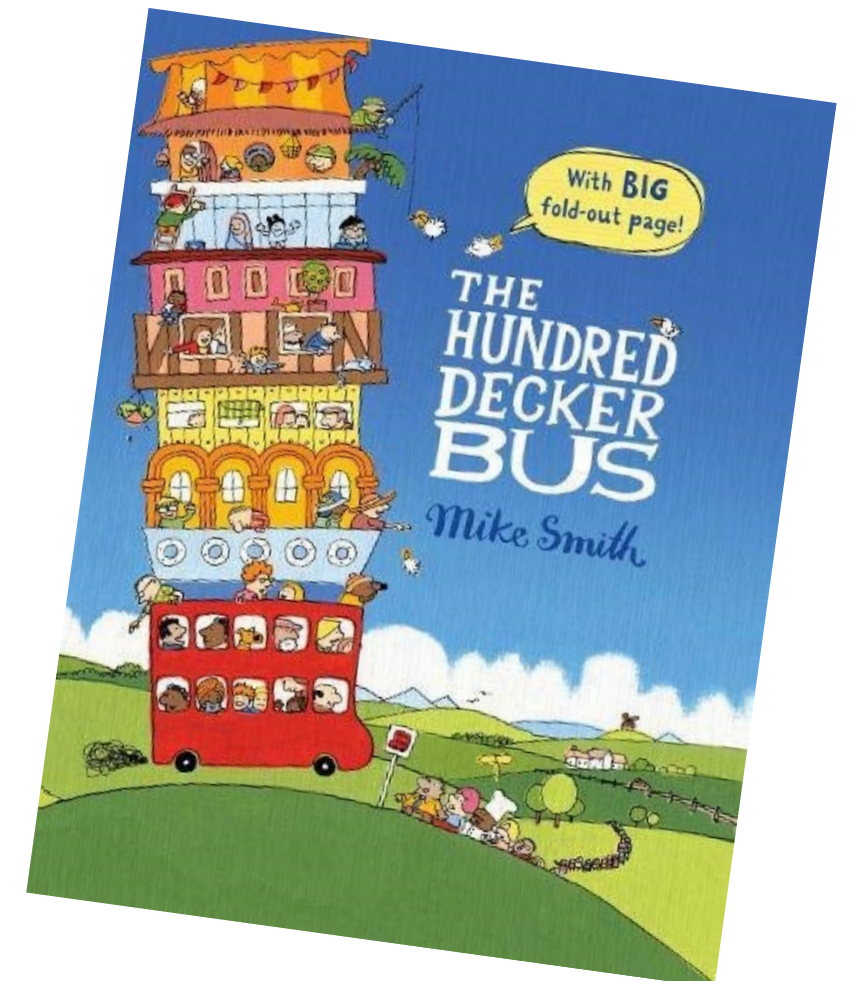
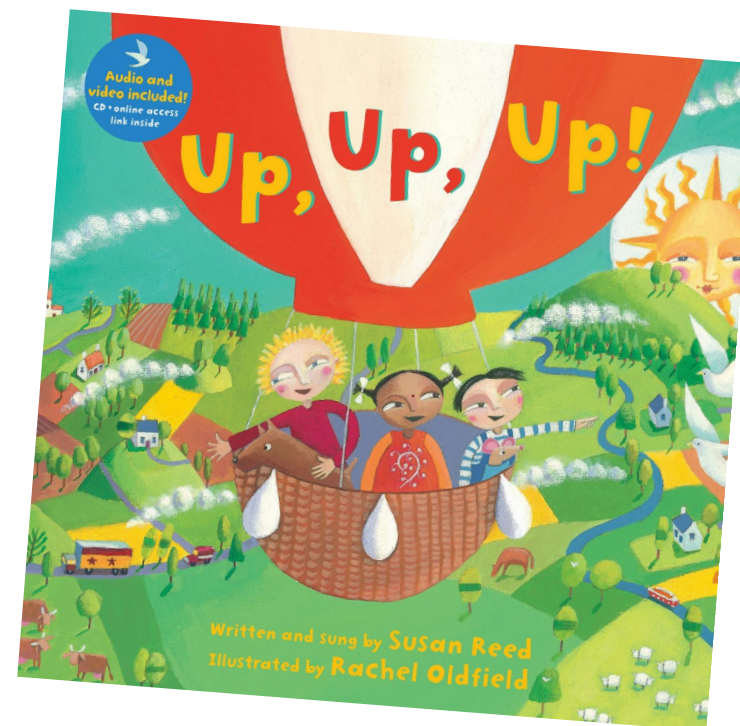
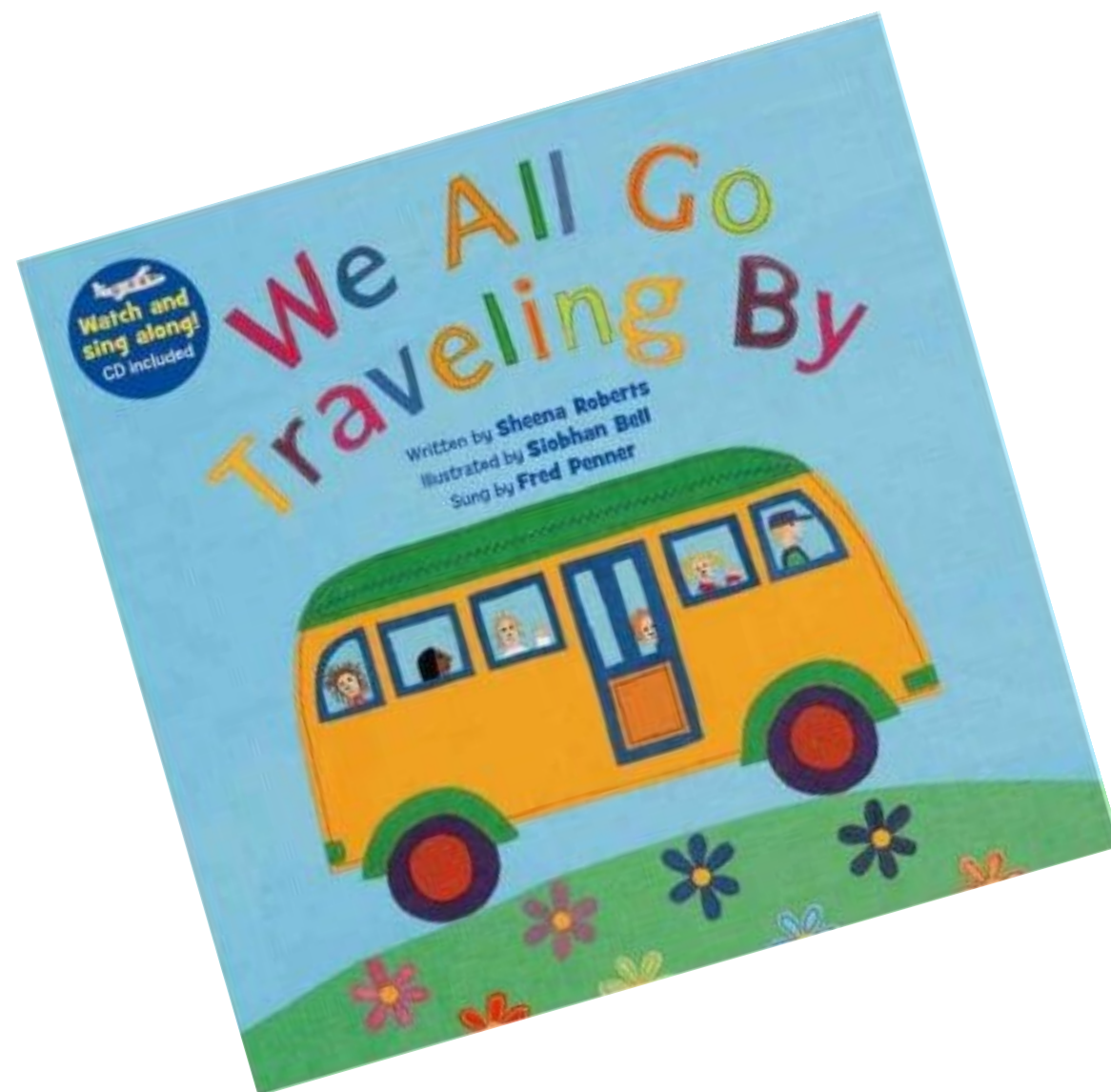




Travel Mania



Foundation Stage

Spring 2023



Immersion



SPARCS

- Book at arrive with interesting objects from the story (car, plane, bus, school bell, boat, shoes, train)
- Look at an old vehicle and see what the engine and parts look like.

Experiences

- Museum visit to Transport Museum - looking at past and present vehicles (FS2)
- Traffic survey outside of school gates? (FS2)

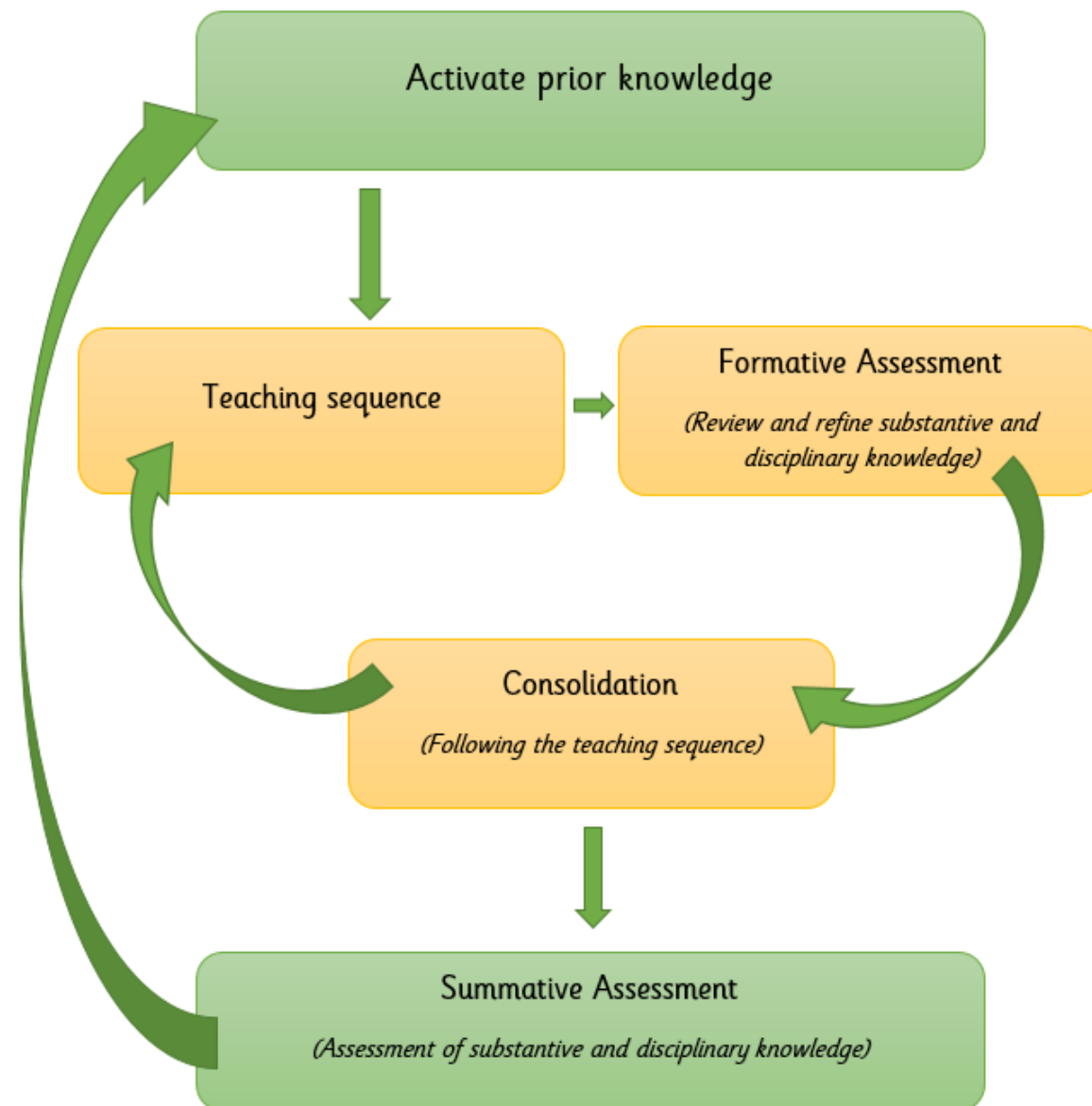
Presentation of Learning

- Invite parents in at the end of the school day - pupils to show them around their classroom and talk to them about what they have been learning

Resources for the term:



Learning and Teaching Sequence

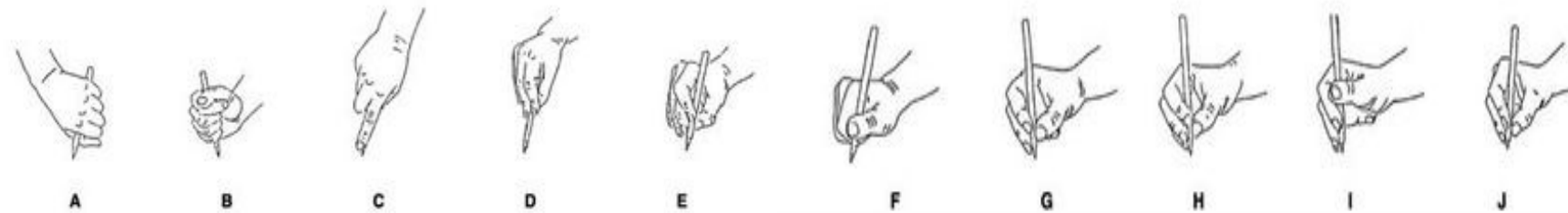


At Bellfield, we all follow the same sequence for learning and teaching



We all go travelling by

Literacy



Hook (1)

To be carried out at the start of a new books/text.
To entice the children and engage them in the book/text



Prediction (2)

Pupils to predict based on prior knowledge and looking at the cover
Pupils to stop at key points (on the first read) and make predictions



Language work (3)

Unpick any new language and talk about the meaning of new language
Pick out key vocabulary to teach from text/ book

Suggestions

Book to arrive in golden paper with a letter from one of the characters
Box of interesting items – related to the book – to arrive and pupils to guess what the book is about
Puppets/role play objects from the story to arrive
Look at the items that have arrived - are there any clues to the book and what it might be about?
Look at other objects/books with a similar theme to create interest and hook them into the topic

Suggestions

What is the story about? Who is in it? Where is it set?
Model oral sentences for predictions
Model written sentences and pupils write their own predictions based on prior knowledge and what they can see on the cover/page etc.
Look at the title /author/illustrator/blurb - do we get any clues? Can we draw/write what we think the story is about
Stop at key points in the text to predict what will happen next - model this by showing we use what we already know

Suggestions

Model using the key vocabulary in a phrase/sentence/ different contexts (if appropriate) – display the word/s
Encourage pupils to use the new vocabulary in an oral sentence – encourage them to use in writing and whilst in continuous provision, if appropriate
Focus on a new word each week to unpick in more detail - pupils to use the word in oral sentences and within their continuous provision and structured writing
Look for the new word within the text and other texts

Sentence application (4)

Pupils to build sentences using verbs/nouns/ adjectives. (who /where/ what doing/ adjective/ object)

FS1 (verb and noun) Focus on who/where and what doing.



Re-tell (5)

Focus on beginning, middle and end
Focus on using key vocabulary and repeated phrases from texts/ books



Innovate (6) FS2

Change the character/ setting through whole class/ shared group work

Suggestions

Model, orally, building up a sentence using a who/where/ what doing/adjective/object – build up to using all within a sentence
Encourage pupils to orally say sentences and then into their writing – this should be done at the same time

Suggestions

Story Mountain
Re-telling orally using puppets/ picture prompts/ signifiers/ story maps
Re-tell through writing – write sentences and captions for parts of or the whole story
Use pictures from parts of the story to sequence - sequence key points to start with, before start to sequence and re-tell the whole story
Model the expectation at all times

Suggestions

Story Mountain
Re-telling orally using puppets/ picture prompts/ signifiers/ story maps
Re-tell through writing – write sentences and captions for parts of or the whole story
What part of the story can we change? Look at changing the who/where and what doing to link with how we have looked at the book in detail.

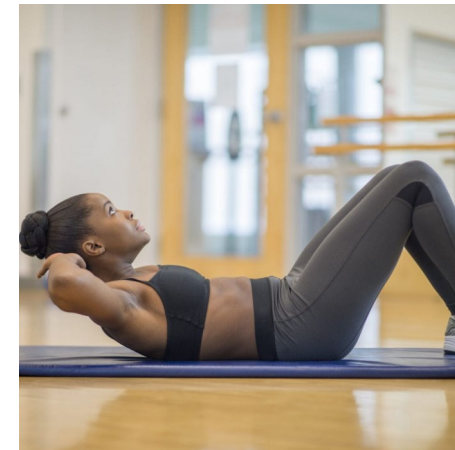
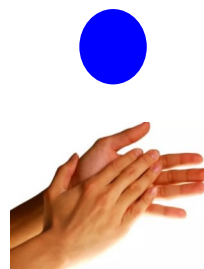
We all go travelling by

Word of the week

- Introduce the word of the week through a picture/word/syllable clapping and sentences
- Pupils to listen to the word being said - clap it - hear the initial phoneme and repeat back - look at the grapheme for the phoneme - learn 2/3 simple sentences with the word in it - over the week use the word and by the end of the week say their own oral sentence using the word

Week	Word
1	travel
2	vehicle
3	route
4	bonnet
5	bright
6	long
7	shiny
8	fast
9	loud
10	engine
11	station
12	clambered

travel



travel

Cc

Miss Gibson likes to **travel** to school in her car.

We can **travel** to school by car, bus, bike or we can walk.



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 conversations 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.

Foundation Stage One

	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> Counting Subsisting Problem solving					2D shape	<u>1, 2, 3</u> Consolidation of : Counting Subsisting Problem solving New Learning: Comparing Matching numerals to amounts					Exploring pattern
Spring	<u>1, 2, 3, 4</u> Counting Subsisting Problem solving Comparing Matching numerals to amounts					Mass and capacity	<u>1, 2, 3, 4</u> Counting Subsisting Problem solving Comparing Matching numerals to amounts					Length and height
Summer	<u>1, 2, 3, 4, 5</u> Counting Subsisting Problem solving Comparing Matching numerals to amounts					Time	<u>1, 2, 3, 4, 5</u> Counting Subsisting Problem solving Comparing Matching numerals to amounts					3D shape

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.

← Pupil need to have develop a knowledge of shape, space and measures in preparation for FS2. Children will sing counting rhymes in all maths lessons and are accessible during continuous provision. →



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 patterns
- Begin to describe a sequence of events, real or fictional, using words such as 'first,' 'then...'



Foundation Stage Two - Year 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 term	Getting to know you (Take this time to play and get to know the children!) Contains overviews and frequently asked questions			Just like me! Match and sort Compare amounts Compare size, mass & capacity Exploring pattern		It's me 1, 2, 3! Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and triangles Positional language			Light & dark Representing numbers to 5 One more or less Shapes with 4 sides Time			
Spring term	Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass (2) Compare capacity (2)			Growing 6, 7, 8 6, 7 & 8 Combining two amounts Making pairs Length & height Time (2)		Building 9 & 10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns			Consolidation			
Summer term	To 20 and beyond Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate			First, then, now Adding more Taking away Spatial reasoning 2 Compose and decompose		Find my pattern Doubling Sharing & grouping Even & odd Spatial reasoning 3 Visualise and build			On the move Deepening understanding Patterns & relationships Spatial mapping (4) Mapping			



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

Understanding the World (Geography)

In Geography we will be looking at our natural world and talking about the changes we see. We will be comparing and contrasting our local area to another place in the UK. We will use our stories to explore different physical and human features. We will talk about similarities and differences and learn about how you might travel to and from different locations. We will be looking at and exploring weather in winter and comparing and contrasting to other times in the year.

EYFS Curriculum		Disciplinary Knowledge (FS1)	Disciplinary Knowledge (FS2)	Link to NC
<ul style="list-style-type: none"> Describe their immediate environment Use maps to demonstrate knowledge of immediate environment 		<ul style="list-style-type: none"> Experience changes in the season and weather using the Foundation Stage garden Explore physical feature vocabulary – beach, river and forest Explore human feature vocabulary – house, school and farm Talk about similarities between their home and school environment Answer a simple question related to their immediate environment 	<ul style="list-style-type: none"> Describe some changes in the season and weather Explore physical feature vocabulary – beach, river and forest Explore human feature vocabulary – house, school, city, shop, farm Identify similarities and differences between my location and somewhere else I have visited in the world Ask and answer questions about my immediate environment 	<p>Geography NC3: Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom NC7: 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 NC9: 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				
Geography (FS1) <ul style="list-style-type: none"> Talk about the children's first hand experiences of travelling. Identify the vehicles they travelled on and the destinations they were travelling to. Ask parents/carers to provide us with photographs of their children on particular vehicles travelling. Discuss then at circle time with the children and display in the setting in the form of a book. 	Geography (FS1) <ul style="list-style-type: none"> Go for a walk around the school site. Identify specific locations e.g. school office, after school club, car park, playground, hall etc. Weather - talk about cold and hot weather. Look at the weather outside and talk about what we need to wear in winter. Look at the weather weekly and talk about how it is changing. Know that our home city is Hull and our school address 	Geography (FS2) <ul style="list-style-type: none"> Go on a walk around the school grounds. Observe the current surroundings and compare to Autumn. What can we see, hear and feel? Look for local landmarks along the way - house/park/shop/bus stop/road/path. Pupils to make a map to show where they went and what they passed along the way Explore what is meant by physical and human features. Sorting activity—Use photos of places familiar to the children and sort into what is a physical feature and what is a human feature. 	Geography (FS2) <ul style="list-style-type: none"> Talk about the different places we have visited both around our local area and in the UK. Look at the United Kingdom and start to explore different countries that make up the UK Compare Hull with another city in the UK - Look at London and talk about how it is far away, a large city. Talk about how we would travel to London (train/car/bus) Talk about how the King lives in London at the palace. Look at the weather in Winter and compare to weather at other times of the year - make a weather chart Learn own address as a home link task. 	<p style="text-align: center;"><u>Outdoor opportunities</u></p> <p style="text-align: center;">Walk around the local area— what shops can they see?</p> <p style="text-align: center;">Local vehicle survey</p> <p style="text-align: center;">(Type of vehicle, colour, amount)</p>
Transport	School	Local area United Kingdom	Weather	

<div> <div>Understanding the World (History)</div> <div> <p>In history we will be talking about the past and present in relation to vehicles. FS2 will visit the Hull Transport Museum and learn about vehicles in the past. We will look at an old car and compare it to a modern car. We will talk about different occupations linked to transport and learn about the importance of the vehicle for the occupation. As part of this we will learn our own address and how to call for help. We will make a class timeline to show our visit to the transport museum in FS2 and in a day in our life in FS1.</p> </div> </div>				
EYFS Curriculum		Disciplinary Knowledge (FS1)	Disciplinary Knowledge (FS2)	Link to NC
<ul style="list-style-type: none"> Develop an understanding of change over time Develop an interest in the lives of familiar people Know some similarities and differences between things in the past and now 		<ul style="list-style-type: none"> Explore everyday changes Explore change over time 	<ul style="list-style-type: none"> Talk about everyday changes Develop an understanding of change over time 	History NC1: change within living memory
Areas to cover				
History (FS1) <ul style="list-style-type: none"> Compare photographs of old vehicles with the modern day equivalent. Identify occupations within the emergency services and talk about the vehicles they use and why. Use a matching game to demonstrate why a particular vehicle is suited to a given occupation. E.g Fire fighter & fire engine for its long ladder and hose. 	History (FS1) <ul style="list-style-type: none"> Create a simple whole class timeline linked to a day in the life of them. 	History (FS2) <ul style="list-style-type: none"> Take a look at how people used to travel before the invention of cars. Ask questions about the lives; how did they travel with their families? How did they go on holiday? How must they have felt through the changes in weather? Use photographs from our visit to the transport museum. What features are different and similar to a modern day vehicle? Talk about the different occupations within the emergency services. Compare the different vehicles that are used and their importance. 	History (FS2) <ul style="list-style-type: none"> Talk about the occupation of transport drivers such as taxi drivers, bus drivers, Lorry drivers, captains and pilots etc. Why are these jobs important? Compare the similarities and differences of the vehicle used in each occupation. Create a simple whole class timeline based on the visit to the Street Life Museum. 	<div> <div>Outdoor opportunities</div> <div>Provide props at the stage area to prompt play and discussion surrounding familiar people and jobs.</div> </div>
old	new	past	present	

Understanding the World (Science)

This term we will be exploring how things work. We will look at a range of vehicles and wind up toys. We will talk about and explore forces - learning about, pushing, pulling and gravity. We will continue to observe seasonal changes and know the difference between winter and spring. We will explore sinking and floating and recognise that some objects float when placed in water and some will sink.

EYFS Curriculum		Disciplinary Knowledge (FS1)	Disciplinary Knowledge (FS2)	Link to NC
<ul style="list-style-type: none"> Develop an understanding of growth, decay, and change over time Observe and comment on the natural world and draw pictures of animals Talk about how things work and move Understand important processes and changes in the natural world around them, including seasons and changing states of matter 		<ul style="list-style-type: none"> Understand and ask 'why' questions Use senses in hands-on exploration of the natural world Talk about what they see, using a widening vocabulary Talk about changes in the natural world 	<ul style="list-style-type: none"> Ask questions to find out more and to check what has been said Make comments about what they have heard and ask questions to clarify their understanding Use talk to work out problems Explore the world around them using their senses Understand the effect of changing season on the natural work around them Describe what they see, hear, feel while outdoors Understand important processes and changes in the natural world, including the seasons 	<p>History NC1: change within living memory</p> <p>Science NC: Seasonal Changes Pupils should: - observe changes across the four season. Children should observe and describe weather associated with the season and how day length varies Living things and their habitats Pupils should be taught to: identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p>
Areas to cover				
Science (FS1) <ul style="list-style-type: none"> Take a walk around the garden area and talk about the weather and changes between Autumn and Winter. Compare photographs of the garden in different seasons (Autumn, Winter & then spring). Look in the garden area for signs of spring (buds on trees, bulbs growing etc). Plant a bulb and observe it growing. Focus on the apple tree in particular and look at the changes to it over time. (SEASONS) 	Science (FS1) <ul style="list-style-type: none"> Look at different vehicles that all move but have different sources of power. Identify the sources of power and discuss. Create an interest table/space for children to explore and experiment with a toy vehicles with batteries, wind up & pull back mechanisms. Observe floating and sinking. Use words Float and Sink Put water and then ice into the water tray to explore. 	Science (FS2) <ul style="list-style-type: none"> Go on a walk around the school grounds. Observe the current surroundings and compare to Autumn. What can they see, hear and feel? Create a spring tree picture to show what they have seen. Sorting pictures into seasons, animals, clothing, trees/plants etc. Investigation table — winter/ spring, weather, life cycles etc. 	Science (FS2) <ul style="list-style-type: none"> Investigate floating a sinking and record results n a simple table. Experiment and ask questions about freezing and melting. Look at a real bike and its mechanisms. (talk about push and pull) Investigate forces through push/ pull/gravity 	<p style="text-align: center;"><u>Outdoor opportunities</u></p> <p>Floating and sinking exploration in water trays</p> <p>Observing changes in the garden</p> <p>Tend to EYFS planting areas.</p> <p>Explore large vehicles using ramps</p> <p>Investigating how the pulley system works.</p>
Growth	Cold	Season	Sink float	

Expressive Art and Design (Art)

This term we will be focusing on developing our painting techniques. We will be exploring paint using our hands, fingers and a range of mark making implements. We will look at the effects of adding white to paint. We will explore primary colours and talk about the changes we see. Through using thick and thin brushes we will see what happens when we paint. We will look at the painting 'Old Train' by Artist Leonid Afremov and talk about the colours, lines, shapes and how it makes us feel. We will re-create the painting using the techniques we have explored.



EYFS Curriculum		Disciplinary Knowledge (FS1)	Disciplinary Knowledge (FS2)	Link to NC
<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings Explore different materials to develop their ideas about how to use them and what to make. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used 		<ul style="list-style-type: none"> Explore different colours and how adding white makes a different tint Explore painting using hands/ fingers and large chunky brushes 	<ul style="list-style-type: none"> Explore primary colours Explore mixing primary colours and talk about the changes Explore using thick and thin brushes 	<p>Art NC2: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination NC3: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Design Technology NC Design: design purposeful, functional, appealing products for themselves and other users generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology NC Make: select from and use a wide range of materials and components NC Evaluate: explore and evaluate a range of existing products evaluate their ideas and against design criteria</p>
Areas to cover				
Art (FS1) <ul style="list-style-type: none"> Use large canvas vertically hung on walls (inside and outside) to explore/experiment paint with first whole hands, then fingers and finally large brushes. Use large tuff spot tray to explore coloured paint and the addition of white. Talk about the different tints made when the white is added. Introduce the artist Leonid Afremov. Talk about where he comes from and how old he is. 	Art (FS1) <ul style="list-style-type: none"> Have a discussion about his painting 'Old train', what they can see, how it makes them feel etc. 	Art (FS2) <ul style="list-style-type: none"> Investigate colour wheels and talk about the similarities of certain colours. Experiment with paint - use white and black paints to make colours lighter/darker. Explore primary colours and the observe the changes we see when we mix certain colours together. Explore painting with primary colours using thick and thin brushes. 	Art (FS2) <ul style="list-style-type: none"> Introduce the artist Leonid Afremov and the painting 'Old Train'. Talk about the colours and types of brushes that may have been used to create this painting. Discuss how the painting makes us feel. Use a mixture of thick and thin brushes to re-create the painting. Children should use primary colours to create their own interpretation of 'Old Train'. 	Outdoor Opportunities <ul style="list-style-type: none"> Painting on a large scale (changing shower curtain, on the pavement, on the wall, rolls of wallpaper, painting onto boxes, colour mixing using mops, brushes, brooms rollers sponger etc.
Brush	Tools	Primary Colours	mix	

Expressive Art and Design (Design Technology)

This term we will exploring using a range of reclaimed/junk materials. We will explore lots of reclaimed materials so that we know how to join, cut and fix them together. Once we have explored materials we will design and make a vehicle of our choice. We will talk about ways to improve our vehicle.

EYFS Curriculum		Disciplinary Knowledge (FS1)	Disciplinary Knowledge (FS2)	Link to NC
<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings Explore different materials to develop their ideas about how to use them and what to make. Join different materials 		<ul style="list-style-type: none"> Hold scissors and use them to snip and start to cut along a line with some accuracy Explore using glue/sellotape and masking tape to fix materials in place 	<ul style="list-style-type: none"> Hold scissors correctly and use them to cut along a straight, curved and zigzag line with increasing accuracy Explore using glue/sellotape and masking tape to join two or more materials 	<p>Art NC2: to use drawing, painting and <i>sculpture</i> to develop and share their ideas, experiences and imagination NC3: to develop a wide range of art and design techniques in using colour, pattern, <i>texture</i>, line, <i>shape</i>, <i>form</i> and space</p> <p>Design Technology NC Design: design purposeful, functional, appealing products for themselves and other users generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology NC Make: select from and use a wide range of materials and components NC Evaluate: explore and evaluate a range of existing products evaluate their ideas and against design criteria</p>
Areas to cover				
Design Technology (FS1) <ul style="list-style-type: none"> Set up a junk modelling station with a range of ‘attaching’ resources along with boxes and materials. Use small targeted sessions to support children in successfully handling scissors with care and precision. Use our ‘morning activity’ slot to improve scissor skills with a smaller group. Pictures of vehicles in the junk modelling area to inspire the children’s models 	Design Technology (FS1) <ul style="list-style-type: none"> HOME LEARNING CHALLENGE - Create a vehicle with your family using materials found in and around your home. Work together as a family team. 	Design Technology (FS2) <ul style="list-style-type: none"> HOME LEARNING CHALLENGE - Create a vehicle with your family using materials found in and around your home. Bring to school at the start of Spring to be displayed in the classroom. Junk modelling area to practise attaching skills by gluing, joining and sticking a range of different materials. Practise scissor skills by cutting different lines and shapes. 	Design Technology (FS2) <ul style="list-style-type: none"> Draw and design our own vehicles before using junk modelling materials to create our own. Children to showcase their models to the rest of the class. Talk about how they made the model, the features they have included and what they would do differently next time. 	<p style="text-align: center;">Outdoor Opportunities</p> <p style="text-align: center;">Provide large paper/easel to design vehicles</p> <p style="text-align: center;">Use large loose parts to create vehicles</p>
cut	stick	join	model	

<div> <div>Understanding the World (RE)</div> <div> <p>This term we will be looking at how we and other faiths celebrate new year. This will include Chinese New Year, Parisian New Year and the Hindu Festival of Holi. We will then look at how people celebrate events and What is Easter? We will talk about Christians and us celebrated Christmas and the New Year. We will learn that everyone celebrates in a different way, this will help to use understand and learn respect for other religions. We will talk about Easter and why is it a special time for Christians.</p> </div> </div>				
EYFS Curriculum		Knowledge	Key questions	Link to NC
<ul style="list-style-type: none"> Talk about members of their immediate family and community Name and describe people who are familiar to them Compare and contrast characters from stories, including figures from the past Talk about lives of people around them and their roles in society Show an understanding of their own feelings and those of others 		<ul style="list-style-type: none"> To learn about Christian celebrations To talk about beliefs of the Christians To talk about why Easter is special for Christians To learn about the Hindu festival of Holi and why it is important to them 	Explore questions such as: <ul style="list-style-type: none"> How do you celebrate Christmas and New Year? How do Christians celebrate Christmas? What makes these events special? How do other faiths celebrate important festivals? What is Easter? Why is Easter important to Christians? 	Area of understanding <ul style="list-style-type: none"> Theology Philosophy Social Science
Areas to cover				
<u>Celebrations—How do we celebrate? (FS1)</u> Theme—Celebrations Key question—How do people celebrate? Religion I- Hinduisms	<u>Celebrations—How do we celebrate? (FS2)</u> Theme—Celebrations Key question—How do people celebrate? Religion I- Hinduisms	<u>Easter - What is Easter? (FS1)</u> Theme—Easter Key Question—What is Easter? Religion—Christianity Christian concept— Salvation	<u>Easter—What is Easter? (FS2)</u> Theme—Easter Key Question—What is Easter? Religion—Christianity Christian concept— Salvation	Outdoor opportunities Drama Following rules of setting Teamwork
Hinduism	celebration	Christian	Easter	

Personal, Social and Emotional Development

This term we will be talking about Dreams and Goals, and Healthy Me. We will talk about what our dreams and goals are for the term and talk about what we can do now that we could not do at the beginning of the year. We will focus on our strengths and talk about who can support me to reach my goal. We will look at how to keep our body healthy and safe. We will look at our body parts and learn about basic health and hygiene routines.

EYFS Curriculum		Knowledge (FS1)	Knowledge (FS2)	Jigsaw
<ul style="list-style-type: none"> Show an understanding of their own and others feelings Set and work towards simple goals, being able to wait for what they want Focus their attention and respond appropriately when engaged in activities Follow instructions Be confident to try new activities and develop independence, resilience and perseverance Manage own personal hygiene, including dressing and toileting Work and play cooperatively and take turns Show sensitivity to their own and others needs 		<ul style="list-style-type: none"> Start to develop a sense of responsibility and membership of a community Play with one or more other children, extending and elaborating play ideas Follow and understand rules, without and adult reminding Talk about their own feelings and start to understand how others might be feeling 	<ul style="list-style-type: none"> See themselves as a valuable individual Continue to build constructive and respectful relationships Express their feelings, whilst considering the feelings of others Explain the reasons for rules Play co-operatively and start to take turns without adult prompting 	Dreams and Goals Wk1: I understand that if I persevere I can tackle challenges Wk2: I can tell you about a time I didn't give up until I achieved my goal Wk3: I can set a goal and work towards it Wk4: I can use kind words to encourage people Wk5: I understand the link between what I learn now and the job I might like to do when I'm older Wk6: I can say how I feel when I achieve a goal and know what it means to feel proud Healthy Me Wk1: I understand that I need to exercise to keep my body healthy Wk2: I understand how moving and resting are good for my body Wk3: I know which foods are healthy and not so healthy and can make healthy eating choices Wk4: I know how to help myself go to sleep and understand why sleep is good for me Wk5: I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet Wk6: I know what a stranger is and how to stay safe if a stranger approaches me
Areas to cover				
Circle time <ul style="list-style-type: none"> Daily circle - talking about feelings, friendship, likes, dislikes and addressing any difficulties from the day Puppets - demonstration of key issues from the class - acting out the scenarios and encouraging pupils to give suggestions on how to solve them 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 Getting to know you circles for new FS1 children 	BEAMS <ul style="list-style-type: none"> BEAMS - reinforce and talk about BPS, Believe, Persevere, Succeed Have you filled a Bucket - talk about how our actions affect others and how we are responsible for our own actions - daily chart for those children who have filled a BEAM bucket (Weekly reward for bucket fillers) Encourage pupils to recognise others that are doing our BEAMS Weekly BEAMS champion - celebrate 	Resilience <ul style="list-style-type: none"> Encourage to keep going and try again when building/ investigating/ solving problems Encourage pupils to work together to build/solve problems/construct 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 	Independence <ul style="list-style-type: none"> Coats and shoes on and off without support Tidying up the classroom and area that they have worked in Selecting resources for role play and small world play Getting ice packs from the fridge when needed Water - selecting own drink Going to the toilet without support 	Outdoor Opportunities Sharing and taking turns Managing risk Focussing attention on an outdoor task for more sustained periods Developing teamwork skills
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
<ul style="list-style-type: none"> Negotiate space and obstacles with developing confidence Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Hold a pencil effectively Use a range of small tools, including scissors, paint brushes and cutlery Follow instructions Be confident to try new activities and develop independence, resilience and perseverance Manage own personal hygiene, including dressing and toileting Work and play cooperatively and take turns 		<ul style="list-style-type: none"> To know when to stop in order to be safe during physical development lessons To find a space of their own To hold a pencil using a tripod grip (FS2) To develop pencil control (FS1) To use the toilet with independence To know when they are hungry/ thirsty/hot and cold 	<ul style="list-style-type: none"> How can we stay safe when using? Show me how to? How does my body feel after doing? How can we stay healthy? How do we know when we need to rest, take a break and have a drink? 	<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				
Fine motor <ul style="list-style-type: none"> Daily funky fingers - range of activities (drawing to music, scrunch paper, cutting, stacking, threading, dough disco, flipper flappers) - FS1 only Weekly funky fingers challenges - threading, weaving, dough, cutting, snipping, twisting, tweezers, pincers, drawing etc. Screw driver play set - can you twist and turn your hand Sweeping outdoors and window cleaning Nuts and Bolts set Use knife and fork to cut food when staying at school for lunch or when role playing with play dough 	Gross Motor <ul style="list-style-type: none"> Learning skills for ,sports day Running race Bean bag balancing Obstacle course Egg and spoon Sack race Using outdoor area to develop gross motor movements Large equipment - developing gross motor skills for new starters (FS1) 	PE Lesson - (FS2) - Body management and Body movement (Moving and balancing in different ways) <ul style="list-style-type: none"> Keep body still Copy a balance Distinguish between small and large body parts Move in variety of ways Attempt a simple roll Move around a space, avoiding obstacles Climb and dismount apparatus safely Move freely and start to link movements together Move using different body parts Move around obstacles at speed and with purpose Jump and land safely, sometimes jumping from a piece of apparatus Hop with balance and some control 	Health and hygiene <ul style="list-style-type: none"> Hygiene - washing hands before eating, washing hands after using the toilet, flushing the toilet, fingers away from mouths etc. 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 Talk about healthy bodies as part of PSHE - looking at changes bodies and how we grow 	<div style="background-color: #d4f1d4; padding: 10px; text-align: center;"> <h3>Outdoor Opportunities</h3> <p>Using outdoor building equipment to develop gross motor skills</p> </div>
		obstacle space	germs	