

## William Reynolds Primary School Curriculum Framework Overview - Reception 2018/19

School Global theme	<b>TELLING TALES</b> (stories) 8 weeks/7 weeks		<b>REACH FOR THE STARS</b> (aspirations) 6 weeks/7 weeks		<b>WONDERFUL WORLD</b> (Caring for the environment) 4 weeks/7 weeks		
National & whole school events	International day of democracy 15 <sup>th</sup> Sept Black History Month (October)	Anti-bullying wk. 12 - 16 <sup>th</sup> Nov Children in Need - 16 <sup>th</sup> Nov National School Meals Week 12 - 16 <sup>th</sup> Nov Remembrance Sunday - 11 <sup>th</sup> Nov	National Handwriting day 23 <sup>rd</sup> Jan Preparing for 500 words	National & whole school events		International day of democracy 15 <sup>th</sup> Sept Black History Month (October)	Anti-bullying wk. 12 - 16 <sup>th</sup> Nov Children in Need - 16 <sup>th</sup> Nov National School Meals Week 12 - 16 <sup>th</sup> Nov Remembrance Sunday - 11 <sup>th</sup> Nov
Theme	Once upon a time - Stimulus The Jolly Postman		Percy and his super hero friends (people who help us)		The Train Ride - (farm and seaside)		
	AUTUMN TERM 1 <sup>st</sup> Half	AUTUMN TERM 2 <sup>nd</sup> Half	SPRING TERM 1 <sup>st</sup> Half	SPRING TERM 2 <sup>nd</sup> Half	SUMMER TERM 1 <sup>st</sup> Half	SUMMER TERM 2 <sup>nd</sup> Half	
<b>PSED</b>	<p><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>Engage in child led play with adults observing, supporting and modelling their interaction with others</li> <li>Discuss in talk partners</li> <li>Work independently with the knowledge that an adult will support them if needed</li> <li>Respond to visual prompts and reminders to support their understanding of the rules</li> <li>SOS Try new things and Imagination</li> </ul> <p><b>Focus Teach :</b> It's okay to be different Keep healthy and safe</p> <p><b>EY Outcomes</b></p> <p><b>MR</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p> <p><b>SC</b> 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><b>FB</b> 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><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>Discuss in talk partners</li> <li>Speak in small groups and to the class</li> <li>Make choices, collaborate and co-operate in their learning</li> <li>SOS Understand Others, Work Hard, Don't Give Up</li> </ul> <p><b>Focus Teach :</b> Friends, secrets and people who help us- Expect respect. Circle Time</p> <p><b>EY Outcomes</b></p> <p><b>MR</b> They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>SC</b> 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><b>FB</b> 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><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>Independently with peers in pairs or small groups to complete a task</li> <li>Speak in small groups and to the class</li> <li>Evaluate their work (Plan-do-Review)</li> <li>SOS Concentrate, Push Yourself and Improve</li> </ul> <p><b>Focus Teach :</b> Relationships and Change. Circle Time</p> <p><b>EY Outcomes</b></p> <p><b>MR</b> Children play group games with rules. They understand someone else's point of view can be different from theirs.</p> <p>They resolve minor disagreements through listening to each other to come up with a fair solution.</p> <p>They understand what bullying is and that this is unacceptable behaviour.</p> <p><b>SC</b> 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.</p> <p>They are resourceful in finding support when they need help or information.</p> <p>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><b>FB</b> 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.</p> <p>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

**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

**Goldilocks** – cards, labels, lists (link 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

**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** – Retell the story Instructions – make a house

**The Rescue Party** – Retell the story – Lost Poster that describes rabbit

**Owl Takes Charge** – Retell the story Instructions to make a fruit salad

## 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

**The Train Ride** –recount of the train ride. Describe the setting seaside

**Rosie's Walk** – Story map, recount of Rosie's walk,

**Little Red hen** – Story retell

**Farm Animals** – Facts about animals

**Lucy and Tom at the Seaside** – recount, list of things to take to the beach.

**Fantastic Fish** – Describe the fish

**The Rainbow Fish** – retell the story

## 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.

<b>Quality texts</b>	<p>Jolly postman book  Goldilocks and the Three Bears  Cinderella  Hansel &amp; Gretel  Jack and the Beanstalk  Little Red Riding Hood</p>	<p>Percy the park keeper  One Snowy Night  After the Storm  The Rescue Party  Non-fiction- fire service or police service paramedice  Owl takes Charge-</p>	<p>Train ride-  Rosies walk - Pat Hutchins  The Little Red hen  Farm Animals - non fiction book  Lucy and Tom at the seaside.  Fantastic Fish  The Rainbow Fish</p>
<b>Role play</b>	<p>Post office- in class room with their own post box and storage.  Writing area to reflect making letters and stamping.  Role play costumes  Different houses</p>	<p>Percy's hut- with animals and forest area.  Woodyard/builders yard  Garage/workshop to fix vehicles  Animal masks  Winter clothes.  Spring clothes  Role play - emergency services</p>	<p>Ticket office-  Train  Under the sea-  Yellow submarine.  Sea weed,  Making sea creatures.  Costumes and masks.  Costumes and masks holiday brochures and rucksacks.</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><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>• Recite numbers to 20</li> <li>• Count forwards and backwards</li> <li>• Count sandwich group</li> <li>• Use numbers in their play</li> <li>• Access books about numbers and counting</li> </ul> <p><b>Focus Teach : Number and Place Value, Addition and Subtraction</b></p> <p><b>EY Outcomes</b></p> <ul style="list-style-type: none"> <li>• Instantly recognise without counting organised and random arrangements of small numbers of objects</li> <li>• Estimates how many objects they can see and checks by counting them. (up to 10)</li> <li>• Recognises numerals 1 to 20</li> <li>• Selects the correct numeral to represent 1 to 20 objects.</li> <li>• Order numbers sequentially across the 10 boundary</li> <li>• Children count reliably with numbers from one to 20,</li> <li>• Count forwards and backwards within the number sequence to 20</li> <li>• Counts reliably up to twenty objects including those that cannot be moved</li> <li>• Using quantities and objects, they add and subtract two single-digit numbers across the 10 boundary</li> <li>• Count on to find the answer across the 10 boundary</li> <li>• Count back to find the answer across the 10 boundary</li> <li>• They solve problems of sharing (within 10)</li> </ul>	<p><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>• Recite numbers to 20</li> <li>• Count in 2's, 5's, 10's</li> <li>• Count forwards and backwards from random numbers</li> <li>• Count sandwich group</li> <li>• Use numbers in their play</li> <li>• Access books about numbers and counting</li> </ul> <p><b>Focus Teach : Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions</b></p> <p><b>EY Outcomes</b></p> <ul style="list-style-type: none"> <li>• Order numbers sequentially 1-20</li> <li>• Say which number is one more or one less than a given number up to 20</li> <li>• Estimates how many objects they can see and checks by counting them. (up to 20)</li> <li>• Count forwards in 2's</li> <li>• Count forwards in 5's</li> <li>• Count forwards in 10's</li> <li>• Using quantities and objects, they add and subtract two single-digit numbers to 20</li> <li>• Count on to find the answer to 20</li> <li>• Count back to find the answer within 20</li> <li>• They recognise and continue patterns linked to number.</li> <li>• They solve problems, including doubling, and halving (within 10)</li> </ul>	<p><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>• Recite numbers to 20</li> <li>• Count in 2's, 5's, 10's</li> <li>• Say one more or one less</li> <li>• Count forwards and backwards</li> <li>• Count sandwich group</li> <li>• Use numbers in their play</li> <li>• Access books about numbers and counting</li> </ul> <p><b>Focus Teach : Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions</b></p> <p><b>EY Outcomes</b></p> <ul style="list-style-type: none"> <li>• <b>Children estimate a number of objects and check quantities by counting up to 20.</b></li> <li>• <b>They solve practical problems that involve combining groups of 2, 5, or 10, or sharing into equal groups.</b></li> <li>• Recite numbers beyond 20</li> <li>• Reason with numbers to 20</li> <li>• Order non-sequential numbers within 1-20 range</li> <li>• They can add a single digit number to a two digit number (up to 20)</li> <li>• Begin to find out how many have been removed from a larger group of objects by counting up from a number</li> <li>• Identify and explain simple patterns in the number sequence.</li> <li>• They record using their own and given methods and explain their reasoning.</li> </ul>

	SSM	<p><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>• Use shapes as part of their play e.g. printing, junk modelling</li> <li>• Access books about shape, space and measure</li> <li>• Access 2d and 3d shapes to make patterns and models</li> <li>• Use measures in everyday contexts as part of their play</li> </ul> <p><b>Focus Teach : Measurement length, Geometry , Measurement Weight, Patterns</b></p> <p><b>EY Outcomes</b></p> <ul style="list-style-type: none"> <li>• They recognise, create and describe patterns.</li> <li>• They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> <li>• Children use everyday language to compare quantities and objects and to solve problems (length, height, weight, capacity)</li> </ul>	<p><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>• Use shapes as part of their play e.g. printing, junk modelling</li> <li>• Access books about shape, space and measure</li> <li>• Access 2d and 3d shapes to make patterns and models</li> <li>• Use measures in everyday contexts as part of their play</li> </ul> <p><b>Focus Teach : Measurement height, Geometry , Measurement Capacity, Patterns</b></p> <p><b>EY Outcomes</b></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><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>• Use shapes as part of their play e.g. printing, junk modelling</li> <li>• Access books about shape, space and measure</li> <li>• Access 2d and 3d shapes to make patterns and models</li> <li>• Use measures in everyday contexts as part of their play</li> </ul> <p><b>Focus Teach : Measurement, Geometry , Measurement, Patterns</b></p> <p><b>EY Outcomes</b></p> <ul style="list-style-type: none"> <li>• <b>Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</b></li> <li>• <i>They solve problems relating to pattern</i></li> <li>• <i>They describe the characteristics of everyday objects and shapes using mathematical language</i></li> <li>• Children work with measures in real life contexts to solve practical problems relating to <ul style="list-style-type: none"> <li>• Position, distance, length and height</li> <li>• Weight</li> <li>• Capacity</li> <li>• Money</li> <li>• Time</li> </ul> </li> <li>• They record problems using their own and given methods and explain their reasoning</li> </ul>
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UW	P & C	<p><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>• Talk partners</li> <li>• Plan, do, review in key person groups</li> <li>• Talk about activities they have done with their family or are going to do in the future</li> <li>• Answer register in different language</li> <li>• Access books that reflect different communities and celebrations</li> </ul> <p><b>Focus Teach:</b> Are all our homes the same?          Draw homes and learn addresses          Walk in the local community - post a letter          Who lives with us?          Celebrations , Bonfire night, Diwali and Christmas. What job does a postman do? Speak in different languages- good morning/goodbye/numbers</p> <p><b>EY Outcomes</b>          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><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>• Talk partners</li> <li>• Plan, do, review in key person groups</li> <li>• Talk about activities they have done with their family or are going to do in the future</li> <li>• Answer register in different language</li> <li>• Access books that reflect different communities and celebrations</li> </ul> <p><b>Focus Teach:</b> 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?          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><b>EY Outcomes</b>          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><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>• Talk partners</li> <li>• Plan, do, review in key person groups</li> <li>• Talk about activities they have done with their family or are going to do in the future</li> <li>• Answer register in different language</li> <li>• Access books that reflect different communities and celebrations</li> </ul> <p><b>Focus Teach:</b> Have pictures of holidays that they have had. (past and present), Talk about what they like doing on their holidays or when they are not at school          Barnaby Bear visits Poole - lifeboat          Picture that look at the seaside in the past and the seaside today-similarities and differences,</p> <p><b>EY Outcomes</b>          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>
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W	<p><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>• Daily weather chart</li> <li>• Talk partner-talk about what they have found out</li> <li>• Plan, do, review in key person groups</li> <li>• Outdoor play in Early Years outside area</li> <li>• Engage in small-world and role play linked to roads</li> </ul> <p><b>Focus Teach:</b> Forest school, go on an autumn walk, talk about seasons and hibernation-why? (animals), planting vegetables and bulbs-life cycle, road safety week (19-25 November <a href="http://www.roadsafetyweek.org.uk">www.roadsafetyweek.org.uk</a>), visit Father Christmas in Wonderland,</p> <p><b>EY Outcomes</b> 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><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>• Daily weather chart-talk about yesterday's weather</li> <li>• Talk partner-talk about what they have found out</li> <li>• Plan, do, review in key person groups</li> <li>• Outdoor play in Early Years outside area</li> <li>• Engage in small-world and role play linked to emergency services</li> </ul> <p><b>Focus Teach:</b> Forest school Signs of Spring. Visit Town Park - walk in park . How is park different to Woodside, celebrate Easter and pancake day, Compare clothes for weather - explore waterproof materials what would be good to wear in the rain?</p> <p><b>EY Outcomes</b> 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><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>• Daily weather chart-predict tomorrow's weather</li> <li>• Talk partner-talk about what they have found out</li> <li>• Plan, do, review in key person groups</li> <li>• Outdoor play in Early Years outside area</li> <li>• Engage in small-world and role play linked to farms and the seaside</li> </ul> <p><b>Focus Teach: Role of the Farmer - animals and growing</b> Planting seeds -what do seeds need to grow? What happens if they are not looked after?, Similarities and difference between farms and the seaside, experiments with scientific concept floating and sinking-what things float?, visit to a farm. end of year celebrations</p> <p><b>EY Outcomes</b> 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><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Computers - play phonics</li> <li>Computers - guided reading-bug club</li> <li>Story cd's - phonics</li> <li>Computers - pelican crossing, Clicker 5</li> <li>Role play-telephone, till, calculator</li> <li>Computer programmes- 2simple city, 2 simple draw a picture</li> </ul> <p><b>Focus Teach:</b> use i-pad to take pictures outside in Forest school and when they build a model, programme bee bots to move around the Jolly Postman story map, find out about the postman on the internet, 2 simple paint-paint a picture of a story character from a fairy story, 2 simple build-build a house from a fairy story</p> <p><b>EY Outcomes</b> 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><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Computers - play phonics</li> <li>Computers - guided reading-bug club</li> <li>Story cd's - phonics</li> <li>Computers - pelican crossing, Clicker 5</li> <li>Role play-telephone, till, calculator</li> <li>Computer programmes- 2simple city, 2 simple draw a picture</li> </ul> <p><b>Focus Teach:</b> use i-pad to take photo of fruit kebab, 2 simple 2 design and make- a 3D police car, 2simple 2 go-programme the vehicle around the map to reach a destination, 2 simple paint-paint a picture of a story character,</p> <p><b>EY Outcomes</b> 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><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Computers - play phonics</li> <li>Computers - guided reading-bug club</li> <li>Story cd's - phonics</li> <li>Computers - pelican crossing, Clicker 5</li> <li>Role play-telephone, till, calculator</li> <li>Computer programmes- 2simple city, 2 simple draw a picture</li> </ul> <p><b>Focus Teach:</b> programme bee bots to move around Rosie's Walk story map, internet-research sea creatures, 2 simple paint a picture-sea creature, use microphones to record an important event in life-class trip, 2 simple build-build a train</p> <p><b>EY Outcomes</b> 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>
EAD	Music	<p><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>Sing</li> <li>Access indoor and outdoor music area to listen to music, play musical instruments and experiment with sounds</li> </ul> <p><b>Focus Teach :</b> The Three Bears (Three Singing Pigs) Jack and the Beanstalk Elastic Band instruments</p> <p><b>EY Outcomes</b> Children sing songs and experiment with ways of changing them.</p>	<p><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>Sing</li> <li>Access indoor and outdoor music area to listen to music, play musical instruments and experiment with sounds</li> </ul> <p><b>Focus Teach :</b> Weather Sounds - explore making different representations of the weather - body percussion, percussion instruments, using found materials/environment. Composition</p> <p><b>EY Outcomes</b> 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><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>Sing</li> <li>Access indoor and outdoor music area to listen to music, play musical instruments and experiment with sounds</li> </ul> <p><b>Focus Teach :</b> Rhythms and beats, adding musical layers.</p> <p><b>EY Outcomes</b> 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>

Art	<p><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>• Create line drawings using a range of media</li> <li>• Choose and use paper, fabric and other collage materials to create representations</li> <li>• Practise using tools and techniques</li> <li>• Use construction kits and blocks to make models</li> </ul> <p><b>Focus Teach : Line drawing – houses</b>  <b>Focus artist Paul Horton</b>  <b>Printing techniques – polystyrene tiles,</b>  <b>Wooden spoon puppets – use wool and fabric,</b>  <b>Collage – paper and junk modelling</b></p> <p><b>EY Outcomes</b></p> <ul style="list-style-type: none"> <li>• They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<p><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>• Create line drawings using a range of media</li> <li>• Choose and use paper, fabric and other collage materials to create representations</li> <li>• Practise using tools and techniques</li> <li>• Use construction kits and blocks to make models</li> </ul> <p><b>Focus Teach : Line drawings – trees Printing – string print trees. Superhero outfit – cape, wristbands, headband Warhol print</b></p> <p><b>EY Outcomes</b></p> <ul style="list-style-type: none"> <li>• They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<p><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>• Create line drawings using a range of media</li> <li>• Choose and use paper, fabric and other collage materials to create representations</li> <li>• Practise using tools and techniques</li> <li>• Use construction kits and blocks to make models</li> </ul> <p><b>Focus Teach : Line drawings – animals Collage – fabric and junk modelling . Painting – seascape Monet, wax resist</b>  <b>3d animal sculptures</b></p> <p><b>EY Outcomes</b></p> <p>Children develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>
	Design and Make	<p><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>• Use tools and materials</li> <li>• Practise using tools and techniques</li> <li>• Use construction kits and blocks to make models</li> </ul> <p><b>Focus Teach : Making envelopes – fold, join with tape, glue, staples Making porridge – mix make Goldilocks some healthy porridge by adding fruit</b></p> <p><b>EY Outcomes</b></p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>• Use tools and materials</li> <li>• Practise using tools and techniques</li> <li>• Use construction kits and blocks to make models</li> </ul> <p><b>Focus Teach : Make toy fire engine – join with tape, glue, staples, paper fasteners Make home for an animal (woodwork) – join with tacks and nails Make a fruit kebab</b></p> <p><b>EY Outcomes</b></p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

Dance / Drama / Role play		<p><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>Engage in small-world and role play with peers in a range of contexts</li> </ul> <p><b>Focus Teach : Drama linked to stories</b></p> <p><b>EY Outcomes</b> See CLL / BI</p>	<p><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>Engage in small-world and role play with peers in a range of contexts</li> </ul> <p><b>Focus Teach : Dance linked to weather Role play linked to emergency services</b></p> <p><b>EY Outcomes</b> Children make dances and experiment with ways of changing them.</p>	<p><b>Daily opportunities for children to :</b></p> <ul style="list-style-type: none"> <li>Engage in small-world and role play with peers in a range of contexts</li> <li>Listen to, move and create music.</li> </ul> <p><b>Focus Teach : Drama linked to stories</b></p> <p><b>EY Outcomes</b> 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. Healthy Eating	<i>E safety. Emergency Telephone. Fire Drill Healthy Eating</i>  <i>Healthy Eating.</i>	<i>Recycling. Exercise. Fire Drill Healty Eating</i>	
Learning in the community	Local visits and walk. Librarian. Parent Partnership - Phonics and Reading workshop . Learning journals Forest School.	<i>Local Visits. Emergency Services - Forest School. Parent Partnership - Forest School Day Learning Journals</i>	Parent Partnership - Sports Day Learning Journals	