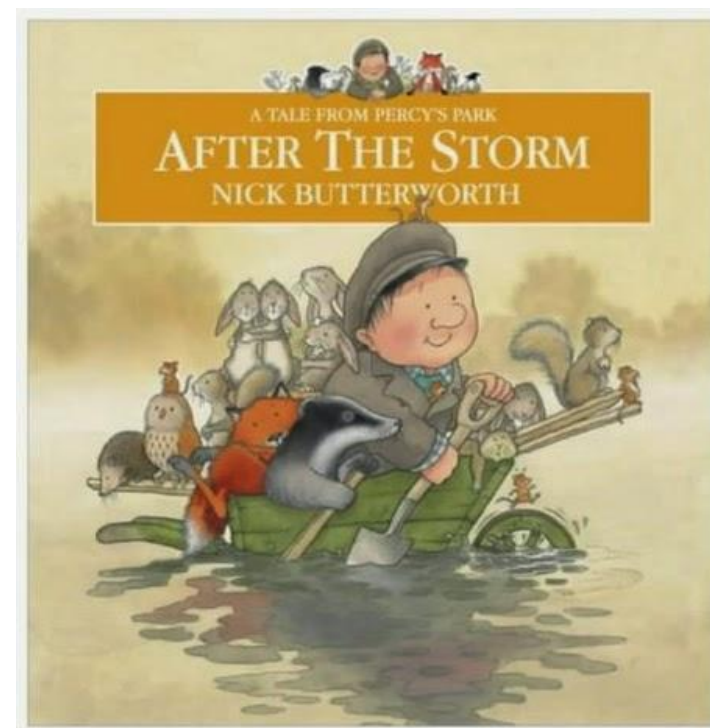
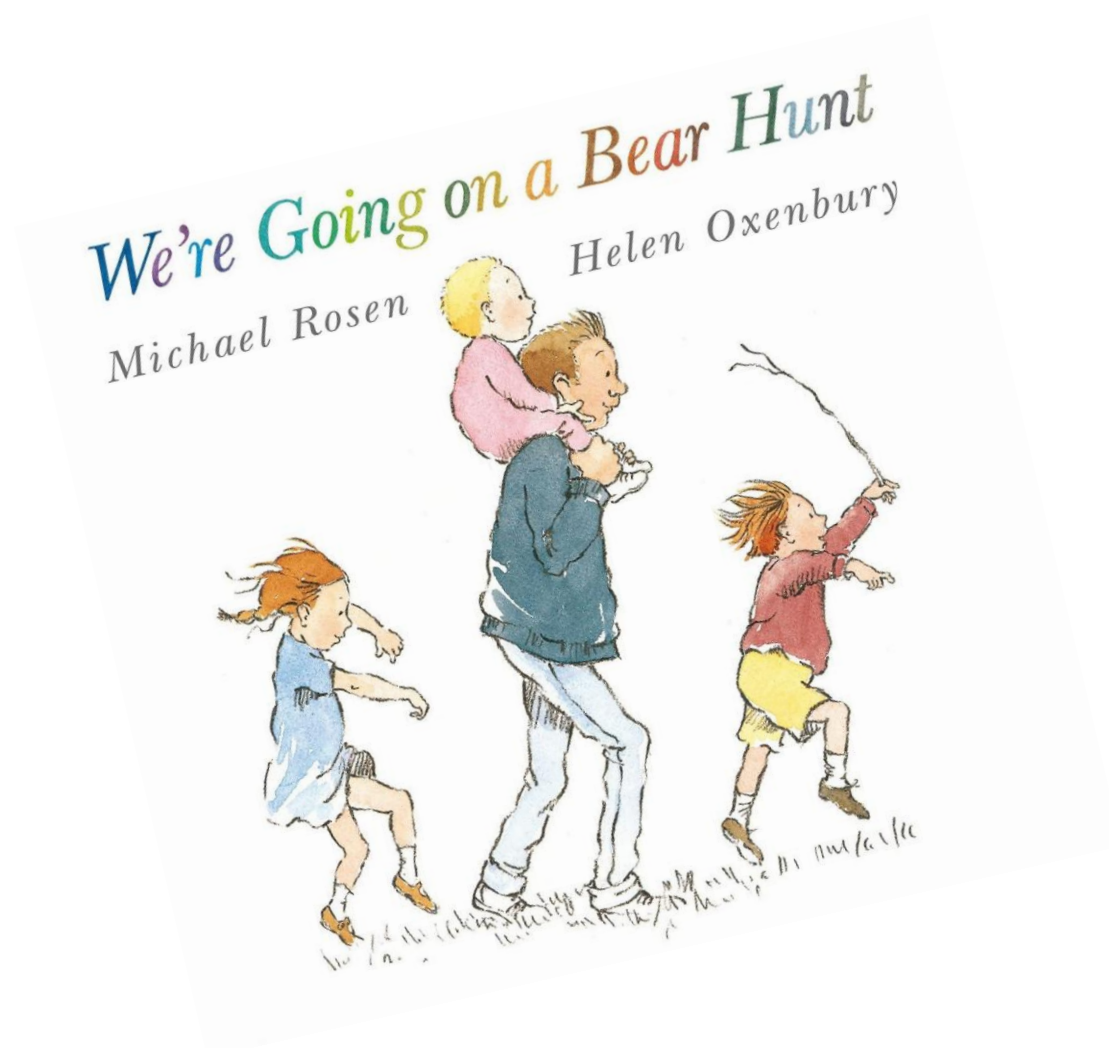




# Woodland Adventure



## Foundation Stage

Autumn 2026



# Immersion



## Stimulus

### FS1

- Mystery bear arrives in Nursery.
- Bear footprints around the classroom / outdoor area.
- Sensory bear hunt trail

### FS2

- Letter from Percy
- Animal visitors and clues in the classroom
- Map of Percy's park

## Experiences

- Visit to East Park to explore the changes of the season and the park/trees/animals
- Autumn walk to collect natural objects
- Christmas Nativity
- Christmas Sing-a-long

## Presentation of Learning

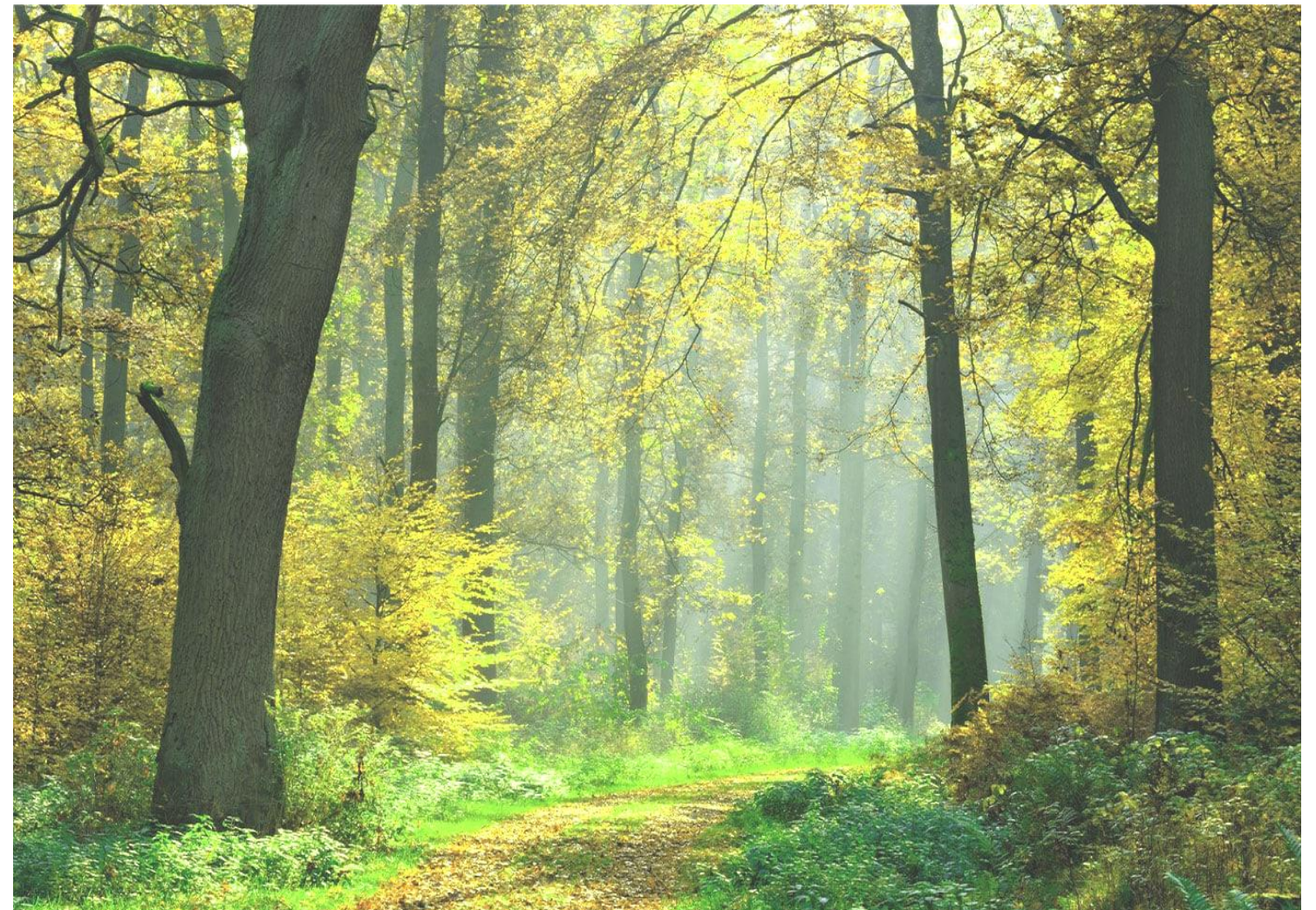
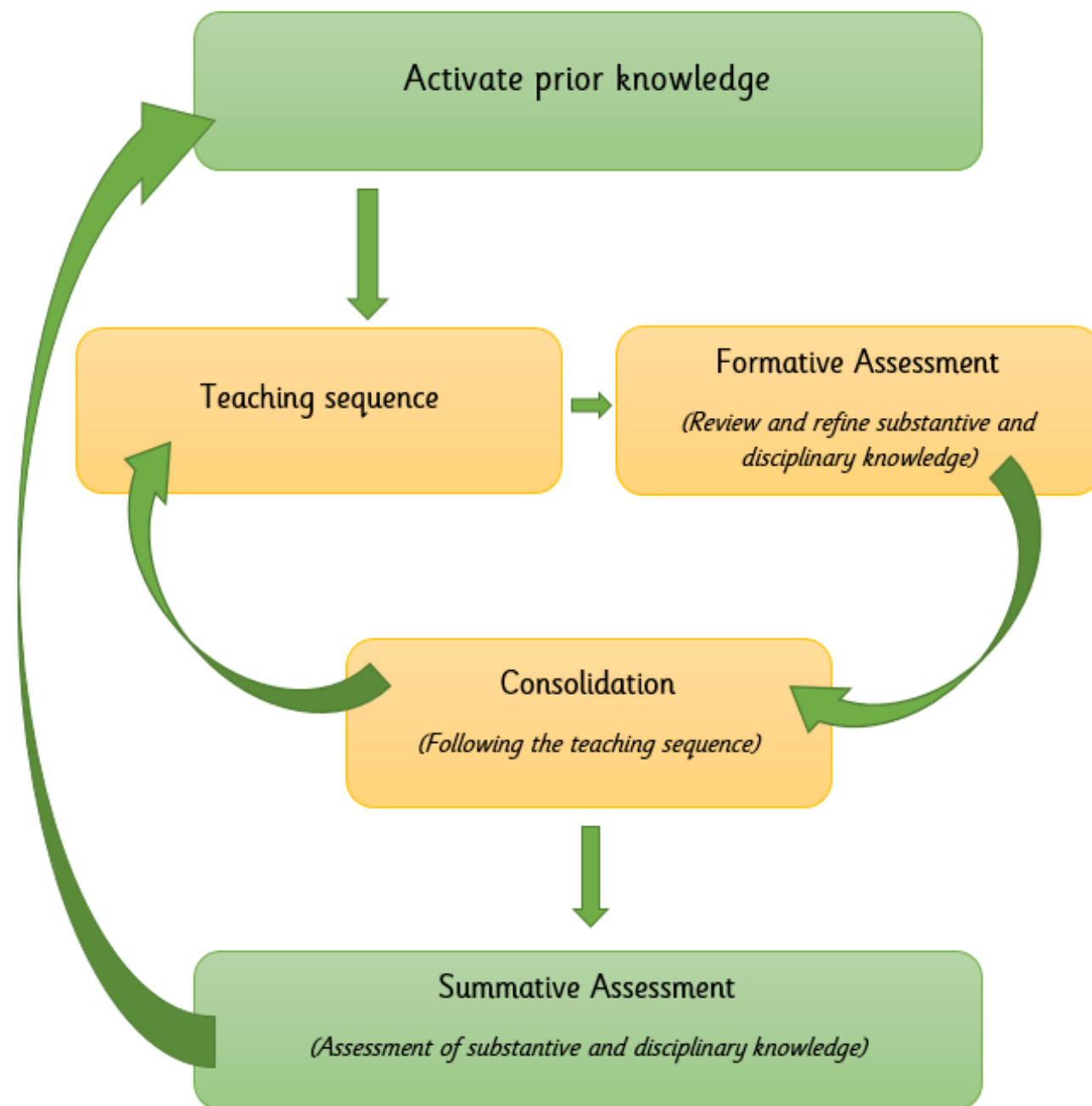
Autumn artwork gallery  
Class display of family photos  
(holidays and baby)  
Self-portraits gallery

### Resources for the term:

Books  
Story props  
Photos from home  
Small world bears / woodland animals  
Natural materials

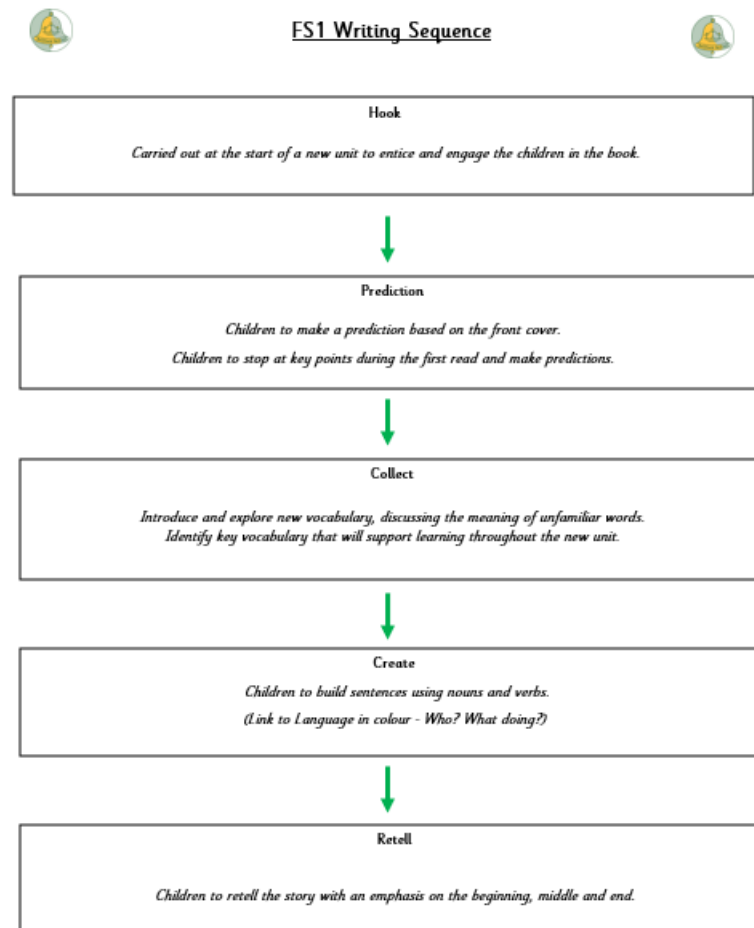
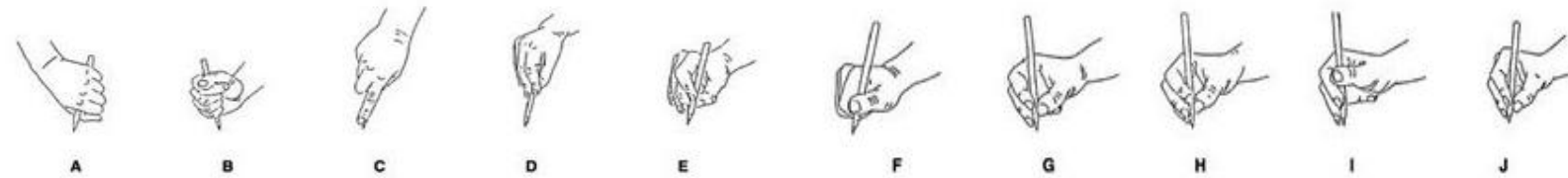


## Learning and Teaching Sequence

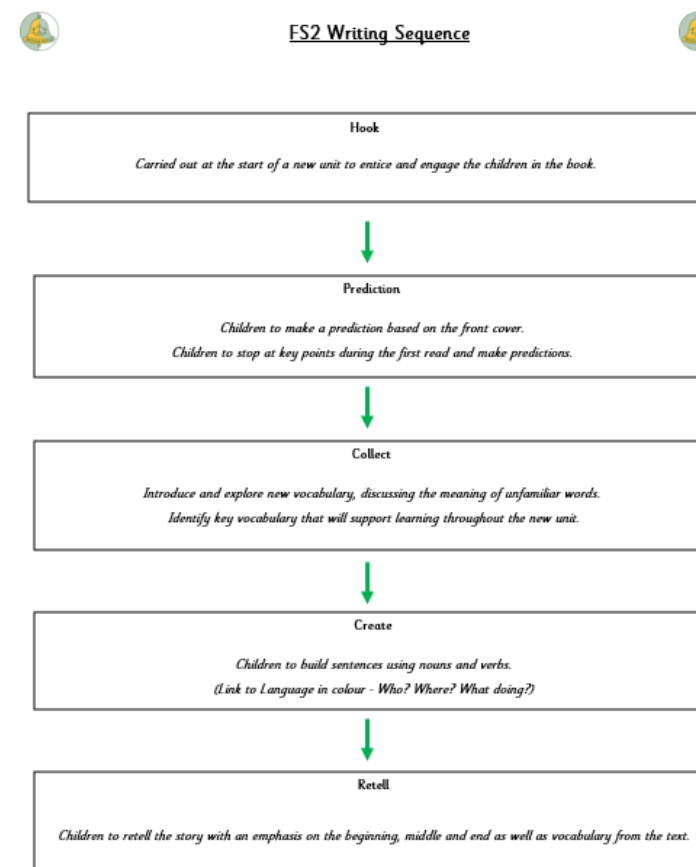


At Bellfield, we all follow the same sequence for learning and teaching

# Writing Sequence



Oral composition only  
Pupils to extend their vocabulary as the year progresses – pupils to also use Language in Colour as a strategy to formulate accurate sentences.



Autumn 1 - Oral only  
Autumn 2 - Letter and word level  
Spring - Caption and phrase level  
Summer - Dictated sentence level

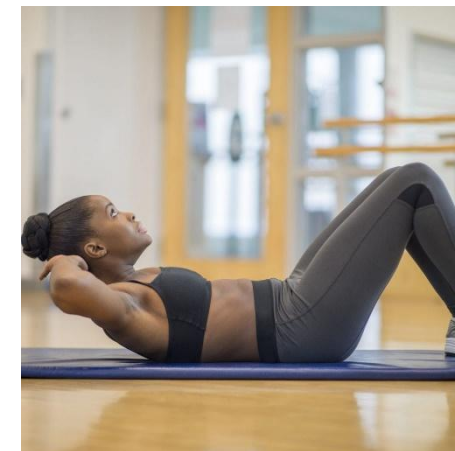
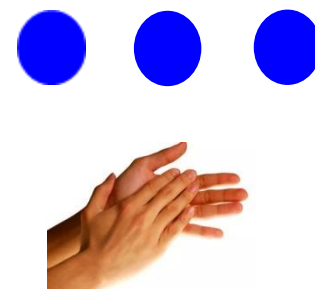
## Foundation Stage 2

| Autumn 1 |                                                                                         | Autumn 2 |                                                                                                                                     | Spring and Summer |                                                                                                                                     |
|----------|-----------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Day 1    | Read text and discuss orally linked to Language in Colour<br>Introduce Word of the Week | Day 1    | Read text and discuss orally linked to Language in Colour<br>Introduce Word of the Week<br>Mark making linked to Language in Colour | Day 1             | Read text and discuss orally linked to Language in Colour<br>Introduce Word of the Week<br>Mark making linked to Language in Colour |
| Day 2    | Mark making linked to Language in Colour                                                | Day 2    | Teacher modelling                                                                                                                   | Day 2             | Teacher modelling                                                                                                                   |
| Day 3    | Vocabulary game                                                                         | Day 3    | Shared writing and writing initial sounds/word                                                                                      | Day 3             | Shared writing and independent writing of phrase/caption/simple sentence                                                            |
| Day 4    | Vocabulary game                                                                         | Day 4    | Shared writing and writing initial sounds/word                                                                                      | Day 4             | Independent writing of phrase/caption/simple sentence                                                                               |
| Day 5    | Revisit Word of the Week<br>Oral sentences using the Word of the week                   | Day 5    | Revisit Word of the Week<br>Oral sentences using the Word of the week                                                               | Day 5             | Revisit Word of the Week<br>Oral sentences using the Word of the week                                                               |

# Word of the week

| Week | FS1            | FS2       |
|------|----------------|-----------|
| 1    | swish/swishy   | raging    |
| 2    | splash         | damage    |
| 3    | wave/wavy      | inspect   |
| 4    | ooze/oozy      | repairs   |
| 5    | squelch        | branches  |
| 6    | stumble        | roots     |
| 7    | trip           | homeless  |
| 8    | swirl/swirling | drifting  |
| 9    | narrow         | paddle    |
| 10   | gloomy         | enormous  |
| 11   | tiptoe         | stumbled  |
| 12   | shine/shiny    | gathered  |
| 13   |                | explained |
| 14   |                | handiwork |

**enormous**



**enormous**

**Ee**

Miss Gibson likes to eat **enormous** pork pies.

The **enormous** bear growled loudly in the forest.



# Reading (FS1)

Assessment

- Enjoy listening to longer stories and can remember much of what happens
- Use a wider range of vocabulary
- Understand a questions or instruction that has two parts
- Understand 'why' questions
- Sing a large repertoire of songs
- Know many rhymes be able to talk about familiar books, and be able to tell a long story
- Develop their communication, but may continue to have problems with irregular tenses and plurals
- Use longer sentence of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions
- Can start a conversation with an adult or a friend and continue it for many turns
- Use talk to organise themselves and their play

## Observational checkpoint

*Can the child shift from one task to another if you fully obtain their attention?*

*Is the child using sentences of four to six words?*

*Can the child use sentences joined up with words like because, or and?*

*Can the child answer simple 'why' questions?*



# Reading (FS2)

Assessment

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter—sound correspondences
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment

## ELG Final Year Outcome

**Comprehension:** 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. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

**Word Reading:** say a sound or 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, including some common exception words



# Writing F1

Assessment

- Use some of their print and letter knowledge in their early writing.
- Write some or all of their name
- Write some letter accurately
- Use one handed tools or equipment, for example, making snips in paper with scissors
- Use a comfortable grip with good control when holding pens and pencils
- Show preference for a dominant hand

## Observational checkpoint

*None for this area*



# Writing F2

Assessment

- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sounds with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense.
- Develop the foundations of a handwriting style which is fast, accurate and efficient

## ELG Final Year Outcome

**Writing:** write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases or sentences that can be read by others.

**Fine motor:** 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.



|                                                                                                                                                                                                                                                                                                                                                                                                 | Week 1                                                                                                                        | Week 2 | Week 3 | Week 4 | Week 5 | Week 6            | Week 7                                                                                                                                                   | Week 8 | Week 9 | Week 10 | Week 11 | Week 12           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|---------|---------|-------------------|
| Autumn                                                                                                                                                                                                                                                                                                                                                                                          | <u>1, 2, 3</u><br>Counting<br>Exploration of subsisting<br>Problem solving                                                    |        |        |        |        | 2D shape          | <u>1, 2, 3</u><br>Consolidation of : Counting<br>Exploration of subsisting<br>Problem solving<br>New Learning: Comparing<br>Matching numerals to amounts |        |        |         |         | Exploring pattern |
| Spring                                                                                                                                                                                                                                                                                                                                                                                          | <u>1, 2, 3, 4</u><br>Counting<br>Exploration of subsisting<br>Problem solving<br>Comparing<br>Matching numerals to amounts    |        |        |        |        | Mass and capacity | <u>1, 2, 3, 4</u><br>Counting<br>Exploration of subsisting<br>Problem solving<br>Comparing<br>Matching numerals to amounts                               |        |        |         |         | Length and height |
| Summer                                                                                                                                                                                                                                                                                                                                                                                          | <u>1, 2, 3, 4, 5</u><br>Counting<br>Exploration of subsisting<br>Problem solving<br>Comparing<br>Matching numerals to amounts |        |        |        |        | Time              | <u>1, 2, 3, 4, 5</u><br>Counting<br>Exploration of subsisting<br>Problem solving<br>Comparing<br>Matching numerals to amounts                            |        |        |         |         | 3D shape          |
| <p>Shape, space and measure is explored through the continuous provision on a rota basis throughout the year but this will also be taught in discrete weeks—see above.</p> <p>Pupils need to have developed a knowledge of shape, space and measures in preparation for FS2.</p> <p>Children will sing counting rhymes in all maths lessons and are accessible during continuous provision.</p> |                                                                                                                               |        |        |        |        |                   |                                                                                                                                                          |        |        |         |         |                   |



# Number F1

Assessment

- Fast recognition of up to 3 objects, without having to count them individually
- Recite numbers past 5
- Say one number for each item in order (12345)
- Know that the last number reached when counting a small set of objects tells you how many there are in total
- Show finger number up to 5
- Link numerals and amounts
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers to up 5
- Compare quantities using language 'more than,' 'fewer than'



# Shape and Measure

Assessment

- Talk about and explore 2d and 3d shapes using informal and mathematical language. (sides, corners, straight, flat, round)
- Understand position through words alone
- Describe a familiar route
- Discuss routes and locations, using words like 'in front of' and 'behind'
- Make comparisons between objects relating to size, length, weight and capacity
- Select shapes appropriately; flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones—an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them
- Extend and create ABAB patterns
- Notice and correct an error in a repeating pattern
- Begin to describe a sequence of events, real or fictional, using words such as 'first,' 'then...'



# Foundation Stage Two - Mathematics Yearly Overview



|        | Week 1                                                                                                        | Week 2 | Week 3                                                                                                            | Week 4 | Week 5                                                                                                          | Week 6 | Week 7                                                                                     | Week 8 | Week 9 | Week 10                                                                                                           | Week 11                      | Week 12 |
|--------|---------------------------------------------------------------------------------------------------------------|--------|-------------------------------------------------------------------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------------------------------------|--------|--------|-------------------------------------------------------------------------------------------------------------------|------------------------------|---------|
| Autumn | Subitising 1, 2, 3<br>(Books 1-2)<br>Counting<br>Problem solving<br>Number representation<br>Number formation |        | Spatial reasoning<br>2D shapes and shape puzzles                                                                  |        | Subitising 1, 2, 3, 4<br>Books 3–4)<br>Counting<br>Problem solving<br>Number representation<br>Number formation |        | Problem solving<br>Compare amounts<br>Exploring pattern<br>Spatial reasoning               |        |        | Subitising 1, 2, 3, 4, 5<br>(Books 4)<br>Counting<br>Problem solving<br>Number representation<br>Number formation |                              |         |
| Spring | Spatial reasoning Construction<br>3D shapes                                                                   |        | Subitising 6, 7, 8, 9, 10<br>(Book 5)<br>Counting<br>Problem solving<br>Number representation<br>Number formation |        | Counting out up to 10 items<br>from a collection                                                                |        | Partitioning 2, 3, 4 and 5<br>(Books 6 - 9)                                                |        |        | Spatial reasoning<br>symmetry<br>(inc. shape<br>puzzles and<br>construction)                                      | Partitioning 10<br>(Book 10) |         |
| Summer | Measures<br>Problem solving<br>Spatial reasoning                                                              |        | Composition of 6-9<br>(Book 11)                                                                                   |        | Comparing numbers to 10<br>(Book 12)                                                                            |        | Patterns in odd and even numbers<br>Patterns in doubles<br>Equal distribution<br>(Book 13) |        |        | Exploring pattern<br>Spatial reasoning<br>Maps and plans<br>Measures                                              |                              |         |



# Number F2

Assessment

- Count objects, actions and sounds
- Subitise
- Link the number symbol with its cardinal number value
- Count beyond 10
- Compare numbers
- Understand the 'one more than/less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds 0-10

## ELG Final Year Outcome

**Number:** have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bond to 5 (without reference) and some number bonds to 10, including double facts.

**Numerical pattern:** 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 number to 10, including evens and odds, double facts and how quantities can be distributed equally.



# Shape and Measure

Assessment

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Shape puzzles, symmetrical butterflies, make butterflies, butterfly matching, understanding symmetry in nature.
- Make shape pictures - flowers/minibeasts
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Shapes investigation, \garden shapes hunt. What shapes can you make with the shapes you have found
- Continue, copy and create repeating patterns
- Using natural patterns and arrangements
- Looking at patterns in nature
- Compare length, weight and capacity
- Measuring different plants, beanstalks, ordering size. (using cubes etc.)
- Weighing natural materials in balance scales.
- Plant pots of various sizes for filling with compost - which one will hold the most, counting scoops of soil to fill - estimate and then measure, record in a class chart
- Filling different sizes of watering cans.

ELG Final Year Outcome

*No ELG for shape and measure*

## Elements of maths provision in Reception

### Daily mathematical routines

- Counting of children after the morning register
- Counting of children after the afternoon register
- Counting of hot dinners, cold dinners and packed lunches
- Counting the amount of children in the indoor provision and outdoor provision
- ‘One hundred days in school’ - display a hundred square in the classroom and cross off each day in school
- ‘Swap-shop’ - Use a countdown timer on the board for the children to see when it is their turn to use the outdoor provision
- Watch a daily episode of Numberblocks to match maths lesson focus
- End of day story time voting - children to use tokens to vote for their favourite story. The book with the most votes will be read at the end of the day.

### Other mathematical provision through the week

#### Adult led small group teaching

- Each child to take part in a small group maths game each week
- Games planned specifically to match the maths focus of the week
- Observe and take note of those who may need some targeted support.

#### Continuous provision and provocations

- Children to use wall visuals to count how many children are allowed in each area of the classroom (e.g. only 4 children at the snack table)
- Maths area set up each week with activities to consolidate the previous weeks learning

#### Targeted support

- Use observations from maths lessons and small group teaching to identify those who may need additional support.
- Plan and deliver catch up / targeted support for identified / absent children.

## Understanding the World (Geography)

In Geography we will look at our immediate environment, walk around the local area and create simple routes/maps for others to follow and to show what we have learned. We will use images of the local area to talk about features and locations. Our Reception, children will take a walk to the local park, walking through the local area, talking about what they see. They will then use images/ drawings of the local area to create a whole class map.

| EYFS Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Disciplinary Knowledge (FS1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Disciplinary Knowledge (FS2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Link to NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>•Describe their immediate environment</li><li>•Use maps to demonstrate knowledge of immediate environment</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"><li>• Know that I live in a home and that my home is near to school</li><li>• Know some places that I pass on the way to school</li><li>• Name some places that I have visited</li><li>• Experience changes in the season and weather using the Foundation Stage Garden</li><li>• Describe some changes in the season and weather</li><li>• Explore human feature vocabulary – house, school</li><li>• Talk about similarities between their home and school environment</li><li>• Answer a simple question related to their immediate environment</li><li>• Explore the nursery and talk about a feature (immediate environment)</li><li>• Follow instructions to use the nursery environment safely</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>• Explore that I live in Hull</li><li>• Describe places that I pass on the way to school</li><li>• Describe places that I have visited</li><li>• Describe some changes in the season and weather</li><li>• Explore human feature vocabulary – house, school, city, shop</li><li>• To ask and answer questions about my immediate environment</li><li>• Make a simple map of the classroom</li><li>• Explore the local area and talk about some features</li><li>• Give and follow instructions for someone to follow</li></ul> |  | <p>Geography</p> <p><b>NC3:</b> Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p><b>NC7:</b> Geographical skills and fieldwork: - use simple compass and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p><b>NC8:</b> Devise a simple map; and use and construct basic symbols in a key</p> <p><b>NC9:</b> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> |
| Areas to cover                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Geography (FS1)</p> <ul style="list-style-type: none"><li>• Go on a walk around the school grounds and talk about what we can see.</li><li>• Create a simple class map of the Nursery environment.</li><li>• Parents to send photographs of family days out to create a class display of places we have visited.</li><li>• Talk about favourite places to play in the Nursery classroom.</li><li>• Explore the features of a home and create a large class home picture.</li><li>• Discuss similarities and differences between home and school.</li></ul> | <p>Geography (FS1)</p> <ul style="list-style-type: none"><li>• Send home Autumn collection bags and add findings to an Autumn treasure tray.</li><li>• Explore the Nursery garden and talk about what we can see.</li><li>• Observe changes in the weather and seasons.</li><li>• Collect and discuss natural objects found in the outdoor area.</li><li>• Create Autumn collages using natural materials.</li><li>• Talk about how familiar places look different in Autumn.</li></ul> | <p>Geography (FS2)</p> <ul style="list-style-type: none"><li>• Go on a walk around the local area and create a map using drawings and photographs.</li><li>• Create a simple class map of the local area and identify familiar places.</li><li>• Walk to the local park and discuss what we see on the journey (scavenger hunt).</li><li>• Describe places we pass on the way to school.</li><li>• Discuss places we have visited with their families.</li><li>• Learn simple facts about our homes and identify different rooms and features.</li></ul>                                                                                                                                                                                          | <p>Geography (FS2)</p> <ul style="list-style-type: none"><li>• Observe and discuss changes in the outdoor area from Autumn to Winter.</li><li>• Sort and compare Autumn and Winter photographs.</li><li>• Use photographs to identify human features such as houses, shops, parks and schools.</li><li>• Give and follow simple directions around the classroom and outdoor area.</li><li>• Create simple routes for each other to follow.</li></ul> | <p><u>Outdoor opportunities</u></p> <p><u>(see outdoor provision plan)</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| house                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | street                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | map                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

Understanding the World (History)

In history we will be talking about the past and present in relation to ourselves. We will look at how we have changed over time and talk about similarities and differences. We will talk about our families and special times that we share as a family. We will look at teddy bears in the past and present and have a teddy bears picnic to celebrate a living event.

| EYFS Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Disciplinary Knowledge (FS1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       | Disciplinary Knowledge (FS2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |          | Link to NC                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|---------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Develop an understanding of growth, decay, and change over time</li><li>•Develop an interest in the lives of familiar people</li><li>•Know some similarities and differences between things in the past and now</li></ul>                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>• Talk about changes from a baby to a toddler</li><li>• Explore sources of evidence from when I was a baby (photographs and special items)</li><li>• Explore everyday changes</li><li>• Talk about my family</li><li>• Talk about who is in my family</li><li>• Talk about how we celebrate my birthday as a family</li></ul>                                                                                                                           |       | <ul style="list-style-type: none"><li>• Talk about changes from baby – toddler and compare to now</li><li>• Talk about and describe sources of evidence from when I was a baby, toddler and now (photographs and special items)</li><li>• Talk about everyday changes</li><li>• Talk about special events that have happened as a family in the past and present</li></ul>                                                                                                                                                |       |          | History<br><i>NC1: changes within living memory</i>                 |
| Areas to cover                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |          |                                                                     |
| History (FS1) <ul style="list-style-type: none"><li>• Ask for family photos from home and share, talking about who is in them.</li><li>• Draw a simple family picture, explaining who each person is.</li><li>• Talk about special family events such as birthdays and other celebrations.</li><li>• Use role-play resources to act out familiar family experiences (going on holiday, birthday parties, special days out).</li><li>• Discuss the similarities and differences between each other’s families.</li></ul> | History (FS1) <ul style="list-style-type: none"><li>• Ask for baby/toddler photos from home and talk about the things they could do as a baby and things they can do now.</li><li>• Sort pictures of babies, toddlers and older children.</li><li>• Look at and explore baby items (bottles, bibs, rattles, baby clothes).</li><li>• Sequence simple pictures showing growth from a baby to child.</li><li>• Discuss how they have changed as they have grown.</li></ul> | History (FS2) <ul style="list-style-type: none"><li>• Ask for baby and toddler photos from home and compare to now.</li><li>• Describe similarities and differences between themselves in the past and present.</li><li>• Sequence photographs from baby to adult to show growth over time.</li><li>• Create a simple timeline of their life using photographs and drawings.</li><li>• Talk about things they could do as a baby, toddler and compare this to what they can do now.</li></ul> |       | History (FS2) <ul style="list-style-type: none"><li>• Ask for photos of special items (blankets, dummy, pram, teddy).</li><li>• Describe special family celebrations that happened in the past and compare them to celebrations that they have now.</li><li>• Talk about family traditions and what they do to celebrate birthdays and other special occasions (Christmas, Halloween etc.)</li><li>• Discuss and compare own experiences with their friends – what do our families do to celebrate differently?</li></ul> |       |          | <u>Outdoor opportunities</u><br><u>(see outdoor provision plan)</u> |
| morning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | afternoon                                                                                                                                                                                                                                                                                                                                                                                                                                                                | before                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | after | yesterday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | today | tomorrow |                                                                     |

## Understanding the World (Science)

This term we will be exploring the natural world using our senses. We will talk about hot/cold/ ice/ snow/ wind/ rain. We will also be looking at the changing season. We will explore using our senses. We will talk about when we were babies and the differences to now. We will talk about our bodies and what we need to do to keep healthy.

| EYFS Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                  | Disciplinary Knowledge (FS1)                                                                                                                                                                                                                                                                                                                                                                                                                   | Disciplinary Knowledge (FS2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Link to NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <ul style="list-style-type: none"> <li>Develop an understanding of growth, decay, and change over time</li> <li>Observe and comment on the natural world</li> <li>Understand important processes and changes in the natural world around them, including seasons and changing states of matter</li> <li>Talk about the differences in materials that they explore</li> <li>Describe what they see, hear and feel when exploring</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Understand and ask 'why' questions</li> <li>Make healthy choices about food, drink, activity and tooth brushing. Know about healthy choices for their body</li> <li>Use senses in hands-on exploration of the natural world</li> <li>Talk about what they see, using a widening vocabulary</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>Ask questions to find out more and to check what has been said</li> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> <li>Use talk to work out problems</li> <li>Know and talk about different factors that support their overall health and wellbeing</li> <li>Explore the world around them using their senses</li> <li>Understand the effect of changing season on the natural work around them</li> <li>Describe what they see, hear, feel while outdoors</li> <li>Understand important processes and changes in the natural world, including the seasons</li> </ul> | <p><b>History</b><br/> <b>NC1:</b> change within living memory</p> <p><b>Science</b><br/> <b>NC:</b> Plants<br/> Pupils should: - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees<br/> Pupils should: - identify and describe the basic structure of a variety of common flowering plants, including trees<br/> <b>NC:</b> Animals, including humans<br/> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals<br/> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> |
| Areas to cover                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Science (FS1)</b> <ul style="list-style-type: none"> <li>Name basic body parts and talk about what they do.</li> <li>Look at photographs of ourselves as babies and discuss how we have changed.</li> <li>Talk about healthy foods and sort foods into healthy and unhealthy choices.</li> <li>Discuss ways to keep our bodies healthy (incl. washing hands/brushing teeth).</li> </ul>                                                 | <b>Science (FS1)</b> <ul style="list-style-type: none"> <li>Explore natural materials using our senses (sight/touch/smell/hear).</li> <li>Go on a senses walk around the Nursery environment.</li> <li>Explore ice and talk about how it feels and changes.</li> <li>Describe what we see, hear and feel when we are outdoors.</li> <li>Observe changes in the weather and talk about what we notice.</li> </ul> | <b>Science (FS2)</b> <ul style="list-style-type: none"> <li>Compare photographs of ourselves as babies to now.</li> <li>Describe ways we have changed as we have grown.</li> <li>Learn about healthy foods, exercise, sleep and hygiene.</li> <li>Investigate how exercise can affect our bodies.</li> <li>Ask questions and talk about how to keep healthy.</li> <li>Sort activities and foods into healthy and unhealthy choices.</li> </ul> | <b>Science (FS2)</b> <ul style="list-style-type: none"> <li>Observe and discuss changes from Autumn to Winter.</li> <li>Explore weather including rain, wind, ice and snow.</li> <li>Record observations of the outdoor area across the term.</li> <li>Use senses to describe what we can see, hear and feel when we are outdoors.</li> </ul>                                                                                                                                                                                                                                                                                                                    | <p style="text-align: center; color: green;"><b><u>Outdoor opportunities</u></b><br/> <b><u>(see outdoor provision plan)</u></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| body                                                                                                                                                                                                                                                                                                                                                                                                                                       | senses                                                                                                                                                                                                                                                                                                                                                                                                           | healthy                                                                                                                                                                                                                                                                                                                                                                                                                                        | seasons                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## Expressive Art and Design (Art)

This term we will be focusing on developing our ability to draw. We will look at drawing using a range of mark making implements. We will look at how to use lines to express our ideas through marks on paper/concrete/ in foam/in sand and how by using lines we can start to show a simple outline. We will start to draw a simple outlines of a person and FS2 will look at drawing a simple outline of a face, adding some detail. We will use the work of Frieda Kahlo as inspiration. Magdalena Carmen Frida Kahlo y Calderón (More commonly known as Frida Kahlo) - was a Mexican painter known for her many portraits, self-portraits, and works inspired by nature.

| EYFS Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                 | Disciplinary Knowledge (FS1)                                                                                                                                                                                                                                                                                                                                            | Disciplinary Knowledge (FS2)                                                                                                                                                                                                                                                                                                                                                                                                  | Link to NC                                                                                                                                                                                                                                                                                                                     |
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| <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with <a href="#">colour</a>, design, texture, form and function</li> <li>Share their creations, explaining the process they have used</li> </ul> <div>    </div> |                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Explore using lines with a range of pencils/ crayons/ pens to make own marks</li> </ul>                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Explore using lines and colour</li> <li>Explore a range of mark making tools to make lines and shapes</li> </ul>                                                                                                                                                                                                                                                                       | <p><b>Art</b><br/> <b>NC2:</b> to use <a href="#">drawing</a>, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p><b>NC3:</b> to develop a wide range of art and design techniques in using colour, pattern, texture, <a href="#">line</a>, shape, form and <a href="#">space</a></p> |
| Areas to cover                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                |
| <b>Art (FS1)</b> <ul style="list-style-type: none"> <li>Explore a range of mark-making tools (pencils/crayons/chalks/pens).</li> <li>Make marks on different materials (paper/chalkboards/foam/sand).</li> <li>Experiment with different types of lines including straight, curved and zig-zag.</li> <li>Use large-scale mark making outdoors.</li> <li>Talk about the marks they have made.</li> </ul>                                                                                                                                                                                                                                              | <b>Art (FS1)</b> <ul style="list-style-type: none"> <li>Look at pictures of people and discuss what they can see.</li> <li>Draw simple outlines of a person.</li> <li>Explore drawing faces with eyes, nose and mouth.</li> <li>Create self-portraits using mirrors.</li> <li>Use different materials to add features to pictures.</li> <li>Talk about their artwork and the choices they have made.</li> </ul> | <b>Art (FS2)</b> <ul style="list-style-type: none"> <li>Explore drawing lines and shapes to create pictures.</li> <li>Use a range of mark-making tools (pencils/pens/crayons).</li> <li>Draw a simple outline of a face and add small details.</li> <li>Observe facial features using mirrors.</li> <li>Experiment by using colours when creating portraits.</li> </ul> | <b>Art (FS2)</b> <ul style="list-style-type: none"> <li>Explore artwork by Frida Kahlo and talk about what we notice.</li> <li>Create self-portraits inspired by the artist Frida Kahlo.</li> <li>Draw portraits inspired by the artist, adding detail including facial features and hair.</li> <li>Explore natural objects such as flowers and leaves in artwork.</li> <li>Share and talk about our final pieces.</li> </ul> | <p style="text-align: center;"><b>Outdoor Opportunities</b><br/> <b>(see outdoor provision plan)</b></p>                                                                                                                                                                                                                       |
| line                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | draw                                                                                                                                                                                                                                                                                                                                                                                                            | shape                                                                                                                                                                                                                                                                                                                                                                   | portrait                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                |

Expressive Art and Design (Music) FS1

This term we will be enjoying lessons with the music service – learning how to play instruments together, move to music, keep a steady beat and sing a range of seasonal songs.

| EYFS Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Disciplinary Knowledge (FS1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Link to NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <ul style="list-style-type: none"><li>Listen to music with increased attention and express thoughts/feelings about it.</li><li>Sing a large repertoire of songs</li><li>Play instruments with increasing control.</li><li>Movement: follow rhythms and movement patterns.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"><li>Keeping time</li><li>Playing together</li><li>Fast/slow playing</li><li>Listening for instrument sounds</li><li>Following a conductor</li><li>Keep a steady beat</li><li>Move in time to music</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Music</b><br><b>NC1:</b> use their voices expressively and creatively by singing songs and speaking chants and rhymes<br><b>NC2:</b> play tuned and untuned instruments musically<br><b>NC3:</b> listen with concentration and understanding to a range of high-quality live and recorded music<br><b>NC4:</b> experiment with, create, select and combine sounds using the inter-related dimensions of music.                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Areas to cover                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Singing:</b><br/><a href="https://www.youtube.com/watch?v=TXxa2SVIQyE">https://www.youtube.com/watch?v=TXxa2SVIQyE</a><br/>(Dingle Dangle Scarecrow)<br/>Learn to sing and do the actions together.</p> <p><b>Music Service Lesson</b><br/><b>Welcome to Music!</b><br/><b>Objective:</b> Listening and responding; introduction to musical routines<br/><b>Activities:</b><br/><b>Hello Song:</b> Introduce a simple greeting song to start the session(e.g., “Hello Everyone how are you” to the tune of “Skip to My Lou”).<br/><b>Instrument Exploration:</b><br/>Allow children to explore classroom instruments like <i>shakers, tambourines, and bells</i>. Play ‘start stop’ using a sign.<br/><b>Movement Game:</b><br/>Play music with varying tempos and encourage children to move fast or slow accordingly.</p> | <p><b>Singing:</b><br/><a href="https://www.youtube.com/watch?v=TXxa2SVIQyE">https://www.youtube.com/watch?v=TXxa2SVIQyE</a><br/>(Dingle Dangle Scarecrow)<br/>Learn to sing and do the actions together.</p> <p><b>Music Service Lesson</b><br/><b>Body Percussion Fun</b><br/><b>Objective:</b> Exploring sounds; using the body for rhythm</p> <p><b>Activities:</b><br/><b>Echo Claps:</b><br/>Teacher claps a rhythm; children repeat. use puppet name rhythms e.g. Joe, Oscar, Percy Penguin.</p> <p><b>Action Songs:</b><br/>Sing "If You're Happy and You Know It" incorporating <i>claps, stomps, and taps</i>. of this!)</p> | <p><b>Singing:</b><br/><a href="https://www.youtube.com/watch?v=TXxa2SVIQyE">https://www.youtube.com/watch?v=TXxa2SVIQyE</a><br/>(Dingle Dangle Scarecrow)<br/>Learn to sing and do the actions together.</p> <p><b>Music Service Lesson</b><br/><b>Our Noisy World</b><br/><b>Objective:</b> Exploring everyday sounds</p> <p><b>Activities:</b><br/><b>Sound Walk:</b> Take a walk around the school or area to identify different sounds.</p> <p><b>Sound Matching Game:</b><br/>Play recordings of common sounds and have children guess the source. Or have <i>2 sets of instruments</i>- one in bag. Children guess which one being played</p> <p><b>Sing</b> “Old MacDonald” with sound effects.</p> | <p><b>Singing:</b><br/><a href="https://www.youtube.com/watch?v=RIFKr8GwJQ">https://www.youtube.com/watch?v=RIFKr8GwJQ</a><br/>(Wiggle, Wiggle, Calm)<br/><b>Music Service Lesson</b><br/><b>High and Low</b><br/><b>Objective:</b> Exploring pitch through voice and instruments<br/><b>Instrument Play:</b><br/>Use xylophones or chime bars to demonstrate high and low notes. Choose 2 e.g. C &amp; E<br/>‘Play Pass the Beater round’<br/>Pass the beater round<br/>Pass the beater round<br/>If the beater stops at you<br/>You can make a sound<br/>Wherever the beater lands the child can copy a rhythm on the 2 notes, played by the teacher first. Use their name rhythm or the puppet names</p> | <p><b>Singing:</b><br/><a href="https://www.youtube.com/watch?v=RIFKr8GwJQ">https://www.youtube.com/watch?v=RIFKr8GwJQ</a><br/>(Wiggle, Wiggle, Calm) together.<br/><b>Music Service Lesson</b><br/><b>Move with the Music</b><br/><b>Objective:</b> Moving in response to music<br/><b>Activities:</b><br/>Dance with <i>Scarves</i>: Play classical music like Vivaldi’s “Autumn” and encourage expressive movements.<br/><b>Freeze Dance:</b> Play music and have children freeze when the music stops.<br/><b>Sing:</b> “Ring a Ring o’ Roses”. or similar movement song.</p> | <p><b>Singing:</b><br/><a href="https://www.youtube.com/watch?v=RIFKr8GwJQ">https://www.youtube.com/watch?v=RIFKr8GwJQ</a><br/>(Wiggle, Wiggle, Calm) together.<br/><b>Music Service Lesson</b><br/><b>Instruments and Patterns</b><br/><b>Objective:</b> Keeping a beat and exploring rhythm<br/><b>Activities:</b><br/><b>Instrument Circles:</b> Pass <i>shakers</i> around in time with a beat.<br/><b>Rhythm Patterns:</b><br/>Teacher creates a simple rhythm; children copy it.<br/>Use puppets or names of objects from topic.<br/><b>Sing</b><br/>The big ship sails on the Ally Ally O. Tap <i>instruments</i> on words Ally Ally O</p> |
| <p><b>Singing:</b><br/><a href="https://www.youtube.com/watch?v=dUXk8Nc5qQ8">https://www.youtube.com/watch?v=dUXk8Nc5qQ8</a><br/>Learn to sing and move in time<br/><b>Music Service Lesson</b><br/><b>Animal Sounds in Music</b><br/><b>Objective:</b> Creativity and exploring vocal sounds<br/><b>Activities:</b><br/>Animal Sound Matching: Match instruments to animal sounds (e.g., drum for elephant).<br/>Sing “Old MacDonald”: Incorporate animal sounds and movements.</p>                                                                                                                                                                                                                                                                                                                                              | <p><b>Singing:</b><br/><a href="https://www.youtube.com/watch?v=dUXk8Nc5qQ8">https://www.youtube.com/watch?v=dUXk8Nc5qQ8</a><br/><b>Music Service Lesson</b></p> <p><b>Objectives:</b> Explore seasonal sounds and songs.</p> <p><b>Activities:</b> Crunch dried leaves and tap sticks for “wind” or “rain” sounds. Use rain sticks or shakers.</p> <p>Sing: “Autumn Leaves Are Falling Down” (to “London Bridge” tune).</p>                                                                                                                                                                                                           | <p><b>Singing:</b><br/><a href="https://www.youtube.com/watch?v=dUXk8Nc5qQ8">https://www.youtube.com/watch?v=dUXk8Nc5qQ8</a><br/><b>Music Service Lesson</b></p> <p><b>Let’s Make a Band! Objectives:</b> Group music-making and turn-taking.<br/><b>Activities:</b> Children choose and play instruments together.</p> <p>Practice “stop and go” signals.</p> <p>Sing: “The Music Man”.</p>                                                                                                                                                                                                                                                                                                                | <p><b>Singing:</b><br/><a href="https://www.youtube.com/watch?v=M6LoRZsHMSs">https://www.youtube.com/watch?v=M6LoRZsHMSs</a><br/><b>Music Service Lesson</b></p> <p><b>Christmas is Coming! Objectives:</b> Introduce festive music and instruments.</p> <p><b>Activities:</b> Use jingle bells and sing: “Jingle Bells”.<br/>Sing: “Twinkle Twinkle Christmas Star”.<br/>Dance to festive instrumentals.</p>                                                                                                                                                                                                                                                                                               | <p><b>Singing:</b><br/><a href="https://www.youtube.com/watch?v=M6LoRZsHMSs">https://www.youtube.com/watch?v=M6LoRZsHMSs</a><br/><b>Music Service Lesson</b></p> <p><b>Christmas Rhythms</b></p> <p><b>Objectives:</b> Explore rhythm with Christmas songs.</p> <p><b>Activities:</b> Tap rhythm sticks to “We Wish You a Merry Christmas”.</p> <p>Body percussion to “Rudolph the Red-Nosed Reindeer”.</p>                                                                                                                                                                       | <p><b>Singing:</b><br/><a href="https://www.youtube.com/watch?v=M6LoRZsHMSs">https://www.youtube.com/watch?v=M6LoRZsHMSs</a><br/><b>Music Service Lesson</b></p> <p><b>Christmas Celebration. Objectives:</b> Celebrate and perform what children have learned.</p> <p><b>Activities:</b> Mini concert for families or staff (3–4 songs).</p> <p>Christmas music dance party.</p> <p>Encourage self-expression and joy through movement.</p>                                                                                                                                                                                                      |

# Expressive Art and Design (Music) FS2

This term we will developing singing confidence, learning a new song (She'll Be Coming Round the Mountain), exploring contrasting classical pieces of music (Dies Irae by Verdi, Canon in D by Pachelbel and Adagio for Strings by Barber) , and responding to music through movement and discussion. In the second half of the term we will be exploring **call and response**, responding to music through **movement**, creating **sound effects** using voices and instruments, and composing a simple group performance based on *We're Going on a Bear Hunt*.

| EYFS Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Disciplinary Knowledge (FS1)                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Link to NC                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <ul style="list-style-type: none"><li>Listen attentively, move to and talk about music, expressing their feelings and responses</li><li>Watch and talk about dance and performance art, expressing their feelings and responses</li><li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li><li>Explore and engage in music making and dance, performing solo or in groups</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>Sing together and respond to a leader</li><li>Listen and move to music in different ways</li><li>Play instruments in time with others</li><li>Create music to tell a story</li><li>Perform and share their music confidently</li></ul>                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Music</b><br><b>NC1:</b> use their voices expressively and creatively by singing songs and speaking chants and rhymes<br><b>NC2:</b> play tuned and untuned instruments musically<br><b>NC3:</b> listen with concentration and understanding to a range of high-quality live and recorded music<br><b>NC4:</b> experiment with, create, select and combine sounds using the inter-related dimensions of music. |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Areas to cover                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Lesson 1 – Singing Familiar Songs &amp; Keeping the Beat<br/>Singing:</p> <p>Warm-ups to prepare the voice.<br/>Sing familiar songs from FS1 with actions.</p> <p>Musicianship:<br/>Use instruments to accompany songs.<br/>Model how to play to the beat while singing.<br/>Pupils practise playing together in time.</p>                                                                                                  | <p>Lesson 2 – Introducing New Song &amp; Listening to Verdi<br/>Singing:</p> <p>Begin learning She'll Be Coming Round the Mountain.<br/>Learn gradually across the half term.</p> <p>Listening &amp; Musicianship:<br/>Listen to Dies Irae (Verdi, 1874 – Romantic Period).<br/>Discuss:</p> <p>How the music begins, changes, and ends<br/>Loud vs quiet sections<br/>Feelings created by the music</p> <p>Identify that it includes voices (choir) and instruments (orchestra).</p> | <p>Lesson 3 – Moving to Music &amp; Following a Conductor<br/>Singing:</p> <p>Continue learning the song.</p> <p>Listening &amp; Musicianship:<br/>Listen to Dies Irae again.<br/>Watch the conductor and copy arm movements.<br/>Explore moving in different ways:</p> <p>Clapping<br/>Stamping<br/>Nodding<br/>Finger tapping</p> <p>Respond physically to changes in the music.</p> | <p>Lesson 4 – Contrasting Music: Adagio for Strings<br/>Singing:</p> <p>Continue developing She'll Be Coming Round the Mountain.</p> <p>Listening &amp; Musicianship:<br/>Listen to Adagio for Strings (Barber, 1938).<br/>Compare to Dies Irae:</p> <p>Slower, quieter, calmer<br/>Builds in volume but not as dramatic</p> <p>Discuss mood (sad, calm, reflective).<br/>Learn about string instruments (violin, cello) and how they are played with a bow.</p> | <p>Lesson 5 – Gentle Music &amp; Movement (Canon in D)<br/>Singing:</p> <p>Continue practising the song.</p> <p>Listening &amp; Musicianship:</p> <p>Listen to Canon in D (Pachelbel).<br/>Identify it as slow and quiet.<br/>Move gently to the music:</p> <p>Swaying<br/>Walking slowly<br/>Flowing arm movements</p> <p>Explore how movement reflects musical mood.</p>                                        | <p>Lesson 6 – Performance &amp; Comparing Music<br/>Singing:</p> <p>Perform She'll Be Coming Round the Mountain.<br/>Record the class performance.</p> <p>Listening &amp; Musicianship:<br/>Listen again to the key pieces from the unit.<br/>Hold a class vote on favourite piece.<br/>Discuss reasons for choices:</p> <p>Instruments<br/>Speed (tempo)<br/>Volume (dynamics)<br/>Style/mood</p>                                                    |
| <p>Lesson 1 – Introduction to Song &amp; Movement<br/>Singing:</p> <p>Warm-ups.<br/>Revisit familiar FS1 songs with actions.</p> <p>Listening &amp; Musicianship:</p> <p>Listen to Going on a Bear Hunt.<br/>Explore movement for different parts:</p> <p>Swishy grass<br/>Squelchy mud<br/>Cold water</p> <p>Move in creative ways to match each section.</p>                                                                 | <p>Lesson 2 – Exploring Character Movement (The Bear)<br/>Singing:</p> <p>Warm-ups and familiar songs.</p> <p>Listening &amp; Musicianship:</p> <p>Listen again to Bear Hunt.<br/>Focus on the bear character.<br/>Explore how a bear would move:</p> <p>Big/heavy steps<br/>Slow or fast movement</p> <p>Develop expressive movement linked to the music.</p>                                                                                                                        | <p>Lesson 3 – Call and Response Singing<br/>Singing:</p> <p>Warm-ups.<br/>Join in with the call and response song:</p> <p>Teacher/video sings the call<br/>Pupils respond (e.g., “Going on a bear hunt”)</p> <p>Practise until confident.</p> <p>Musicianship:</p> <p>Add actions developed in previous lessons.<br/>Focus on performing together in time.</p>                         | <p>Lesson 4 – Creating Vocal Sound Effects<br/>Singing:</p> <p>Warm-ups and continue call-and-response singing.</p> <p>Musicianship:<br/>Introduce sound effects for each part:</p> <p>Walking<br/>Grass<br/>River<br/>Mud<br/>Cave<br/>Bear</p> <p>Pupils suggest and practise vocal/body sounds.<br/>Use picture cards to cue each sound in sequence.</p>                                                                                                      | <p>Lesson 5 – Using Instruments to Create Sounds<br/>Singing:</p> <p>Warm-ups.</p> <p>Musicianship:<br/>Revisit sound effects using picture cards.<br/>Replace body/vocal sounds with instruments.<br/>Explore how different instruments create different textures:</p> <p>Drum → footsteps<br/>Guiro → grass<br/>Shaker → rain/water</p> <p>Choose and assign sounds for each part as a class.</p>               | <p>Lesson 6 – Group Composition &amp; Performance<br/>Singing:</p> <p>Warm-ups.<br/>Musicianship &amp; Composition:</p> <p>Pupils work in small groups (approx. 6).<br/>Each child is given a picture card and selects an instrument.<br/>Create a musical sequence (composition):</p> <p>Can follow the story order or change it creatively</p> <p>Perform as a group, taking turns to play their sound.<br/>Record final performances for Dojo.</p> |

## Expressive Art and Design (Design Technology)

This term we will be focusing on developing our ability to make props for the stories we are reading and for our role play. We will look at how to cut, join and fix materials together whilst having a purpose in mind when we are designing and making.

| EYFS Curriculum                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                     | Disciplinary Knowledge (FS1)                                                                                                                                                                                                                                                                                                                                                                   | Disciplinary Knowledge (FS2)                                                                                                                                                                                                                                                                                                                                                                                      | Link to NC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>Explore different materials to develop their ideas about how to use them and what to make.</li> <li>Join different materials and explore different textures</li> <li>Make props for role play and develop creative thinking using a range of media</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Hold scissors and use them to snip and start to cut along a line with some accuracy</li> <li>Explore using glue/sellotape and masking tape to fix materials in place</li> </ul>                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Hold scissors correctly and use them to cut along a straight, curved and zigzag line with increasing accuracy</li> <li>Explore using glue/sellotape and masking tape to join two or more materials</li> </ul>                                                                                                                                                              | <b>Design Technology</b><br><b>NC Design:</b><br>design purposeful, functional, appealing products for themselves and other users<br>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology<br><b>NC Make:</b><br>select from and use a wide range of materials and components<br><b>NC Evaluate:</b><br>explore and evaluate a range of existing products<br>evaluate their ideas and against design criteria |
| Areas to cover                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Design Technology (FS1)</b> <ul style="list-style-type: none"> <li>Explore how to hold scissors safely.</li> <li>Cut paper and card using scissors.</li> <li>Cut paper along pre-drawn straight lines.</li> <li>Cut out materials to create props for stories and role play.</li> <li>Explore different materials and discuss their textures.</li> </ul>                                             | <b>Design Technology (FS1)</b> <ul style="list-style-type: none"> <li>Explore using glue sticks to stick materials together.</li> <li>Use masking tape and sellotape to join materials.</li> <li>Create simple story props using a range of materials.</li> <li>Join materials to make pictures and models.</li> <li>Investigate which joining methods work best.</li> <li>Talk about what we have made.</li> </ul> | <b>Design Technology (FS2)</b> <ul style="list-style-type: none"> <li>Design and make props linked to our class text (Percy the Park Keeper).</li> <li>Cut along pre-drawn straight, curved and zigzag lines.</li> <li>Follow a simple design idea when creating.</li> <li>Talk about what we are intending to make and why.</li> <li>Discuss and make changes to improve our work.</li> </ul> | <b>Design Technology (FS2)</b> <ul style="list-style-type: none"> <li>Use glue, tape and other joining methods to join different materials together,</li> <li>Create models and props for our own play / storytelling.</li> <li>Explore how different materials can be joined together.</li> <li>Evaluate finished products and discuss what worked well.</li> <li>Share our creations with the class.</li> </ul> | <div style="text-align: center; background-color: #d4f1d4; padding: 20px;"> <b>Outdoor Opportunities</b><br/> <u>(see outdoor provision plan)</u> </div>                                                                                                                                                                                                                                                                                                                                                                    |
| cut                                                                                                                                                                                                                                                                                                                                                                                                     | join                                                                                                                                                                                                                                                                                                                                                                                                                | design                                                                                                                                                                                                                                                                                                                                                                                         | make                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

Understanding the World (RE) - Foundation Stage 1

This term we will be looking at stories from Christianity and talking about the importance of rules. We will start to learn what is special about the Christmas story.

| EYFS Curriculum                                                                                                                                                                                                                                                                                                                                                                                              |             | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                       | Key questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Link to NC                                                                                                                      |
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| <ul style="list-style-type: none"><li>Talk about members of their immediate family and community</li><li>Name and describe people who are familiar to them</li><li>Compare and contrast characters from stories, including figures from the past</li><li>Talk about lives of people around them and their roles in society</li><li>Show an understanding of their own feelings and those of others</li></ul> |             | <ul style="list-style-type: none"><li>To learn about the Christian faith</li><li>To talk about beliefs of the Christians</li><li>To talk about people who are special in the Christian faith</li></ul>                                                                                                                                                                                                                                       | <p>Christmas</p> <ul style="list-style-type: none"><li>Who was Jesus?</li><li>What happened at the first Christmas?</li><li>What are the special things in a Christian home?</li><li>What are the important symbols for Christians?</li><li>What are special places for Christians?</li><li>Children understand what is special about the Christmas (Nativity) story.</li></ul> <p>Diwali</p> <ul style="list-style-type: none"><li>Who were Rama and Sita?</li><li>What happened in the story of Rama and Sita?</li><li>What are the special things in a home at Diwali?</li><li>What are the important symbols at Diwali?</li><li>What are special places to celebrate Diwali?</li></ul> | <p>Area of understanding</p> <ul style="list-style-type: none"><li>Theology</li><li>Philosophy</li><li>Social Science</li></ul> |
| Areas to cover                                                                                                                                                                                                                                                                                                                                                                                               |             |                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                 |
| <ul style="list-style-type: none"><li><u>Diwali</u></li></ul> Explore symbols of Diwali<br>How do people celebrate Diwali at home?<br>Enjoy and discuss the story of Rama and Sita – why is it special?<br>Discuss why we call Diwali the festival of light.<br>Celebrate Diwali in our EYFS (Making Divas, Rangoli patterns, food tasting, costumes, firework pictures)                                     |             | <ul style="list-style-type: none"><li><u>Christmas</u></li></ul> Explore symbols of Christmas<br>How do people celebrate Christmas at home?<br>Enjoy and discuss the Nativity story recognizing some of the key characters including Jesus – why is it special?<br>Discuss how we celebrate Christmas linked to the birth of Jesus.<br>Celebrate Christmas in our EYFS (Christmas party, Christmas sing a long fr parents, Christmas crafts) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Outdoor opportunities</p> <p><u>(see outdoor provision plan)</u></p>                                                         |
| Festival of lights                                                                                                                                                                                                                                                                                                                                                                                           | Celebration | Church                                                                                                                                                                                                                                                                                                                                                                                                                                       | Nativity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                 |

Understanding the World (RE) - Foundation Stage 2

This term we will be looking at stories from Christianity and Baha'i Faith. We will talk about our families, friends, role models and Jesus. We will start to look at the Christmas story

| EYFS Curriculum                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                        | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                   | Key questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Link to NC                                                                                                                      |
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| <ul style="list-style-type: none"><li>Talk about members of their immediate family and community</li><li>Name and describe people who are familiar to them</li><li>Compare and contrast characters from stories, including figures from the past</li><li>Talk about lives of people around them and their roles in society</li><li>Show an understanding of their own feelings and those of others</li></ul> |                                                                                                                                                                                                        | <ul style="list-style-type: none"><li>To learn about the Christian and Baha'i faiths</li><li>To talk about beliefs of the Christian and Baha'i religions</li><li>To talk about people who are special in different faiths</li></ul>                                                                                                                      | <ul style="list-style-type: none"><li>Explore questions such as:</li><li>What is unity? Why is it important in the Baha'i Faith?</li><li>What question does a Baha'i story about unity make us ask?</li><li>What are the special things in a Baha'i home?</li><li>What are the important symbols for Baha'is?</li><li>What are special places for Baha'is?</li><li>Who was Jesus?</li><li>What happened at the first Christmas?</li><li>What is the first story in the Bible?</li><li>What questions do Christian stories make us ask?</li><li>What are the special things in a Christian home?</li><li>What are the important symbols for Christians?</li><li>What are special places for Christians?</li><li>Children understand what is special about the Christmas (Nativity) story.</li></ul> | <p>Area of understanding</p> <ul style="list-style-type: none"><li>Theology</li><li>Philosophy</li><li>Social Science</li></ul> |
| Areas to cover                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                 |
| <p><b>Baha'i Faith</b></p> <ul style="list-style-type: none"><li>What is unity?</li><li>Why is it important in the Baha'i Faith?</li><li>What question does a Baha'i story about unity make us ask?</li><li>What are the special things in a Baha'i home?</li><li>What are the important symbols for Baha'is?</li><li>What are special places for Baha'is?</li></ul>                                         | <p><b>Christianity—Christmas</b></p> <ul style="list-style-type: none"><li>Read the Nativity story and discuss why it is special.</li><li>Perform the Nativity in the Christmas School Play.</li></ul> | <p><b>Religious and Non-Religious Worldviews</b></p> <ul style="list-style-type: none"><li>What does the word god mean?</li><li>What is belief?</li><li>What stories or poems make us ask questions?</li><li>What puzzles you?</li><li>Where do rules come from?</li><li>What things are special to me?</li><li>What places are special to me?</li></ul> | <p><b>Christianity—Christmas</b></p> <ul style="list-style-type: none"><li>Who was Jesus?</li><li>What happened at the first Christmas?</li><li>What is the first story in the Bible?</li><li>What questions do Christian stories make us ask?</li><li>What are the special things in a Christian home?</li><li>What are the important symbols for Christians?</li><li>What are special places for Christians?</li></ul>                                                                                                                                                                                                                                                                                                                                                                           | <p>Outdoor opportunities</p> <p><u>(see outdoor provision plan)</u></p>                                                         |
| Unity                                                                                                                                                                                                                                                                                                                                                                                                        | Nativity                                                                                                                                                                                               | Belief                                                                                                                                                                                                                                                                                                                                                   | Jesus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                 |

**Personal, Social and Emotional Development**

This term we will be talking about Being Me in My World and Celebrating Differences. We will talk about who I am and how I fit in. We will also talk about respect for similarities and differences, anti-bullying and what makes us unique. and We will also talk about class rules and my responsibility to help others within the classroom. We will meet new friends and learn about each others likes and dislikes, as part of our whole school Restorative Practice Week.

| EYFS Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Knowledge (FS2)                                                                                                                                                                                                                                                                                                                                                   | Jigsaw                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <ul style="list-style-type: none"><li>• Show an understanding of their own and others feelings</li><li>• Set and work towards simple goals, being able to wait for what they want</li><li>• Focus their attention and respond appropriately when engaged in activities</li><li>• Follow instructions</li><li>• Be confident to try new activities and develop independence, resilience and perseverance</li><li>• Manage own personal hygiene, including dressing and toileting</li><li>• Work and play cooperatively and take turns</li><li>• Show sensitivity to their own and others needs</li></ul> | <ul style="list-style-type: none"><li>• See themselves as a valuable individual</li><li>• Continue to build constructive and respectful relationships</li><li>• Express their feelings, whilst considering the feelings of others</li><li>• Explain the reasons for rules</li><li>• Play co-operatively and start to take turns without adult prompting</li></ul> | <p>Being Me in my World</p> <ul style="list-style-type: none"><li>• I can talk about special things about myself.</li><li>• I can recognise and talk about my feelings (like happy and sad).</li><li>• I can play nicely and cooperatively with others.</li><li>• I can use gentle hands and be kind.</li><li>• I can explain why it is good to learn and play safely and happily.</li><li>• I can understand what it means to be responsible in my classroom</li></ul> <p>Celebrating Differences</p> <ul style="list-style-type: none"><li>• I can tell you some ways I am similar to my friends.</li><li>• I can tell you some ways I am different from my friends.</li><li>• I can explain what makes me special and unique.</li><li>• I can use kind words with my friends.</li><li>• I can share my toys and play nicely.</li><li>• I can tell an adult if I feel unhappy or need help</li></ul> |

| Areas to cover                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                |
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| <p>Circle time</p> <ul style="list-style-type: none"><li>• Daily circle - talking about feelings, friendship, likes, dislikes and addressing any difficulties from the day</li><li>• Puppets - demonstration of key issues from the class - acting out the scenarios and encouraging pupils to give suggestions on how to solve them</li><li>• Reinforce class mantras (Be the best you can be, everyone has the right to be heard, feel safe and learn)<br/>Encourage pupils to use these to hold each other to account</li><li>• Getting to know you circles for new FS1 children</li></ul> | <p>BEAMS</p> <ul style="list-style-type: none"><li>• BEAMS - reinforce and talk about BPS, Believe, Persevere, Succeed</li><li>• Encourage pupils to recognise others that are doing our BEAMS</li><li>• Weekly BEAMS champion - celebrate</li></ul> | <p>Resilience</p> <ul style="list-style-type: none"><li>• Encourage to keep going and try again when building/ investigating/ solving problems</li><li>• Encourage pupils to work together to build/solve problems/construct</li><li>• Pupils to access resources freely in order to promote their own learning - encourage them to try another approach/ select another resource and experiment with change</li></ul> | <p>Independence</p> <ul style="list-style-type: none"><li>• Coats and shoes on and off without support</li><li>• Tidying up the classroom and area that they have worked in</li><li>• Selecting resources for role play and small world play</li><li>• Getting ice packs from the fridge when needed</li><li>• Water - selecting own drink</li><li>• Going to the toilet without support</li></ul> | <p><b>Outdoor Opportunities</b></p> <p>Sharing and taking turns</p> <p>Managing risk</p> <p>Focussing attention on an outdoor task for more sustained periods</p> <p>Developing teamwork skills</p> <p><u>(see outdoor provision plan)</u></p> |

|      |         |            |              |  |
|------|---------|------------|--------------|--|
| kind | manners | resilience | Independence |  |
|------|---------|------------|--------------|--|

| Personal, Social and Emotional Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                           |
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| This term we will be talking about Being Me in My World and Celebrating Differences. We will talk about who I am and how I fit in. We will also talk about respect for similarities and differences, anti-bullying and what makes us unique. and We will also talk about class rules and my responsibility to help others within the classroom. We will meet new friends and learn about each others likes and dislikes, as part of our whole school Restorative Practice Week.                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                           |
| EYFS Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                      | Knowledge (FS1)                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"><li>• Show an understanding of their own and others feelings</li><li>• Set and work towards simple goals, being able to wait for what they want</li><li>• Focus their attention and respond appropriately when engaged in activities<ul style="list-style-type: none"><li>• Follow instructions</li></ul></li><li>• Be confident to try new activities and develop independence, resilience and perseverance<ul style="list-style-type: none"><li>• Manage own personal hygiene, including dressing and toileting<ul style="list-style-type: none"><li>• Work and play cooperatively and take turns</li><li>• Show sensitivity to their own and others needs</li></ul></li></ul></li></ul> |                                                                                                                                                                                                                                                      | <p>We can talk about what makes us happy and sad</p> <p>We know what we are good at doing. We know what we find hard.</p> <p>We know everyone can play with anything they want.</p> <p>We can talk about how we celebrate special times. (</p>                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                    | <p>We all belong to a family</p> <p>We can name people in our family</p> <p>We love our families, friends and toys.</p> <p>We can name something we love about our family</p> <p>We like to dress up and role pay different character</p> |
| Areas to cover                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                           |
| <p>Circle time</p> <ul style="list-style-type: none"><li>• Daily circle - talking about feelings, friendship, likes, dislikes and addressing any difficulties from the day</li><li>• Puppets - demonstration of key issues from the class - acting out the scenarios and encouraging pupils to give suggestions on how to solve them</li><li>• Reinforce class mantras (Be the best you can be, everyone has the right to be heard, feel safe and learn) Encourage pupils to use these to hold each other to account</li><li>• Getting to know you circles for new FS1 children</li></ul>                                                                                                                                    | <p>BEAMS</p> <ul style="list-style-type: none"><li>• BEAMS - reinforce and talk about BPS, Believe, Persevere, Succeed</li><li>• Encourage pupils to recognise others that are doing our BEAMS</li><li>• Weekly BEAMS champion - celebrate</li></ul> | <p>Resilience</p> <ul style="list-style-type: none"><li>• Encourage to keep going and try again when building/ investigating/ solving problems</li><li>• Encourage pupils to work together to build/solve problems/construct</li><li>• Pupils to access resources freely in order to promote their own learning - encourage them to try another approach/ select another resource and experiment with change</li></ul> | <p>Independence</p> <ul style="list-style-type: none"><li>• Coats and shoes on and off without support</li><li>• Tidying up the classroom and area that they have worked in</li><li>• Selecting resources for role play and small world play</li><li>• Getting ice packs from the fridge when needed</li><li>• Water - selecting own drink</li><li>• Going to the toilet without support</li></ul> | <p>Outdoor Opportunities</p> <p>Sharing and taking turns</p> <p>Managing risk</p> <p>Focussing attention on an outdoor task for more sustained periods</p> <p>Developing teamwork skills</p> <p><u>(see outdoor provision plan)</u></p>   |
| kind                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | manners                                                                                                                                                                                                                                              | resilience                                                                                                                                                                                                                                                                                                                                                                                                             | Independence                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                           |

Physical Development

This term we will continue to develop our balance/ coordination/ teambuilding/ listening to instructions/ fine and gross motor movements. We will participate in daily and weekly finger strengthening lessons to ensure our mark making and finger grip is developing. We will learn how to look for and find a space of our own and how to stop on command.

| EYFS Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                             | Key questions                                                                                                                                                                                                                                                                    | PE                                                                                                                                                                                                 |
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| <ul style="list-style-type: none"><li>Negotiate space and obstacles with developing confidence</li><li>Demonstrate strength, balance and coordination when playing</li><li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li><li>Hold a pencil effectively</li><li>Use a range of small tools, including scissors, paint brushes and cutlery</li><li>Follow instructions</li><li>Be confident to try new activities and develop independence, resilience and perseverance</li><li>Manage own personal hygiene, including dressing and toileting</li><li>Work and play cooperatively and take turns</li></ul> | <ul style="list-style-type: none"><li>To know when to stop in order to be safe during physical development lessons</li><li>To find a space of their own</li><li>To hold a pencil using a tripod grip (FS2)</li><li>To develop pencil control (FS1)</li><li>To use the toilet with independence</li><li>To know when they are hungry/thirsty/hot and cold</li></ul> | <ul style="list-style-type: none"><li>How can we stay safe when using ....?</li><li>Show me how to .....?</li><li>How does my body feel after doing ....?</li><li>How can we stay healthy?</li><li>How do we know when we need to rest, take a break and have a drink?</li></ul> | <p>NC1: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> |
| Areas to cover                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                    |

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| <b>Fine motor</b> <ul style="list-style-type: none"> <li>• Daily funky fingers - range of activities (drawing to music, scrunch paper, cutting, stacking, threading, dough disco, flipper flappers) - FS1 only</li> <li>• Weekly funky fingers challenges - threading, weaving, dough, cutting, snipping, twisting, tweezers, pincers, drawing etc.</li> <li>• Screw driver play set - can you twist and turn your hand</li> <li>• Sweeping outdoors and window cleaning</li> <li>• Nuts and Bolts set</li> <li>• Use knife and fork to cut food when staying at school for lunch or when role playing with play dough</li> </ul> | <b>Gross Motor</b> <p>Learning skills for ,sports day</p> <p>Running race</p> <p>Bean bag balancing</p> <p>Obstacle course</p> <p>Egg and spoon</p> <p>Sack race</p> <p>Using outdoor area to develop gross motor movements</p> <p>Large equipment - developing gross motor skills for new starters</p> | <b>PE Lesson - (FS2) - Circle games (Developing teamwork, listening, navigating space and stopping on command)</b> <ul style="list-style-type: none"> <li>• Circle games</li> <li>• Finding space</li> <li>• Moving around others</li> <li>• Parachute games</li> <li>• Stopping on request</li> <li>• Duck Duck Goose</li> <li>• In and out the woods of blue bells</li> <li>• Farmers in his den</li> </ul> | <b>Health and hygiene</b> <ul style="list-style-type: none"> <li>• Hygiene - washing hands before eating, washing hands after using the toilet, flushing the toilet, fingers away from mouths etc.</li> <li>• Encourage pupils to eat fruit during the session - choose when you are hungry, get to know your body and how it feels, drinking milk and water to stay healthy and strong</li> <li>• Talk about healthy bodies as part of PSHE - looking at changes bodies and how we grow</li> </ul> | <p><b>Outdoor Opportunities</b></p> <p>Using outdoor building equipment to develop gross motor skills</p> <p><b><u>(see outdoor provision plan)</u></b></p> |
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# Outdoor Learning



## Outdoor Play Mission Statement

At Bellfield Primary School we endeavor to create a well-planned and resourced space which gives the children the freedom and opportunity to develop high quality communication and language skills.



## Area - Building and Construction, Den Building

Resources

Intent

Continuous

Enhancements

Communicating & Collaborating - Talking about ideas out loud, sharing imaginative & creative thoughts, talking to others by sharing ideas, giving

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| <ul style="list-style-type: none"> <li>Stacking Crates</li> <li>Wide shallow crates</li> <li>Wooden planks</li> <li>Tyres</li> <li>A range of different fastenings (string, rope, pegs)</li> <li>Tarpaulins</li> <li>Foam bricks</li> </ul> | <ul style="list-style-type: none"> <li>Clipboards, pencils and building plans</li> <li>Challenge cards</li> <li>Large cardboard boxes and tubes</li> <li>Camouflage netting</li> <li>Small word figures / animals</li> <li>Tape measures / rulers</li> <li>Photos of famous buildings / bridges</li> <li>Natural materials</li> <li>Builders hats / high-vis jackets / tool toy</li> </ul> | <p>directions, responding to requests, collaborating working with others through planning, helping, negotiating and compromising.</p> <p><u>Practicing physical skills &amp; control</u> - Lifting, carrying, maneuvering and manipulating large building materials, joining and fastening, placing &amp; balancing, climbing, going over &amp; under, lifting and carrying, transporting building materials, taking care of equipment and others around</p> <p><u>Designing ideas and thinking creatively</u> - Using resources in multiple ways, selecting equipment by shape or size, creating structures of different shapes and sizes - towers, pathways, lines, enclosures, spaces to crawl into, building familiar things - dens, seats, vehicles, building imaginary places and objects, persisting from an idea through to a conclusion</p> |
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| Area - Water |              |        |
|--------------|--------------|--------|
| Resources    |              | Intent |
| Continuous   | Enhancements |        |

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| <ul style="list-style-type: none"> <li>• Access to water</li> <li>• Jugs, Bowls</li> <li>• Funnels, pipes, flexible tubing</li> <li>• Trugs</li> <li>• Bottle sprays</li> <li>• Mops, brooms</li> <li>• Rollers, brushes</li> <li>• Bowls</li> <li>• Syringes</li> </ul> | <ul style="list-style-type: none"> <li>• Coloured water</li> <li>• Ince blocks</li> <li>• Floating / sinking objects</li> <li>• Sponges and pipettes</li> <li>• Toy boats</li> <li>• Small world sea animals</li> <li>• Measuring jugs</li> <li>• Water wheels</li> <li>• Soap / bubbles</li> <li>• Flowers / herbs / leaves</li> </ul> | <p><u>Communicating &amp; Collaborating</u> - Talking about ideas out loud, sharing imaginative and creative thoughts, talking to others by sharing ideas, giving directions, responding to re- quests, collaborating working with others</p> <p><u>Practicing physical skills &amp; control</u> - Lifting, carrying, maneuvering and manipulating large water resources, turning taps, pouring from a range of containers, joining and fastening, placing &amp; balancing, transporting water in buckets, water cans, large jugs and trugs, taking care of equipment</p> <p><u>Exploring and Investigating</u> - Submerging materials, soaking materials, pouring water onto surfaces and into containers, funnels and pipes, making water move at different rates and in different directions - spreading water with hands, feet and other equipment collecting and containing water, creating puddles splashing in puddles dropping objects in puddles</p> <p><u>Designing ideas and thinking creatively</u> - Using resources in multiple ways, selecting equipment by shape, length, capacity, creating waterways of differing complexities, persisting from an idea through to a conclusion</p> |
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| Area - Sand and Gravel |        |
|------------------------|--------|
| Resources              | Intent |

| Continuous                                                                                                                                          | Enhancements                                                                                                                                                                                                                            | <u>Communicating &amp; Collaborating</u> - Talking about ideas out loud, sharing imaginative and creative thoughts, collaborating and working with others<br><u>Exploring and Investigating</u> : Wet and dry sand play introduces scientific concepts such as cause and effect, observation, and experimentation. Children can observe how water affects the sand’s texture and the changes that occur when sand is mixed with water. This hands-on experience nurtures a sense of curiosity and a foundation for scientific inquiry.<br><br><u>Practicing physical skills and Control</u> : Sand and gravel involves pouring, squeezing, and shaping, which requires increased strength and coordination<br><br><u>Thinking creatively</u> : Creating structures with sand and providing natural materials and wild animals or dinosaurs, children can extend their structural play into narrative play, which will also support language development. |
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| <ul style="list-style-type: none"><li>• Sand</li><li>• Gravel</li><li>• Tyres</li><li>• Buckets</li><li>• Spades</li><li>• Bucket balance</li></ul> | <ul style="list-style-type: none"><li>• Dinosaur bones / fossils</li><li>• Construction vehicles</li><li>• Natural resources</li><li>• Sieves / colanders</li><li>• Smal world animals / insects</li><li>• Magnifying glasses</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| Area - Mud kitchen |              |        |
|--------------------|--------------|--------|
| Resources          |              | Intent |
| Continuous         | Enhancements |        |

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| <ul style="list-style-type: none"> <li>• A range of pans</li> <li>• Bun tins</li> <li>• Bowls</li> <li>• Spoons</li> <li>• Microwave</li> <li>• Kettle</li> <li>• Wooden kitchen</li> <li>• Mud/bark/gravel</li> <li>• Access to water</li> </ul> | <ul style="list-style-type: none"> <li>• Herbs / flowers / petals</li> <li>• Pine cones / sticks</li> <li>• Recipe cards</li> <li>• Clipboards, pencils</li> <li>• Real fruit / vegetables</li> <li>• Measuring cups / scales</li> <li>• Cake decorations</li> <li>• Potion bottles</li> </ul> | <p><u>Communicating &amp; Collaborating</u> - Talking about ideas out loud, sharing imaginative and creative thoughts, collaborating and working with others through planning out recipes, helping, negotiating and compromising.</p> <p><u>Practicing physical skills &amp; control</u> - Carrying and manipulating mud bark and water to where it is needed for their task.<br/>Mixing ingredients together</p> <p><u>Exploring and Investigating</u> - Selecting and mixing different material together and talk about e result/outcome including texture and appearance.</p> <p><u>Thinking Creatively</u> - Pretending to set up camp, cook outdoors picnic forage, pretend/fantasy play<br/>Creating recipes using a range of ingredients</p> |
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| Area - Games Equipment |                                          |
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| Resources              | Intent                                   |
| Continuous             | <u>Communicating &amp; Collaborating</u> |

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| <ul style="list-style-type: none"><li>• Bats</li><li>• Different size balls</li><li>• Bean bags</li><li>• Quoits, cones</li><li>• Balance boards, stilts</li><li>• Hula hoops, streamers</li></ul> | Talking to others by sharing ideas, giving directions, responding to requests<br>Creating own rules, sense of control, developing scheme work skills.<br><u>Emotional Wellbeing</u><br>Opportunities to experience powerful feelings and find ways to deal with them, talking about ideas out loud, following rules<br><u>Practicing physical skills &amp; control</u><br>Developing skills of throwing with accuracy, moving with increasing control in a variety of ways, using resources in multiple ways |
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| Area - Digging and Planting |              |                                        |
|-----------------------------|--------------|----------------------------------------|
| Resources                   |              | Intent                                 |
| Continuous                  | Enhancements | <u>Communicating and collaborating</u> |

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| <ul style="list-style-type: none"><li>• Tyres</li><li>• Mud</li><li>• Trowels</li><li>• Plant pots</li><li>• Forks</li></ul> | <ul style="list-style-type: none"><li>• Seeds / bulbs</li><li>• Watering cans / spray bottles</li><li>• Gardening gloves</li><li>• Magnifying glasses</li><li>• Seasonal flowers / herbs / vegetables</li></ul> | <p>Talking about ideas out loud and sharing creative and imaginative thoughts collaborating and working with others</p> <p><u>Practicing physical skills and control</u></p> <p>Digging soil to develop strength and control, digging small and large holes for different seeds and bulbs.</p> <p><u>Exploring and investigating</u></p> <p>Exploring the changing seasons through looking at plant growth, thinking about what plants need to grow, and taking care of them,</p> |
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| Area - Obstacle and climbing |                                          |
|------------------------------|------------------------------------------|
| Resources                    | Intent                                   |
| Continuous                   | <u>Communicating &amp; Collaborating</u> |

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| <ul style="list-style-type: none"> <li>• Climbing frame</li> <li>• Slide</li> <li>• Climbing wall</li> <li>• Stepping stones</li> <li>• Steps</li> <li>• Beam</li> </ul> | <p>Talking to others by sharing ideas, giving directions, responding to requests Creating own rules, sense of control, developing scheme work skills.</p> <p><u>Emotional Wellbeing</u><br/>         Opportunities to experience powerful feelings and find ways to deal with them, talking about ideas out loud, following rules</p> <p><u>Practicing physical skills &amp; control</u><br/>         Developing skills of throwing with accuracy, moving with increasing control in a variety of ways, using resources in multiple ways</p> |
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| Area - Large mark making |              |        |
|--------------------------|--------------|--------|
| Resources                |              | Intent |
| Continuous               | Enhancements |        |

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| <ul style="list-style-type: none"> <li>• Large chalk board</li> <li>• Large white board</li> <li>• Large paint brushes</li> <li>• Rollers</li> </ul> | <ul style="list-style-type: none"> <li>• Coloured water / large paintbrushes</li> <li>• Spray bottles</li> <li>• Stencils</li> <li>• Chalks</li> </ul> | <p><u>Communicating &amp; Collaborating</u> - Talking about ideas out loud, sharing imaginative and creative thoughts, talking to others by sharing ideas, giving directions, responding to requests, collaborating working with others</p> <p><u>Practicing physical skills &amp; control</u> - developing large shoulder movements when making large mark with paint brushes etc, manipulating a range of tools effectively</p> <p><u>Exploring and Investigating</u> - what happen when we mix colours, paint on ice etc</p> <p><u>Designing ideas and thinking creatively</u> - Using resources to create their own artwork, using inspiration form the natural world to direct their ideas, explore colour, texture, line and shape in a free, large-scale manner</p> |
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