quality Texts	<p>The Jolly Postman Goldilocks and the Three Bears Hansel & Gretel Little Red Riding Hood Jack and the Beanstalk Cinderella</p>	<p>One Snowy Night The Fireman (Non-Fiction) The Policeman (Non-Fiction) The Doctor (Non-Fiction) After the Storm The Rescue Party Owl takes Charge</p>	<p>The Train Ride Lucy and Tom at the Seaside One World Fantastic Fish The Rainbow Fish A hole at the bottom of the sea</p>
Role Play	<p>Jack and the Beanstalk - Base 1 Cinderella - Base 2 Goldilocks and The Three Bears - Nursery</p> <p>Bear footprints on the floor Cottage in the woods Dark den Signposts Paths Sticks and den building. Hide in the forest Mud kitchen Car</p>	<p>Twitcher's Hut - Base 1/Base 2 Percy's Hut - Nursery</p> <p>Woodland Animal Footprints (badger, rabbit, fox, mouse) Woodyard/builders' yard Garage/workshop to fix vehicles Role play - emergency services Mud kitchen Car</p>	<p>Yellow Submarine (Under the Sea) - Base 1/Base 2 Travel Agency - Nursery</p> <p>Ticket office Train Seaside equipment- picnic, swimming costumes, towels, bucket and spade, rubber ring etc. Mud kitchen Car</p>
PD	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Write their first name • Access fine motor activities • Access creative activities • Use a range of tools in different contexts • Demonstrate how to use tools and equipment safely <p>Focus Teach: Forest School, Handwriting, Design and make - envelopes and cards and Porridge</p> <p>EY Outcomes</p> <p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Write both their names • Access fine motor activities • Access creative activities • Use a range of tools in different contexts • Demonstrate how to use tools and equipment safely <p>Focus Teach: Forest School, PE - apparatus Handwriting, Guided Writing, Design and Make - vehicles, Fruit Kebabs</p> <p>EY Outcomes</p> <p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Write both their names • Access fine motor activities • Access creative activities • Use a range of tools in different contexts • Demonstrate how to use tools and equipment safely <p>Focus Teach: PE, Handwriting, Guided Writing</p> <p>EY Outcomes</p> <p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p>

		Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.
Maths	N	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> Recite numbers to 10 Count forwards and backwards from 0-10 Say one more or one less Count sandwich group Use numbers in their play Access books about numbers and counting <p>Focus Teach: Number and Place Value.</p> <p>EY Outcomes Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> Recite numbers to 20 Count in 2's, 5's, 10's Count forwards and backwards from 0-20 Count sandwich group Use numbers in their play Access books about numbers and counting <p>Focus Teach: Number and Place Value, Addition and Subtraction.</p> <p>EY Outcomes Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> Recite numbers to 20 Count forwards and backwards from random numbers between 0-20 Count in 2's, 5's, 10's Count sandwich group Use numbers in their play Access books about numbers and counting <p>Focus Teach: Number and Place Value, Addition and Subtraction, doubling, halving and sharing.</p> <p>EY Outcomes Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
	NP	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> Use shapes as part of their play - junk modelling Books about shape, space and measure Explore 2d and 3d shapes to make patterns and models Use measures in everyday contexts as part of their play <p>Focus Teach: Recognise number patterns, recognise and write numbers 1-10.</p> <p>EY Outcomes Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> Small world play comparing quantities Number mats 1-20 Number rhymes Role play - compare quantities <p>Focus Teach: Recognise number patterns, recognise and write numbers 1-20.</p> <p>EY Outcomes Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> Weighing scales and beanbags Ducks and number baskets comparing quantities Write chalk numbers on floor 1-20 Sort number mats 1-20 into odds and evens <p>Focus Teach: Recognise number patterns, recognise and write numbers 1-20.</p> <p>EY Outcomes Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

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UW	P, C & C	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Talk partners • Plan, do, review in key person groups • Talk about activities they have done with their family or are going to do in the future • Answer register in different language • Access books that reflect different communities and celebrations <p>Focus Teach: Draw a picture of your family and talk about who lives in your family. Discuss what breakfast child have. Who has the same? Who has different? Compare maps of Telford and Woodside. Draw a map of the Early Years outside area. Look at the differences between Woodside and the desert. We will celebrate: Birthdays Christmas Diwali</p> <p>EY Outcomes People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Talk partners • Plan, do, review in key person groups • Talk about activities they have done with their family or are going to do in the future • Answer register in different language • Access books that reflect different communities and celebrations <p>Focus Teach: Visit from Fire and Police Service What job does a fireman do? What job does a paramedic do? What job does a policeman do? Visits from policeman, fireman and paramedic. What jobs do people in your family do? Describe their own environment - home, school and Telford. Look at different religious and cultural communities in this country. We will celebrate: Birthdays Mother's Day Pancake Day Easter</p> <p>EY Outcomes People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Talk partners • Plan, do, review in key person groups • Talk about activities they have done with their family or are going to do in the future • Answer register in different language • Access books that reflect different communities and celebrations <p>Focus Teach: Pictures that look at the seaside in the past and the present - similarities and differences. Look at the map of the UK and discuss different seaside locations. Look at different religious and cultural communities in this country. Look at the differences between Great Britain and the desert. We will celebrate: Birthdays Father's Day</p> <p>EY Outcomes People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>
	TNW	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Daily weather chart • Talk partner-talk about what they have found out • Plan, do, review in key person groups • Outdoor play in Early Years outside area • Engage in small-world and role play linked to roads 	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Daily weather chart-talk about yesterday's weather • Talk partner-talk about what they have found out • Plan, do, review in key person groups • Outdoor play in Early Years outside area • Engage in small-world and role play linked to emergency services <p>Focus Teach:</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Daily weather chart-predict tomorrow's weather • Talk partner-talk about what they have found out • Plan, do, review in key person groups • Outdoor play in Early Years outside area • Engage in small-world and role play linked to farms and the seaside

	<p>Focus Teach: Forest school Signs of Autumn Go on an autumn walk around the environment and talk about/make observations of autumn (seasons) and explain why some things occur. Prepare the garden for planting spring bulbs. To know what plants, need to grow. Talk about life cycles. Talk about animals that hibernate in this country and why they hibernate? Walk to the apple trees and discuss the life cycle of an apple tree.</p> <p>EY Outcomes The Natural World Explore the natural world around them, making observations. Explore the natural world around them, drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Focus Scientist: Rachel Carson was a great Botanist and Zoologist</p>	<p>Forest school Signs of Spring. Celebrate Easter and pancake day. Compare clothes for weather - explore waterproof materials what would be good to wear in the rain? Talk about seasonal changes, animals and different environments. Observational drawings of nature and plants growing outside. Exploring ice and discussing what happens to the ice as they explore it.</p> <p>EY Outcomes The Natural World Explore the natural world around them, making observations. Explore the natural world around them, drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Focus Scientist: Archimedes discovered the answer to why things float or sink.</p>	<p>Focus Teach: Plant and grow - grow beans and discuss the changes in them. Planting seeds -what do seeds need to grow? What happens if they are not looked after? Talk about their own environment (Woodside) and compare this with the seaside. Experiment with scientific concept floating and sinking- what things float? Observational drawings of nature and plants growing outside.</p> <p>End of year celebrations.</p> <p>EY Outcomes The Natural World Explore the natural world around them, making observations. Explore the natural world around them, drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Focus Scientist: Sir Joseph Banks was a Botanist (plant scientist). He travelled with Captain James Cook on his first expedition he collected lots of different species of plants.</p>
PP	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Talk partners • Plan, do, review in key person groups • Access books that that reflect different jobs people can have • Listen to stories about the past. <p>Focus Teach: Discuss events that happened before they were born and put them in chronological order.</p> <p>EY Outcomes Past and Present</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Talk partners • Plan, do, review in key person groups • Access books that that reflect different jobs people can have • Listen to stories about the past. <p>Focus Teach: Compare everyday objects from the past to the present.</p> <p>EY Outcomes Past and Present</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Talk partners • Plan, do, review in key person groups • Access books that that reflect different jobs people can have • Listen to stories about the past. <p>Focus Teach: Discuss the seaside now and in the past. Order seaside pictures of past and present.</p> <p>EY Outcomes Past and Present</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>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>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>
EAD	CM	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Use tools and materials • Practise using tools and techniques • Create line drawings using a range of media • Choose and use paper, fabric and other collage materials to create representations • Practise using tools and techniques • Use construction kits and blocks to make models <p>Focus Teach: Draw a picture of their house linked to the focus artist. Colour mixing – creating a colour to paint Cinderella's dress or the Prince's outfit. Make envelope puppets of the characters from a fairy tale. Make a fairy tale character with a moving part using learnt joining techniques. Design and make props and pictures to go into the class role play.</p> <p>Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Make a character from a fairy tale using different joining techniques so that it moves. Draw, paint and decorate with a range of mediums a picture of an owl. Make a 3D clay model of a hedgehog. Make a diva lamp and explore creating pattern using tools and jewels – clay.</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Use tools and materials • Practise using tools and techniques • Create line drawings using a range of media • Choose and use paper, fabric and other collage materials to create representations • Practise using tools and techniques • Use construction kits and blocks to make models <p>Focus Teach: Snow pictures – make snow pictures on black paper using cotton buds. Using 2Simple paint programme make a pop art poster inspired by Andy Warhol. Make a kite for Percy to fly on a windy day Design and make a fruit kebab linked to the story Owl Takes Charge. Design and make props and pictures to go into the class role play.</p> <p>Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Focus Artist: Warhol superhero print</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Use tools and materials • Practise using tools and techniques • Create line drawings using a range of media • Choose and use paper, fabric and other collage materials to create representations • Practise using tools and techniques • Use construction kits and blocks to make models <p>Focus Teach: Explore with paint, texture and drawings to recreate pictures of the seaside inspired by Claude Monet. Make a mask or prop linked to Tom and Lucy at the seaside to use in role play. Design and make props and pictures to go into the class role play.</p> <p>Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Focus Artist: Monet seascape</p>

		Focus Artist: Paul Horton - houses		
	BIE	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> Engage in small-world and role play with peers in a range of contexts Sing Access indoor and outdoor music area to listen to music, play musical instruments and experiment with sounds Access outside role play opportunities -mud kitchen, den, car and construction. <p>Focus Teach: Use classroom role play area. Retell the story of Goldilocks and The Three Bears in their words - masks, costumes. Explore musical instruments and learn how to play them. Use a cane tapper to explore the sounds the different objects make in the tapping tunnel. Learn songs related to theme. Listen to music making a dance to perform to others. Provide a range of props and materials to engage in imaginative role play.</p> <p>Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> Engage in small-world and role play with peers in a range of contexts Sing Access indoor and outdoor music area to listen to music, play musical instruments and experiment with sounds Access outside role play opportunities -mud kitchen, den, car and construction. <p>Focus Teach: Use classroom role play area. Use small world animals to retell the story of The Rescue Party using their own thoughts and ideas. Listen to storm music and create a dance to represent sounds and moods of the weather. Learn songs related to theme. Retell the story of Percy the Parkkeeper in their words - masks, costumes.</p> <p>Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> Engage in small-world and role play with peers in a range of contexts Listen to, move and create music. Sing Access indoor and outdoor music area to listen to music, play musical instruments and experiment with sounds Access outside role play opportunities -mud kitchen, den, car and construction. <p>Focus Teach: Use classroom role play area. Using small world props/animals retell the story 'The Train Ride' in their own words. In small groups act out the story 'Lucy and Tom at the Seaside'. Learn songs related to theme. To listen to sea/ocean music and create their own piece of music. Children to verbally make and story and then act it out through role play.</p> <p>Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
Healthy Lifestyles		<i>Fire Drill, PE & Healthy Eating, E-Safety, Forest School</i>	<i>E safety, PE & Healthy Eating, Fire Drill, Forest School</i>	<i>Road Safety, E-Safety, PE & Healthy Eating, Fire Drill, Sports Day, Recycling.</i>
Learning in the community		<i>Theatre Visit. Parent Partnership - Lets Read Together Morning. Learning journals comments.</i>	<i>Visit from Fire Service and Police Service. Parent Partnership - Lets Read Together Morning. Learning journals comments</i>	<i>Arts Week. Parent Partnership - Lets Read Together Morning. Learning journals comments.</i>