

## William Reynolds Primary School Curriculum Framework Overview Reception 2021-22

School Global theme	<b>HEALTHY MIND, HEALTHY BODY</b> (Active Life) 7 weeks/7 weeks		<b>INNOVATION AND INVENTIONS</b> (Technology) 7 weeks/6 weeks		<b>PRESERVING PLANET EARTH</b> (Sustainability) 5 weeks/7 weeks	
Significant Person	Captain Webb		Thomas Telford / Thomas Parker William Reynolds		Scott Adams (Exotic Zoo)	
Locality Study			Chinese Culture Visitor		Exotic Zoo	
National & whole school events	International day of democracy 15 <sup>th</sup> Sept Black History Month (October)	Anti-bullying wk. 15 <sup>th</sup> - 19 <sup>th</sup> Nov Children in Need - 13 <sup>th</sup> Nov National School Meals Week 8 <sup>th</sup> - 12 <sup>th</sup> Nov Remembrance Day - 11 <sup>th</sup> Nov	National Handwriting Day 23 <sup>rd</sup> Jan Internet Safety Day - 8 <sup>th</sup> February Winter Olympics - Feb	World Book Day 3 <sup>rd</sup> March World Maths Day 12 <sup>th</sup> March Comic Relief 12 <sup>th</sup> March	World Earth Day 22 <sup>nd</sup> April St Georges Day 23 <sup>rd</sup> April Shakespeare Day 23 <sup>rd</sup> April Mental Health Awareness Week 9 <sup>th</sup> -15 <sup>th</sup> May	Sports Week Arts Week Queens Jubilee
Theme	In the Dark, Dark Wood		Dragon Tales		Balloon for Grandad	
Subject area	AUTUMN TERM 1 <sup>st</sup> Half (7 ½ wks)	AUTUMN TERM 2 <sup>nd</sup> Half (7 wks)	SPRING TERM 1 <sup>st</sup> Half (6 ½ wks)	SPRING TERM 2 <sup>nd</sup> Half (6 wks)	SUMMER TERM 1 <sup>st</sup> Half (5 wks)	SUMMER TERM 2 <sup>nd</sup> Half (7 wks)
PSED	<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> </ul> <p><b>Focus Teach:</b> Expect Respect - We are all born free</p> <p><b>EY Outcomes</b> <b>Building Relationships</b> 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.</p> <p><b>Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>		<p><b>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>Speak in small groups and to the class</li> <li>Make choices, collaborate and co-operate in their learning</li> </ul> <p><b>Focus Teach:</b> It's okay to be different - Gender Stereotype</p> <p><b>EY Outcomes</b> <b>Building Relationships</b> 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.</p> <p><b>Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</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>Make choices, collaborate and co-operate in their learning</li> <li>Evaluate their work</li> </ul> <p><b>Focus Teach:</b> Stories about growing up</p> <p><b>EY Outcomes</b> <b>Building Relationships</b> 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.</p> <p><b>Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	

	<p><b>Self-Regulation</b>  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  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>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  <b>Self-Regulation</b>  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  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>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  <b>Self-Regulation</b>  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  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><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>• Listen to, join in and talk about stories</li> <li>• Respond appropriately to how and why questions linked to talk time, stories</li> <li>• Engage in story-telling through small-world and role play activities with their peers</li> </ul> <p><b>Focus Teach:</b> Story time</p> <p><b>EY Outcomes</b>  <b>Listening, Attention and Understanding</b>  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><b>Speaking</b>  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><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>• Interact with peers in child-led and collaborative learning</li> <li>• Take part in small group and whole class learning</li> <li>• Follow increasingly more complex instructions and work independently</li> <li>• Talk in a range of contexts and for a range of purposes</li> </ul> <p><b>Focus Teach:</b> Story time</p> <p><b>EY Outcomes</b>  <b>Listening, Attention and Understanding</b>  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><b>Speaking</b>  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</p>	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>• Follow a class story or have stories told to them</li> <li>• Follow increasingly more complex instructions and work independently</li> </ul> <p><b>Focus Teach:</b> story time</p> <p><b>EY Outcomes</b>  <b>Listening, Attention and Understanding</b>  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><b>Speaking</b>  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>

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Literacy	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge to reading and writing in a range of contexts</li> <li>Read and write tricky words</li> <li>Read books independently</li> <li>Read around the environment to support their learning</li> <li>Write for a purpose</li> </ul> <p><b>Focus Teach:</b>  <b>Where's my teddy?</b> - draw teddy and label teddies parts, sequence pictures from the story.  <b>The Deep Dark wood</b> - draw a map and label it, write a list of what the little girl sees in the wood.  <b>Rama and Sita (digital DVD)</b> - role play the story, retell the story.  <b>Meg and Mog-Owl's Birthday (digital)</b> - write a birthday card, write a rhyming spell.  <b>Owl Babies</b> - retell the story, role play the story (freeze frame) as a group.  <b>Owls (Non-fiction)</b> - draw a picture of an owl and label the parts, label the setting the owl lives in.  <b>CHRISTMAS WEEK</b> - cards, labels, lists (linked to Christmas)</p> <p><b>RWI - teach and apply set 1 and 2 sounds</b></p> <p><b>EY Outcomes</b>  <b>Reading</b>  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><b>Writing</b>  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><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge to reading and writing in a range of contexts</li> <li>Read and write tricky words</li> <li>Read books independently</li> <li>Read around the environment to support their learning</li> <li>Write for a purpose</li> </ul> <p><b>Focus Teach:</b>  <b>The Littlest Dragon</b> - label a picture of the dragon, write about the dragon that came to visit, describe what the dragon looks like.  <b>George and the dragon</b> - label a picture of the dragon, label the picture of the mouse.  <b>Room on a broom</b> - label a picture from the book of the witch, describe the dragon, make a list of all of the witch collected  <b>Dragon Dance</b> - label a picture of the dragon, make a list of what they eat at the restaurant.  <b>There's no such thing as a dragon</b> - label the picture of the house, retell the story.  <b>Dragon Stew</b> - label the picture of the dragon, label the picture of the Vikings boat.  <b>EASTER WEEK</b></p> <p><b>RWI - teach and apply set 1, 2 and 3 sounds</b></p> <p><b>EY Outcomes</b>  <b>Reading</b>  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><b>Writing</b></p>	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge to reading and writing in a range of contexts</li> <li>Read and write tricky words</li> <li>Read books independently</li> <li>Read around the environment to support their learning</li> <li>Write for a purpose</li> </ul> <p><b>Focus Teach:</b>  <b>Balloon for Grandad</b> - Write sentences to retell where the balloon travels from the boy to grandad  <b>Walking through the jungle</b> - label the different parts of the animals and write in sentences to describe the animals  <b>Jungle animals (non-fiction)</b> - label parts of the animals and write in sentences to describe the animals.  <b>Hungry Caterpillar</b> - write instructions to make fruit salad, make a list of the food the hungry caterpillar eats.  <b>Is that a coconut? YUK</b> - retell the story.  <b>Monkey puzzle</b> - retell the story.  <b>ART WEEK</b></p> <p><b>RWI - teach and apply set 1, 2 and 3 sounds</b></p> <p><b>EY Outcomes</b>  <b>Reading</b>  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><b>Writing</b>  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	<b>Where's my teddy?</b> <b>The Deep Dark wood</b> <b>Rama and Sita</b> <b>Meg and Mog-Owl's Birthday (digital)</b> <b>Owl Babies</b> <b>Owls (non-fiction)</b>	<b>The Littlest Dragon</b> <b>George and the dragon</b> <b>Room on a broom</b> <b>Dragon Dance</b> <b>There's no such thing as a dragon</b> <b>Dragon Stew</b>	<b>Balloon for Grandad</b> <b>Walking through the jungle</b> <b>Jungle animals (non-fiction)</b> <b>Hungry Caterpillar</b> <b>Is that a coconut? YUK</b> <b>Monkey puzzle</b>
Role Play	Tree House - nest with beds and dolls. Cottage in the woods Dark den Signposts Paths Sticks and den building. Signposts Mud kitchen Hide in the forest Car	Chinese Restaurant Dragon cave. Dragon footprints, dragon tails Dragon Boat Mud kitchen Car	Explorer camp site Vet Safari Mangrove Exploring equipment- maps, binoculars, clipboard papers, rucksacks. Booking area to look at brochures and book holidays (till and money) Pop tents- campfire and dens. Mud kitchen Car
PD	<b>Daily opportunities for children to:</b> <ul style="list-style-type: none"> <li>• Write their first name</li> <li>• Access fine motor activities</li> <li>• Access creative activities</li> <li>• Use a range of tools in different contexts</li> <li>• Demonstrate how to use tools and equipment safely</li> </ul> <b>Focus Teach: Forest School, PE, Handwriting, Design and make - envelopes and cards, and Porridge</b> <b>EY Outcomes</b> <b>Gross Motor Skills</b> 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. <b>Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	<b>Daily opportunities for children to:</b> <ul style="list-style-type: none"> <li>• Write both their names</li> <li>• Access fine motor activities</li> <li>• Access creative activities</li> <li>• Use a range of tools in different contexts</li> <li>• Demonstrate how to use tools and equipment safely</li> </ul> <b>Focus Teach: Forest School, PE, Handwriting, Guided Writing, Design and Make - dragons, Fruit Kebabs</b> <b>EY Outcomes</b> <b>Gross Motor Skills</b> 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. <b>Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.	<b>Daily opportunities for children to:</b> <ul style="list-style-type: none"> <li>• Write both their names</li> <li>• Access fine motor activities</li> <li>• Access creative activities</li> <li>• Use a range of tools in different contexts</li> <li>• Demonstrate how to use tools and equipment safely</li> </ul> <b>Focus Teach: PE, Handwriting, Design and Make - a boat, Guided Writing</b> <b>EY Outcomes</b> <b>Gross Motor Skills</b> 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. <b>Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

		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><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Recite numbers to 10</li> <li>Count forwards and backwards from 0-10</li> <li>Say one more or one less</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.</b></p> <p><b>EY Outcomes</b> <b>Number</b> 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><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 0-20</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> <b>Number</b> 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><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 from random numbers between 0-20</li> <li>Count in 2's, 5's, 10's</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, doubling, halving and sharing.</b></p> <p><b>EY Outcomes</b> <b>Number</b> 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><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Use shapes as part of their play - junk modelling</li> <li>Books about shape, space and measure</li> <li>Explore 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: Recognise number patterns, recognise and write numbers 1-10.</b></p> <p><b>EY Outcomes</b> <b>Numerical Patterns</b> 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><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Small world play comparing quantities</li> <li>Number mats 1-20</li> <li>Number rhymes</li> <li>Role play - compare quantities</li> </ul> <p><b>Focus Teach: Recognise number patterns, recognise and write numbers 1-20.</b></p> <p><b>EY Outcomes</b> <b>Numerical Patterns</b> 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><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Weighing scales and beanbags</li> <li>Ducks and number baskets comparing quantities</li> <li>Write chalk numbers on floor 1-20</li> <li>Sort number mats 1-20 into odds and evens</li> </ul> <p><b>Focus Teach: Recognise number patterns, recognise and write numbers 1-20.</b></p> <p><b>EY Outcomes</b> <b>Numerical Patterns</b> 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>

		Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		
UW	P, C & C	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>• Talk partners</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> Bring in a photo 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. Look at ariel view of school and discuss area. Know school name, road and town name. Draw a map of the Early Years outside area. Look at the differences between Woodside and the desert. Look at, talk and discuss artefacts linked to different religions and places of worship. We will celebrate: Birthdays Christmas Diwali</p> <p><b>EY Outcomes</b> <b>People, Culture and Communities</b> 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><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>• Talk partners</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> Visit from Chinese Cultural Centre Talk about what people eat for Chinese New Year and compare this to what they eat. Discuss similarities and differences. Describe their own environment - Woodside and Telford. Look at, talk and discuss artefacts linked to different religions and places of worship. Look at different religious and cultural communities in this country. We will celebrate: Birthdays Mother's Day Shrove Tuesday Easter Chinese New Year</p> <p><b>EY Outcomes</b> <b>People, Culture and Communities</b> 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><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>• Talk partners</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> Visit to Exotic Zoo Learn about families that live in the jungle areas and their customs and traditions. Talk about how it is similar and different to us. Pictures that look at the jungle in the past and the present - similarities and differences. Look at, talk and discuss artefacts linked to different religions and places of worship. Look at different religious and cultural communities in this country. Look at the differences between Great Britain and the jungle. We will celebrate: Birthdays Father's Day</p> <p><b>EY Outcomes</b> <b>People, Culture and Communities</b> 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><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>• Outdoor play in Early Years outside area</li> </ul>	<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>• Outdoor play in Early Years outside area</li> <li>• Engage in small-world and role play linked to dragons</li> </ul>	<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>• Outdoor play in Early Years outside area</li> <li>• Engage in small-world and role play linked to the jungle</li> </ul>

	<ul style="list-style-type: none"> <li>Engage in small-world and role play linked to Deep Dark Wood</li> </ul> <p><b>Focus Teach:</b>  Forest school - signs of Autumn - life cycles of plants and animals (hibernation)  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.  Processes and change - Investigate the effect of wind - chimes, streamers, windmills, and bubbles.  Processes and change - Investigate ice and snow.</p> <p><b>EY Outcomes</b>  <b>The Natural World</b>  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><b>Focus Teach:</b>  Forest school - being safe and warm, signs of Spring, making food for birds, wind power, den building, scavenger hunt.  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.  Processes and change - waterproof and not waterproof  Processes and change - melting chocolate</p> <p><b>EY Outcomes</b>  <b>The Natural World</b>  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><b>Focus Teach:</b>  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.  Processes and change - floating and sinking  Observational drawings of nature and plants growing outside.  Talk about what human pollution will do to the animals that live in the mangrove. Talk about what human pollution will do to the animals that live in the mangrove.  Watch the life cycle of caterpillars to butterflies.</p> <p><b>EY Outcomes</b>  <b>The Natural World</b>  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><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Talk partners</li> <li>Talk about different jobs people can have</li> <li>Listen to stories about the past.</li> <li>Talk about famous people from the past</li> </ul> <p><b>Focus Teach:</b></p>	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Talk partners</li> <li>Talk about different jobs people can have</li> <li>Listen to stories about the past.</li> <li>Talk about famous people from the past</li> </ul> <p><b>Focus Teach:</b></p>	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Talk partners</li> <li>Talk about different jobs people can have</li> <li>Listen to stories about the past.</li> <li>Talk about famous people from the past</li> </ul> <p><b>Focus Teach:</b></p>

		<p>Discuss events that happened before they were born and put them in chronological order. Talk about the lives of famous people in the past. Talk about and discuss houses, school and transport from now and in the past, compare. Talk about the lives of people familiar to them - police, doctor, nurse, teacher, hairdresser, delivery drivers, shop staff.</p> <p><b>EY Outcomes</b> <b>Past and Present</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Compare everyday household objects from the past to the present. Talk about the lives of people familiar to them - police, doctor, nurse, teacher, hairdresser, delivery drivers, shop staff. Discuss events that happened before they were born and put them in chronological order. Talk about the lives of famous people in the past.</p> <p><b>EY Outcomes</b> <b>Past and Present</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Discuss the jungle now and in the past. Order jungle pictures of past and present. Talk about the lives of people familiar to them - police, doctor, nurse, teacher, hairdresser, delivery drivers, shop staff. Discuss events that happened before they were born and put them in chronological order. Talk about the lives of famous people in the past.</p> <p><b>EY Outcomes</b> <b>Past and Present</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
EAD	CM	<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>• 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:</b> Colour mixing - creating a colour to paint a character from core text. Make envelope puppets of the characters from core text. Make a character from core text with a moving part using learnt joining techniques. Design and make props and pictures to go into the class role play. Make a 3D clay model of a woodland creature. Make a diva lamp and explore creating pattern using tools and jewels - clay.</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>• 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:</b> Design and make props and pictures to go into the class role play. Winter Pictures - using a range of mediums. Mixing colours to create a dragon and his fire linked to focus artist Design and make a dragon hand puppet using different mediums.</p> <p><b>Creating with Materials</b> 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.</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>• 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:</b> Explore with paint, texture and drawings to recreate pictures of the seaside inspired by Focus Artist. 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. Design and make a fruit kebab linked to the story The Hungry Caterpillar. Make a jungle animal - clay, paint, junk modelling, salt dough. Colour Mixing of the animals that live in the jungle.</p>

		<p><b>Creating with Materials</b> 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.</p> <p>Focus Artist: Mondrian – trees, make an owl/hedgehog - clay</p>	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Focus Artist: Paolo Ucello - dragons</p>	<p><b>Creating with Materials</b> 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: Rousseau – Jungle landscapes</p>
BIE	<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>Sing</li> <li>Access indoor and outdoor music area to listen to music, play musical instruments and experiment with sounds</li> <li>Access outside role play opportunities -mud kitchen, den, car and construction.</li> </ul> <p><b>Focus Teach:</b> Use EYFS role play areas. Retell core text stories in own 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. Provide a range of props and materials to engage in imaginative role play. Listen to Indian Cultural music and dance with the scarves. Follow the composition to make music. Watch and listen to music videos – move to the music and talk about how it makes you feel. Listen to music and accompany with musical instruments</p> <p><b>Being Imaginative and Expressive</b> 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><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>Sing</li> <li>Access indoor and outdoor music area to listen to music, play musical instruments and experiment with sounds</li> <li>Access outside role play opportunities -mud kitchen, den, car and construction.</li> </ul> <p><b>Focus Teach:</b> Use EYFS role play areas. Use small world animals to retell core text stories in own words Listen to Chinese music and recreate own dragon ribbon dance. Learn songs related to theme. 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. Watch and listen to music videos – move to the music and talk about how it makes you feel. Watch and listen to music videos – move to the music and talk about how it makes you feel.</p> <p><b>Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.</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> <li>Sing</li> <li>Access indoor and outdoor music area to listen to music, play musical instruments and experiment with sounds</li> <li>Access outside role play opportunities -mud kitchen, den, car and construction.</li> </ul> <p><b>Focus Teach:</b> Use EYFS role play areas. Use small world animals to retell core text stories in own words Retell core text stories in own words – masks, costumes. Learn songs related to theme. Listen to music linked to topic and create their own music/representation of core text story Children to verbally make a story and then act it out through role play. Watch and listen to music videos – move to the music and talk about how it makes you feel.</p> <p><b>Being Imaginative and Expressive</b> 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>	

			Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	
Healthy Lifestyles		<i>Fire Drill, PE &amp; Healthy Eating, E-Safety, Forest School</i>	<i>E safety, PE &amp; Healthy Eating, Fire Drill, Forest School</i>	<i>Road Safety. E-Safety, PE &amp; 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 - Chinese Cultural Centre -. Parent Partnership - Lets Read Together Morning. Learning journals comments</i>	<i>Visit - Exotic Zoo Trip. Arts Week. Parent Partnership - Lets Read Together Morning. Learning journals comments.</i>