

William Reynolds Primary School Curriculum Framework Overview - Reception 2017/18

School Global theme	TELLING TALES (Stories) 7 weeks/7 weeks		REACH FOR THE STARS (Aspirations) 7 weeks/5 weeks		WONDERFUL WORLD (Caring for the Environment) 6 weeks/7 weeks	
National & whole school events	International day of democracy 15 th Sept Black History Month (October)	Anti-bullying wk. 13 - 17 th Nov Children in Need - 17 th Nov National School Meals Week 13 - 17 th Nov	National Handwriting day 23 rd Jan Preparing for 500 words	National & whole school events	International day of democracy 15 th Sept Black History Month (October)	Anti-bullying wk. 13 - 17 th Nov Children in Need - 17 th Nov National School Meals Week 13 - 17 th Nov
	Autumn Walk In the Woods		Dragon Tales		Balloon For Grandad	
	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	AUTUMN TERM 1 st Half (7wks)	AUTUMN TERM 2 nd Half (7wks)	SPRING TERM 1 st Half (7wks)	SPRING TERM 2 nd Half (5wks)	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</p> <p>MR Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p> <p>SC Children are confident to try new activities, and say why they like some activities more than others. They say when they do or don't need help.</p> <p>FB They adjust their behaviour to different situations, and take changes of routine in their stride. They work as part of a group or class, and understand and follow the rules.</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</p> <p>MR They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>SC 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.</p> <p>FB 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.</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</p> <p>MR Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.</p> <p>SC Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they don't find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat it.</p> <p>FB Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.</p>	

CLL

Daily opportunities for children to :

- 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

Focus Teach : Drama, Shared and Guided Reading

EY Outcomes

LA They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

U They answer 'how' and 'why' questions about their experiences and in response to stories or events.

S They develop their own narratives and explanations by connecting ideas or events.

Daily opportunities for children to :

- 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

Focus Teach : Drama, Guided and Independent Reading

EY Outcomes

LA They give their attention to what others say and respond appropriately, while engaged in another activity. Children listen attentively in a range of situations.

U Children follow instructions involving several ideas or actions.

S They use past, present and future forms accurately when talking about events that have happened or are about to happen in the future.

Children express themselves effectively, showing awareness of listeners' needs.

Daily opportunities for children to :

- Follow a class story or have stories told to them
- Follow increasingly more complex instructions and work independently
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Focus Teach : Singing Assembly Guided and Independent Reading,

EY Outcomes

LA Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without props and can listen in a larger group, for example at assembly.

U After listening to stories children can express views about events or characters in the story and answer questions about why things happened,

They can carry out instructions which contain several parts in a sequence.

S Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas.

They use a range of vocabulary in imaginative ways to add information, express ideas, or to explain or justify actions or events.

LIT

Daily opportunities for children to :

- 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

Focus Teach : Guided Reading and Guided Writing

Where's my teddy? - draw teddy and label teddies parts, sequence pictures from the story.

In the Dark Dark wood - draw a map and label it, write a list of what the little girl sees in the wood.

Rama and Sita (digital dvd) - role the story, retell the story

Meg and Mog-Owl's Birthday (digital) - write a birthday card, write a rhyming spell.

Owl Babies - retell the story, role play the story (freeze frame) as a group.

Owls (non fiction) - draw a picture of an owl and label the parts, label the setting the owl lives in.

CHRISTMAS WEEK - cards, labels, lists (linked to Christmas)

EY Outcomes

R - Children read and understand simple sentences. They demonstrate understanding when talking with others about what they have read.

R/W - letters and sounds Teach Phase 3 and 4, apply Ph2 and 3

They use phonic knowledge to decode regular words and read them aloud accurately.

They also read some common irregular words

They use phonic knowledge to segment regular words and write them.

They also write some common irregular words.

W - Write labels, lists captions and sentences. Some sentences start with different pronouns

They write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

Daily opportunities for children to :

- 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

Focus Teach : Guided Reading and Guided Writing

The Littlest Dragon - write about the dragon that came to visit, describe what the dragon looks like.

George and the dragon - label a picture of the dragon, label the picture of the mouse.

Room on a broom - describe the dragon, make a list of all of the witch collected

Dragon Dance - label the dragon, make a list of what they eat at the restaurant.

There's no such thing as a dragon - label the picture of the house, retell the story.

Dragon Stew - label the picture of the bear, label the picture of the shark.

EASTER WEEK

EY Outcomes

R - Children read and understand simple sentences. They demonstrate understanding when talking with others about what they have read.

R/W - letters and sounds Teach Phase 4 and 5, apply Ph 3 and 4

They use phonic knowledge to decode regular words and read them aloud accurately.

They also read some common irregular words

They use phonic knowledge to segment regular words and write them.

They also write some common irregular words.

W - Write labels, lists captions and sentences. Some sentences to be extended using and

They write a series of simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

Daily opportunities for children to :

- 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

Focus Teach Guided Reading and Guided Writing

Balloon for Grandad - Predict where the balloon might go next, draw and caption picture (the balloon will go to ...)

Walking through the jungle - label the different parts of the animals, write what the children can see in the jungle.

Jungle animals (non-fiction) - label parts of the animals, describe the animals.

Hungry Caterpillar - write instructions to make fruit salad, make a list of the food the hungry caterpillar eats.

Is that a coconut? YUK - retell the story.

Monkey puzzle - retell the story.

ART WEEK

EY Outcomes

R - They can describe the main events in the simple stories they have read.

They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.

R/W- letters and sounds Teach Phase 5 Apply Ph 4 and 5

Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words.

Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.

W - Children write a series of sentences.

They use key features of narrative in their writing.

<p>Quality texts</p>	<p>Where's my teddy? In the Dark Dark wood Rama and Sita Meg and Mog-Owl's Birthday (digital) Owl Babies Owls (non-fiction)</p>	<p>The Littlest Dragon George and the dragon Room on a broom Dragon Dance There's no such thing as a dragon Dragon Stew</p>	<p>Balloon for Grandad Walking through the jungle Jungle animals (non-fiction) Hungry Caterpillar Is that a coconut? YUK Monkey puzzle</p>
<p>Role play</p>	<p>Home Corner /Tree House - nest with beds and dolls. Areas with different trees - different leaves Soft toys - Woodland creatures Cottage in the woods Dark den Signposts Paths Picnic area with a pond (outside) Sticks and den building. Signposts Bug homes - observational equipment Mud kitchen Hide in the forest Animal visitor Woodland walk</p>	<p>Chinese Restaurant - Dragons Den , Dragon role play, Dragon cave. Dragon footprints, dragon tails Dragon trap Dragon puppets Dragon Boat Chinese Dancer</p>	<p>Explorer camp site music, costumes office environment Ranger/vet Mangrove- in the classroom role plays for animals that live there. Exploring equipment- maps, binoculars, clipboard papers, rucksacks. Booking area to look at brochures and book holidays (till and money) Pop tents- campfire and dens. Explorer equipment Animal plaques Excavations Severn Valley Country Park</p> <p style="text-align: right;">African Animal Safari booking Jungle</p>

PD

Daily opportunities for children to :

- 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

Focus Teach : Forest School, Handwriting, Design and make - envelopes and cards, Porridge

EY Outcomes

Outdoor Play

They move confidently in a range of ways, safely negotiating space.

Handwriting

Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Using Tools

Uses simple tools to effect changes to materials and handle tools, objects, construction and malleable materials safely and with increasing control.

They handle equipment and tools effectively, including pencils for writing.

Health and Self-care

Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

Shows understanding of how to transport and store equipment safely.

Practices some appropriate safety measures without direct supervision.

They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Daily opportunities for children to :

- 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

Focus Teach : Forest School, PE - apparatus Handwriting, Guided Writing Design and Make - vehicles Fruit Kebabs

EY Outcomes

Children show good control and co-ordination in large and small movements.

They handle equipment and tools effectively, including pencils for writing.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Daily opportunities for children to :

- 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

Focus Teach : PE , Handwriting, Guided Writing

EY Outcomes

They hold paper in position and use their preferred hand for writing using a correct pencil grip.

They are beginning to be able to write on lines and control letter size.

They can dress and undress independently, successfully managing fastening buttons or laces.

MATHS	N	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Recite numbers to 20 • Count forwards and backwards • 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</p> <ul style="list-style-type: none"> • Instantly recognise without counting organised and random arrangements of small numbers of objects • Estimates how many objects they can see and checks by counting them. (up to 10) • Recognises numerals 1 to 20 • Selects the correct numeral to represent 1 to 20 objects. • Order numbers sequentially across the 10 boundary • Children count reliably with numbers from one to 20, • Count forwards and backwards within the number sequence to 20 • Counts reliably up to twenty objects including those that cannot be moved • Using quantities and objects, they add and subtract two single-digit numbers across the 10 boundary • Count on to find the answer across the 10 boundary • Count back to find the answer across the 10 boundary • They solve problems of sharing (within 10) 	<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 random numbers • Count sandwich group • Use numbers in their play • Access books about numbers and counting <p>Focus Teach : Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions</p> <p>EY Outcomes</p> <ul style="list-style-type: none"> • Order numbers sequentially 1-20 • Say which number is one more or one less than a given number up to 20 • Estimates how many objects they can see and checks by counting them. (up to 20) • Count forwards in 2's • Count forwards in 5's • Count forwards in 10's • Using quantities and objects, they add and subtract two single-digit numbers to 20 • Count on to find the answer to 20 • Count back to find the answer within 20 • They recognise and continue patterns linked to number. • They solve problems, including doubling, and halving (within 10) 	<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 • Say one more or one less • Count forwards and backwards • Count sandwich group • Use numbers in their play • Access books about numbers and counting <p>Focus Teach : Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions</p> <p>EY Outcomes</p> <ul style="list-style-type: none"> • Children estimate a number of objects and check quantities by counting up to 20. • They solve practical problems that involve combining groups of 2, 5, or 10, or sharing into equal groups. • Recite numbers beyond 20 • Reason with numbers to 20 • Order non-sequential numbers within 1-20 range • They can add a single digit number to a two digit number (up to 20) • Begin to find out how many have been removed from a larger group of objects by counting up from a number • Identify and explain simple patterns in the number sequence. • They record using their own and given methods and explain their reasoning.

	SSM	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Use shapes as part of their play e.g. printing, junk modelling • Access books about shape, space and measure • Access 2d and 3d shapes to make patterns and models • Use measures in everyday contexts as part of their play <p>Focus Teach : Measurement length, Geometry , Measurement Weight, Patterns</p> <p>EY Outcomes</p> <ul style="list-style-type: none"> • They recognise, create and describe patterns. • <i>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i> • Children use everyday language to compare quantities and objects and to solve problems (length, height, weight, capacity) 	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Use shapes as part of their play e.g. printing, junk modelling • Access books about shape, space and measure • Access 2d and 3d shapes to make patterns and models • Use measures in everyday contexts as part of their play <p>Focus Teach : Measurement height, Geometry , Measurement Capacity, Patterns</p> <p>EY Outcomes</p> <p><i>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i></p> <p>Children use everyday language to compare quantities and objects and to solve problems (time and money)</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Use shapes as part of their play e.g. printing, junk modelling • Access books about shape, space and measure • Access 2d and 3d shapes to make patterns and models • Use measures in everyday contexts as part of their play <p>Focus Teach : Measurement, Geometry , Measurement, Patterns</p> <p>EY Outcomes</p> <ul style="list-style-type: none"> • Children estimate, measure, weigh and compare and order objects and talk about properties, position and time. • <i>They solve problems relating to pattern</i> • <i>They describe the characteristics of everyday objects and shapes using mathematical language</i> • Children work with measures in real life contexts to solve practical problems relating to <ul style="list-style-type: none"> • Position, distance, length and height • Weight • Capacity • Money • Time • They record problems using their own and given methods and explain their reasoning
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UW	P & 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? Celebrations :- Birthdays, Christmas, Davila</p> <p>EY Outcomes Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</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 the Chinese dancer Talk about what people eat for chinese new year and compare this to what they eat. Discuss similarities and differences. Draw picture of an activity they took part with their family (special people)-adult scribe. Talk about activities they like and activities they dislike.</p> <p>EY Outcomes Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</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 to Severn Valley Park Draw picture of an activity they took part with their family (special people)-adult scribe. Talk about activities they like and activities they dislike. Learn about families that live in the jungle areas and their customs and traditions. Talk about how it is similar and different to us. We will celebrate: Birthdays Father's day</p> <p>EY Outcomes Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</p> <p>They know that other children have different likes and dislikes and that they may be good at different things.</p> <p>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>

W	<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 the woods. <p>Focus Teach: 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 in the local woodlands and compare with the early years outdoor areas - similarities and differences. (They can talk about their own immediate environment and how environments might vary). Animal visitor</p> <p>EY Outcomes Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<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 dragons. <p>Focus Teach: 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. Cooking- exploring with the different ingredients and discussing change, similarities and differences.</p> <p>EY Outcomes Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</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 Woodside and the jungle. <p>Focus Teach: Animals - similarities and differences between jungle animals and animals in Woodside. Fruit - similarities and differences between fruit, about change and why things occur e.g. rotten fruit. Plant and grow - grow beans and discuss the changes in them/ leafy like a jungle- Children know that the environment and living things are influenced by human activity. (garden) Talk about their own environment (Woodside) and compare this with the jungle. Experiment with scientific concept floating and sinking- what things float? Talk about what human pollution will do to the animals that live in the mangrove. End of year celebrations.</p> <p>EY Outcomes Children know that the environment and living things are influenced by human activity.</p> <p>They can describe some actions which people in their own community do that help to maintain the area they live in.</p> <p>They know the properties of some materials and can suggest some of the purposes they are used for.</p> <p>They are familiar with basic scientific concepts such as floating, sinking and experimentation.</p>
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T	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Computers - play phonics • Computers - guided reading-bug club • Story cd's - phonics • Computers - pelican crossing, Clicker 5 • Role play-telephone, till, calculator • Computer programmes- 2simple city, 2 simple draw a picture <p>Focus Teach: Use technology to cook porridge for the little girl's breakfast. Light and dark - to operate a torch in the tent. Use 2simple programme to draw a picture of a character from Meg and Mog. Use KidRex search engine to find out about animals that hibernate in the UK. Use i-Pad to take pictures outside in Forest school and when they build a model. Programme bee bots to move around the story Owl Babies. CD for children to listen and join in with songs and stories of the woods. Internet safety - You think, you know website - using masks.</p> <p>EY Outcomes Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Computers - play phonics • Computers - guided reading-bug club • Story cd's - phonics • Computers - pelican crossing, Clicker 5 • Role play-telephone, till, calculator • Computer programmes- 2simple city, 2 simple draw a picture <p>Focus Teach: Watching different Chinese food being cooked on dvd. Record and replay videos of dragon dance. 2 simple to draw a picture of a dragon. Use KidRex to find out about dragons/chinese new year. To use microphones. 2simple 2 go-programme the vehicle around the map to reach a destination. CD for children to listen and join in with songs and stories of the dragons. Internet safety - You think, you know website - using masks.</p> <p>EY Outcomes Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>	<p>Daily opportunities for children to:</p> <ul style="list-style-type: none"> • Computers - play phonics • Computers - guided reading-bug club • Story cd's - phonics • Computers - pelican crossing, Clicker 5 • Role play-telephone, till, calculator • Computer programmes- 2simple city, 2 simple draw a picture <p>Focus Teach: programme bee bots to move around 'Is that a coconut - Yuk!' story map. KidRex research jungle animals/wildlife. 2 simple paint a picture- jungle animal. Use microphones to record an important event in life-class trip. 2 simple build-build a train. Use i-pad to take photo of fruit kebab. CD for children to listen and join in with songs and stories of the jungle. Listening to jungle animals in the wild. Internet safety - You think, you know website - using masks.</p> <p>EY Outcomes They select appropriate applications that support an identified need - for example in deciding how best to make a record of a special event in their lives, such as journey on a steam train.</p> <p>Children find out about and use a range of everyday technology.</p>
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EAD	Music	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Sing • Access indoor and outdoor music area to listen to music, play musical instruments and experiment with sounds <p>Focus Teach : In the Dark Dark Wood, CD for children to listen and join in with songs and stories of the woods and the sounds the trees make. Listen to Indian Cultural music and dance with the scarves. Follow the composition to make music. Elastic band instruments. Sing songs linked to theme.</p> <p>EY Outcomes Children sing songs and experiment with ways of changing them.</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Sing • Access indoor and outdoor music area to listen to music, play musical instruments and experiment with sounds <p>Focus Teach : Make musical instruments. Listen to chinese music and explore playing their instruments along to the music. Learn songs related to theme. Weather Sounds - explore making different representations of the weather - body percussion, percussion instruments, using found materials/environment. Follow the composition to make music. Chinese dance taught by visitor. Dance to chinese music. Dragon music and movements.</p> <p>EY Outcomes Children make music and experiment with ways of changing it. They represent their own ideas, thoughts and feelings through music, Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Sing • Access indoor and outdoor music area to listen to music, play musical instruments and experiment with sounds <p>Focus Teach : Explore the different sounds of instruments and discuss what sounds you might hear in the jungle. CD for children to listen and join in with songs and stories of the jungle and the sounds the animals make.</p> <p>EY Outcomes Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>
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	<p style="text-align: center;">Art</p> <p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • 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 : Make a Twitcher's Hut and hibernating animals to use in the classroom/role-play. Draw, paint and decorate with a range of mediums a picture of an owl. Make a 3D clay model of a hedgehog. Observational drawing of the trees outside - explore writing tools, pencil, charcoal, crayon) Make a diva lamp and explore creating pattern using tools and jewels - clay.</p> <p>EY Outcomes</p> <ul style="list-style-type: none"> • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • 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 : Winter Pictures - using a range of mediums. Make a dragon boat to use in the classroom/role-play. Mixing colours to create a dragon and his fire. Design and make a dragon hand puppet using different mediums. Paint a picture of the house in the littlest dragon.</p> <p>EY Outcomes</p> <ul style="list-style-type: none"> • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • 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 : Make a mangrove and jungle animals to use in the classroom/role-play. Look at pictures from Severn Valley and do wash landscapes. Children to choose materials to add features. Make a jungle animal - clay, paint, junk modelling, salt dough. Colour Mixing of the animals that live in the jungle. Explore with textures to make fruit salad. Use different medias to make a jungle picture.</p> <p>EY Outcomes</p> <p>Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>
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Design and Make	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Use tools and materials • Practise using tools and techniques • Use construction kits and blocks to make models <p>Focus Teach : Make a picture of 'In the Dark Dark Wood'. Design and make a basket for the little girl in 'the Dark Dark wood'. Design and make masks for Rama & Sita. Design and make a birthday card for Owl. Make a puppet of a character out of Meg & Mog - Owls Birthday.</p> <p>EY Outcomes They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Use tools and materials • Practise using tools and techniques • Use construction kits and blocks to make models <p>Focus Teach : Make chinese envelopes for chinese new year. Create a class dragon for children to use to dance to chinese music. Make own instruments out of junk modelling to join in with chinese celebrations. Make George and the Dragon puppets and use for role play.</p> <p>EY Outcomes They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Daily opportunities for children to :</p> <ul style="list-style-type: none"> • Use tools and materials • Practise using tools and techniques • Use construction kits and blocks to make models <p>Focus Teach : Make paper mache hot air balloons. Junk modelling - make a jungle animal. Construct/design - a tasty fruit salad. Make a pair of binoculars for their role play. To make a net to catch butterflies. Make African drums and play alongside the African music. Use different medias to make a jungle picture.</p> <p>EY Outcomes Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>	
	Dance /Drama/Role play	<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 <p>Focus Teach : Drama linked to stories</p> <p>EY Outcomes See CLL /BI</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 <p>Focus Teach : Dance linked to weather, chinese new year and dragons. Role play linked to Dragons.</p> <p>EY Outcomes Children make dances and experiment with ways of changing them.</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. <p>Focus Teach : Drama linked to stories</p> <p>EY Outcomes Children make decisions about how media and materials can be combined and changed. They can talk about features of their own and other work, recognising the difference between them and the strengths of others.</p>
	BI	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children develop their own ideas through selecting and using materials and working on processes that interest them. Children talk about the ideas and processes which have ed them to make music, designs, images and products.</p>
Healthy lifestyles	Road Safety. Fire Drill, PE & Healthy Eating, E-Safety, Forest School	E safety, PE & Healthy Eating, Fire Drill, Forest School	E-Safety, PE & Healthy Eating, Fire Drill, Sports Day, Recycling.	
Learning in the community	Local walk - woodlands. Visit - Animal Person. Parent Partnership - Lets Read Together Morning. Learning journals comments.	Visit - Chinese Lady. Parent Partnership - Lets Read Together Morning. Learning journals comments	Visit - Severn Valley Country Park. Arts Week. Parent Partnership - Lets Read Together Morning. Learning journals comments.	

