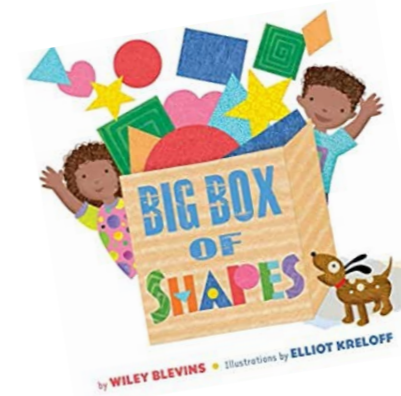
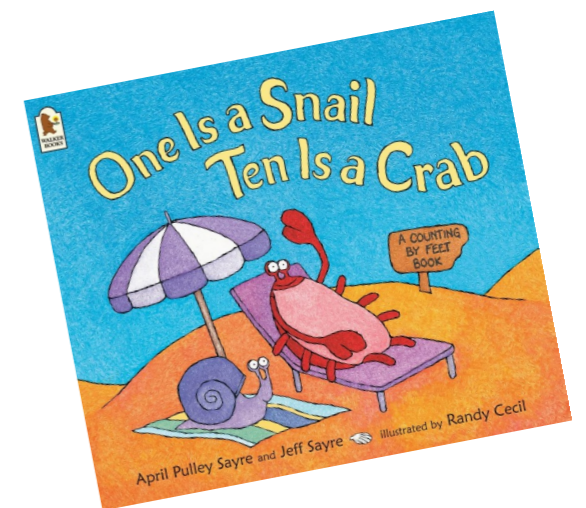
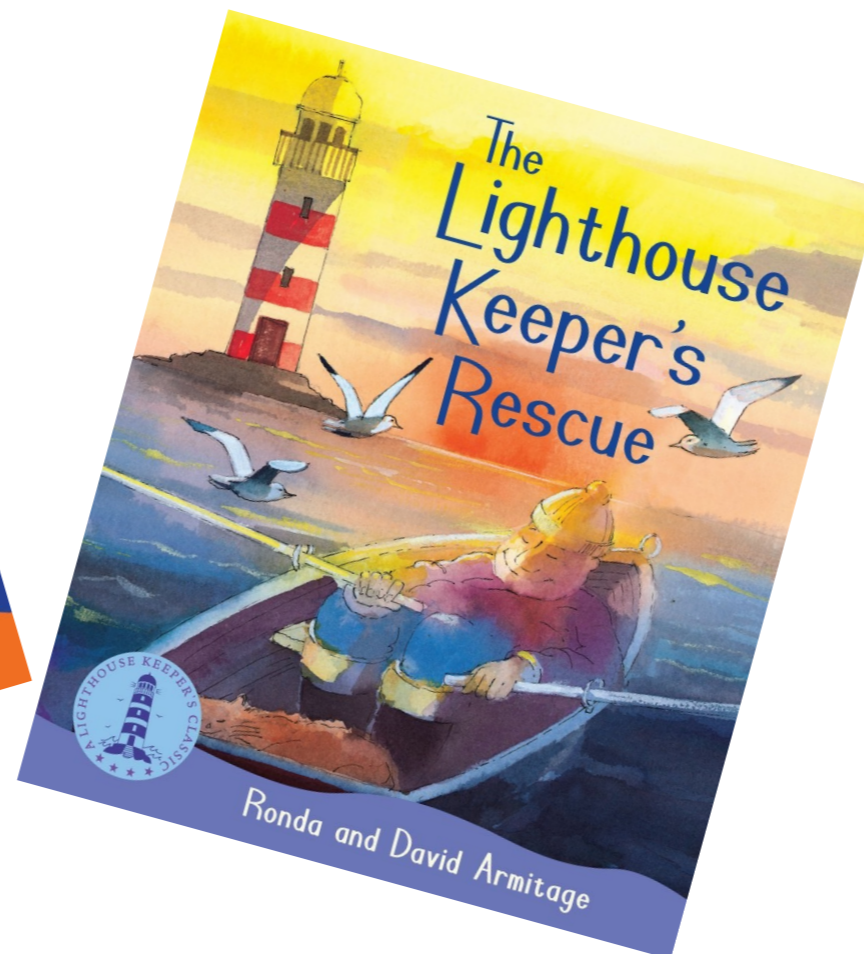
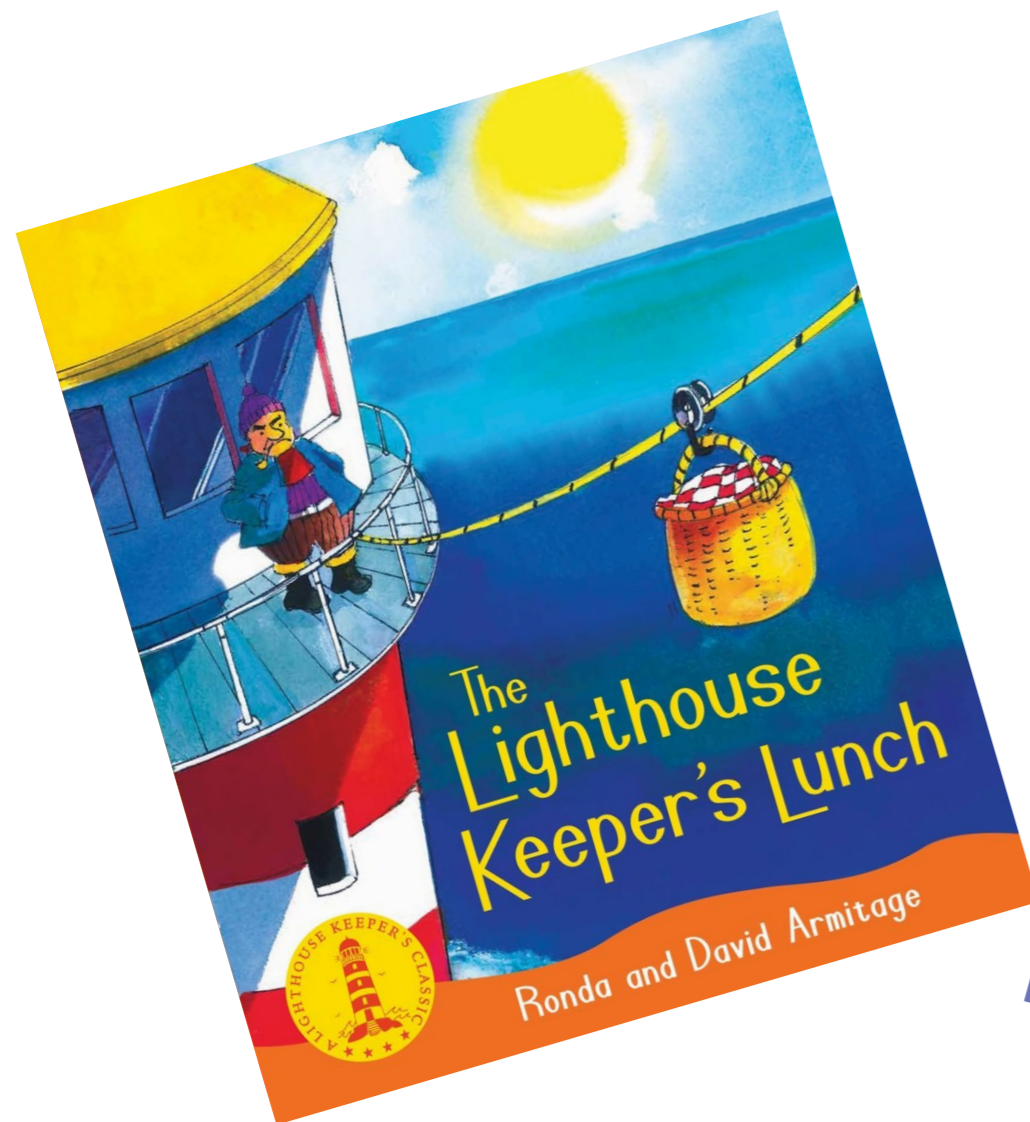




Pack up and go!



Foundation Stage

Summer 2023



Immersion



SPARCS

- Book at arrive in a picnic basket along with food/a light/ boat/oars/ seagull etc.
- Talk about the objects in the picnic basket first—before opening the book—learn new vocabulary and look at items

Experiences

- Visit a lighthouse and beach (FS2)
- Dad's Day

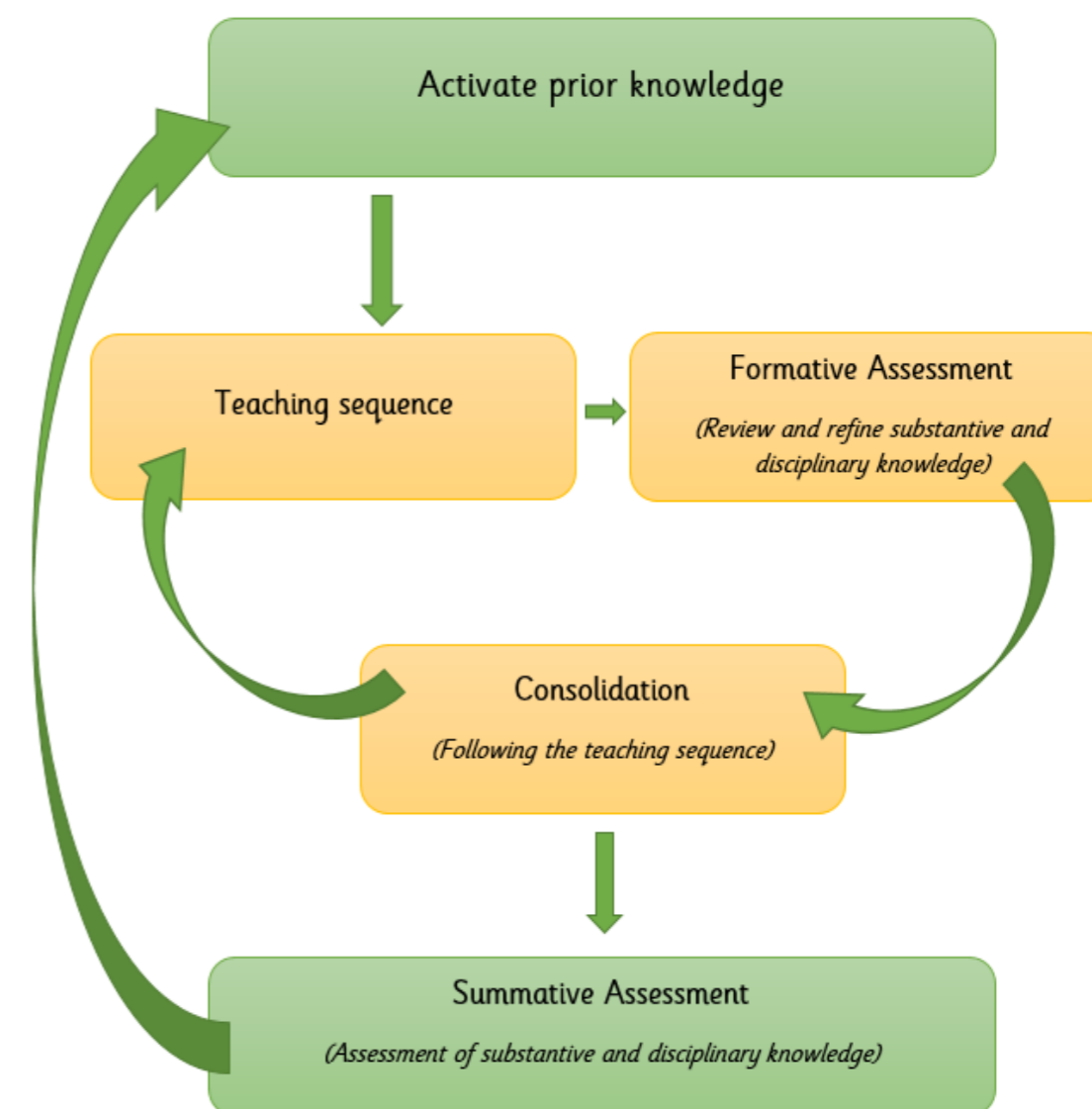
Presentation of Learning

- Picnic - making sandwiches - planning a parent picnic day at the local park (FS2)/garden (FS1) as part of the parent and pupil outdoor learning engagement celebration

Resources for the term:



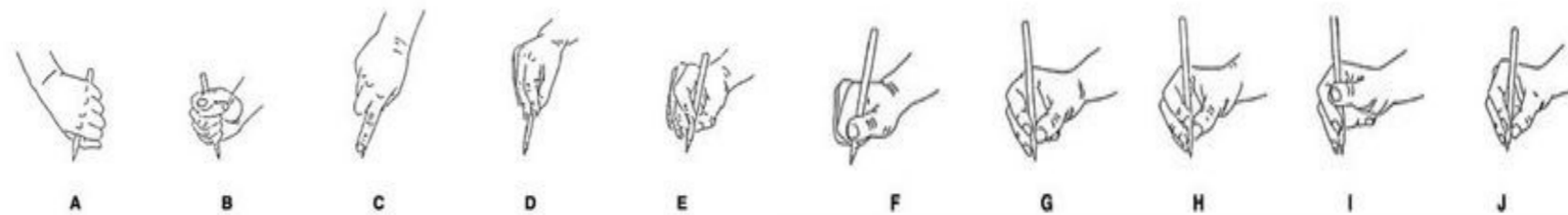
Learning and Teaching Sequence



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

The Lighthouse Keeper's Lunch

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.

The Lighthouse Keepers Lunch

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	FS1 Words	FS2 Words
1	lighthouse	perched
2	rowed	concocted
3	toot	appetising
4	terrible	scavenging
5	perch	devoured
6	seagull	scrumptious
7	drooped	baffle
8	napkin	napkin
9	swayed	accomplished
10	clipped	ingenious
11	polish	consolingly
12		jubilant
13		leisurely

nap - kin



napkin

Nn

Miss Gibson uses a **napkin** when eating her lunch.

Mrs Raw is an **accomplished** recorder player.



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 (FS1)

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 (FS2)

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 (Science)

This term we will be exploring changes of state and forces. We will use the world around us to explore what happens when chocolate is left in the sun. We will also look at shadows and how these change over the day. We will continue to observe seasonal changes and know the difference between spring and summer. We will further explore forces by looking at what happens when materials are twisted and bent. We will also observe the attraction and repulsion of magnets.

EYFS Curriculum		Disciplinary Knowledge (FS1)	Disciplinary Knowledge (FS2)	Link to NC
<ul style="list-style-type: none"> Observe and comment on the natural world Talk about how things work and move Understand important processes and changes in the natural world around them, including seasons, changing of states and forces 		<ul style="list-style-type: none"> Understand and ask 'why' questions Use senses in hands-on exploration of materials/forces and magnets Talk about what they see, using a widening vocabulary Talk about changes of state/matter 	<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 forces and magnets Understand the effect of changing season on the natural world around them Describe what they see, hear, feel while outdoors Understand important processes and changes in the natural world, including the seasons 	<p>Science NC: Seasonal Changes Pupils should: - observe changes across the four seasons. Children should observe and describe weather associated with the season and how day length varies</p> <p>NC: Everyday materials and Using everyday materials Pupils should: describe physical properties of a variety of everyday materials Pupils should: find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>
Areas to cover				
Science (FS1) <ul style="list-style-type: none"> Walk around the EYFS garden and discuss what we see regarding flowers in bloom, leaves on trees, wildlife etc. Make a poster to show differences & any similarities between spring and summer. Draw around each other's shadows in the garden. Give brief explanation as to why shadows happen. Explore what happens when chocolate is left out in the sun. As children play with malleable materials, water, take part in funky fingers challenges & physical activities adults are to model language and action of bendy and twisting. 	Science (FS1) <ul style="list-style-type: none"> A range of magnets and magnetic materials/objects to be available in the environment for the children to explore and experiment with. 	Science (FS2) <ul style="list-style-type: none"> Walk around the school grounds, take clipboards and pens to make observational drawings and notes about what they see. Make a chart to show the differences & similarities between the spring and summer. Carry out an experiment at two different times of the day to explore how shadows change over time. Explore what happens when chocolate is left out in the sun. Talk about and discuss how you could reinstate its solid form. Test out some of the ideas. 	Science (FS2) <ul style="list-style-type: none"> As part of ART children will explore the focuses such as twisting and bending the shapes of different materials. Experiment and sort magnet and non magnet objects. Experiment and predictions: Make a simple prediction about objects around the classroom. Test objects using magnets. 	<p style="text-align: center;"><u>Outdoor opportunities</u></p> <ul style="list-style-type: none"> Chalks available for children to draw around their shadows independently. Sponges added to water area to explore 'twisting'. A variety of clothes for 'washing' and 'ringing' out with a washing line.
twist bend	change	force	magnet	

Understanding the World (Geography)

In Geography we will be comparing and contrasting environments around the world. We will look more closely at the physical features of a beach, through our fieldtrip to the seaside (FS2). We will use our stories to explore different physical and human features. We will talk about similarities and differences and learn about different environments that we have travelled to and that are around the world. We will look closely at the globe and maps to explore how and why we use them.

EYFS Curriculum		Disciplinary Knowledge (FS1)	Disciplinary Knowledge (FS2)	Link to NC
<ul style="list-style-type: none"> Describe different environments Use maps to demonstrate knowledge of different environments 		<ul style="list-style-type: none"> Experience changes in the season and weather using the Foundation Stage garden Explore physical feature vocabulary – beach 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 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"> Ask parents to send in a photograph of their child on holiday and discuss. Identify different modes of transport for travelling. Looking at the children's photographs talk about whether the weather was hot or cold. Look for clues in the photographs. Set up a small world scene of a beach. Add natural objects found at the beach into our continuous provision. 	Geography (FS1) <ul style="list-style-type: none"> Have a map displayed in the classroom identifying local beaches. Display photographs of local beaches for discussion. Have the a globe out within the setting and give brief explanation as to what it represents. Identify our country of England. 	Geography (FS2) <ul style="list-style-type: none"> Ask parents to send in a photograph of their child on holiday and discuss. Plot locations on a large map for all to see. Discuss how we travel to these places. What transport did we use and why? Identify similarities and differences between hot/cold/wet/icy places. Use a map to identify the coldest countries. What animals live there? What do the people wear to stay warm? Where do the people live? 	Geography (FS2) <ul style="list-style-type: none"> Show the children a variety of beach images and identify physical and human features that they will look out for on the school trip. Make a checklist of the identified physical and human features and encourage the children to tick them off as they see them. Discuss findings. On return from trip use class texts to compare what they saw and discuss how they are similar or different. 	<p style="text-align: center;"><u>Outdoor opportunities</u></p> <ul style="list-style-type: none"> A variety of vehicles in the sand pit for moving and transporting. Add some typical 'beach' themed props for role play
holiday	map	seaside beach	globe	

Understanding the World (History)

In history we will be talking about the past and present in relation to seaside holidays. We will talk about holidays we have had in the past and look at holidays in the past.
We will look at different ways that people travelled to holidays in the past.
We will also talk about what we could do at the beginning of the year and compare it to now. What can we do now that we couldn't do in the past? How far have we come?
Celebrate successes and changes.

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"> Use photographs sent in by parents and discuss events that have happened in the past (Language of past tense). Make comparisons of their experiences and that of their peers. Display some photographs/images of how people would holiday historically, comment on similarities and differences. 	History (FS1) <ul style="list-style-type: none"> As part of the Jigsaw program we will look back at things we could do at the beginning of the year and think about what we can do now and reflect. Hold a celebration ceremony in honour of those things we feel most proud of. 	History (FS2) <ul style="list-style-type: none"> Ask families for photographs taken on holidays in the past. Compare these photos with photos from the past. Discuss similarities and differences. Make a simple 'now and then' timeline = comparing holiday activities. Sort old and new modes of transport. 	History (FS2) <ul style="list-style-type: none"> Use photos from SeeSaw to discuss how to the children have changed over time. How have you changed? What can you do differently now? (Link to Jigsaw) 	<div style="background-color: #d4f1d4; padding: 10px;"> <u>Outdoor opportunities</u> <ul style="list-style-type: none"> Provide children with props to role play their own holiday stories / scenarios. </div>
change	proud	different	similar	

Expressive Art and Design (Art)

This term we will be focusing on developing our sculpture and collage. We will explore using a range of materials to collage and overlap. We will use our knowledge to create a textured collage seaside picture as a class or individually. We will explore using playdough and clay to mould, shape, roll, pat and create a lighthouse sculpture.

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 using playdough with different textures to mould and shape Explore a range of materials to create free collage 	<ul style="list-style-type: none"> Explore using clay to mould, shape, cut, roll and join Explore how to overlap and place materials to create collage 	<p>Art</p> <p>NC1: to use a range of materials creatively to design and make products</p> <p>NC2: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>NC3: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
Areas to cover				
<p>Art (FS1)</p> <ul style="list-style-type: none"> Collage station to be set up in provision for children to access freely, experimenting with a range of materials to develop techniques of overlapping. Overtime introduce folding, bending and twisting of materials making their creations 3D rather than 2D. Make a class collage of a seascape on a large scale. 	<p>Art (FS1)</p> <ul style="list-style-type: none"> Our dough table will be available for children to access freely with a range of tools and equipment. Children to experiment with different ways of shaping and moulding the dough. Add different materials to the dough to change texture e.g sand, stones, shells etc. 	<p>Art (FS2)</p> <ul style="list-style-type: none"> Practise collage techniques of scrunching, tearing, cutting, overlapping, gluing. Arrange coloured materials (yellow, blue) to make individual seaside pictures. 	<p>Art (FS2)</p> <ul style="list-style-type: none"> Observe the features of a lighthouse from photographs. Practise rolling and marking clay using clay tools. Use water to join and mould the clay together. Create final clay sculpture of a lighthouse, using paint to decorate. Invite other children in to showcase our individual outcomes. 	<p>Outdoor Opportunities</p> <ul style="list-style-type: none"> Add moulds & tools to the sand pit for sculpting. Create lighthouse models using sand and water.
material	mould	collage	sculpture	

Expressive Art and Design (Design Technology)

This term we will design and make a t-shirt for a summer seaside adventure. We will explore a range of printing techniques and look at fabric. We will explore fabric choices and experiment with gluing fabric to fabric and materials to fabric. We will use all the techniques to make our own t-shirt.

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"> Explore joining a range of textiles to create a final product Explore using printing/ drawing and glitter to add effect 	<ul style="list-style-type: none"> Join textiles using glue Design and decorate textiles using chosen technique 	<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</p> <p>NC Make: select from and use a wide range of materials and components</p> <p>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"> Explore a range of printing techniques e.g sponge, potato, hand, relief printing. Children to choose their preferred printing technique to decorate a t-shirt. 	Design Technology (FS1) <ul style="list-style-type: none"> Explore a variety of materials looking at their properties and patterns. Add a variety of materials to the collage station for children to experiment with attaching materials to fabric and materials to material. Use learnt techniques to create a t-shirt. 	Design Technology (FS2) <ul style="list-style-type: none"> Explore cutting a range of different fabrics using scissors effectively. Investigate different joining techniques to find the most affective solution for the end product. Practise joining a range of textiles using PVA glue. Create a simple design brief for the t-shirt including a visual design and a material/equipment list. 	Design Technology (FS2) <ul style="list-style-type: none"> Use design brief to create the final t-shirt using the chosen techniques they have practised. 	<p style="text-align: center;">Outdoor Opportunities</p> <ul style="list-style-type: none"> Attach large fabric to fence for printing and mark making
print	pattern	fabric	design	

Understanding the World (RE)

This term we will be looking at stories from different faiths and what we can learn from these stories. We will focus on stories from the following faiths - Christianity, Islam, Hinduism, Sikhism. We will discuss the stories and talk about the messages from the stories. Later in the term we will look at special places and what makes a place special for Christians, Islam's and Jews. We will talk about the special places and about places that are special to us.

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 stories of importance from Christianity, Islam, Hinduism and Sikhism faith To understand that we can learn from faith stories To know special places for Christians, Islam's and Jews To know why places are special to different faiths 	<p>Explore questions such as:</p> <ul style="list-style-type: none"> What is the moral of the story? Why is it important to always tell the truth? How can you encourage others? What makes someone a good friend? What is precious to your family and why? What makes a home special? Where is a special place for you? Is school a special place? What is church for? Why do Muslims take their shoes off when entering the mosque? Why do Jews wear special clothes in the synagogue? How do you feel when you wear special clothes? 	<p>Area of understanding</p> <ul style="list-style-type: none"> Theology Philosophy Social Science
Areas to cover				
FS1 - Summer A <ul style="list-style-type: none"> Theme - What can we learn from stories Key Question - What can you learn from stories Religions - Christianity, Islam, Hinduism, Sikhism. 	FS1 - Summer B <ul style="list-style-type: none"> Theme - Special Places Key Question - What makes places special Religions - Christianity, Islam, Judaism 	FS2 - Summer A <ul style="list-style-type: none"> Theme - What can we learn from stories Key Question - What can you learn from stories Religions - Christianity, Islam, Hinduism, Sikhism. 	FS2 - Summer B <ul style="list-style-type: none"> Theme - Special Places Key Question - What makes places special Religions - Christianity, Islam, Judaism 	<p>Outdoor opportunities</p> <ul style="list-style-type: none"> Sports day races Encourage building of friendships through cooperative play Build church/mosque using large outdoor construction materials
story	church	fable	mosque	

Personal, Social and Emotional Development

This term we will be talking about Relationships and Changing Me. We will focus on talking about how to form and maintain positive relationships. We will learn how to show respect for ourselves and others. 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. We will enjoy looking back at the year and talking about how we have changed and how we are feeling about moving into school.

EYFS Curriculum		Knowledge (FS1)	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"> Understand that everyone is unique and special Express how they feel when change happens Understand and respect the changes that they see in themselves Understand and respect the changes that they see in other people Know who to ask for help if they are worried about change Know how to make friends Try to solve friendship problems when they occur Help others to feel part of a group Show respect in how they treat others Know how to help themselves and others when they feel upset and hurt Know what makes a good relationship 	<p>Relationships Wk1: I can tell you about my family Wk2: I understand how to make friends if I feel lonely Wk3: I can tell you some of the things I like about my friends Wk4: I know what to say and do if someone is mean to me Wk5: I can use Calm Me time to manage my feelings Wk6: I can work together and enjoy being with my friends</p> <p>Changing Me Wk1: I can name parts of my body and show respect for myself Wk2: I can tell you some things I can do and some food I can eat to be healthy Wk3: I understand that we all start as babies and grow into children and then adults Wk4: I know that I grow and change Wk5: I can talk about how I feel moving to school from nursery Wk6: I can remember some fun things about nursery this year</p>
Areas to cover			
<p>Circle time</p> <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 	<p>BEAMS</p> <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 	<p>Resilience</p> <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 	<p style="text-align: center;">Outdoor Opportunities</p> <p style="text-align: center;">Sharing and taking turns</p> <p style="text-align: center;">Managing risk</p> <p style="text-align: center;">Focussing attention on an outdoor task for more sustained periods</p> <p style="text-align: center;">Developing teamwork skills</p>
feelings	choices	together	

Personal, Social and Emotional Development

This term we will be talking about Relationships and Changing Me. We will focus on talking about how to form and maintain positive relationships. We will learn how to show respect for ourselves and others. 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. We will enjoy looking back at the year and talking about how we have changed and how we are feeling about moving into Year One.

EYFS Curriculum		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"> Understand that everyone is unique and special Express how they feel when change happens Understand and respect the changes that they see in themselves Understand and respect the changes that they see in other people Know who to ask for help if they are worried about change Know how to make friends Try to solve friendship problems when they occur Help others to feel part of a group Show respect in how they treat others Know how to help themselves and others when they feel upset and hurt Know what makes a good relationship 	<p>Relationships Wk1: I can identify some of the jobs I do in my family and how I feel like I belong Wk2: I know how to make friends to stop myself from feeling lonely Wk3: I can think of ways to solve problems and stay friends Wk4: I am starting to understand the impact of unkind words Wk5: I can use Calm Me time to manage my feelings Wk6: I know how to be a good friend</p> <p>Changing Me Wk1: I can name parts of my body Wk2: I can tell you some things I can do and some food I can eat to be healthy Wk3: I understand that we all grow from babies to adults Wk4: I can express how I feel about moving to Year 1 Wk5: I can talk about my worries and/or thing I am looking forward to about Year 1 Wk6: I can share my memories of the best bits of this year in Reception</p>
Areas to cover			
<p>Circle time</p> <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. Discuss the future and moving into KS1. 	<p>BEAMS</p> <ul style="list-style-type: none"> BEAMS - reinforce and talk about BPS, Believe, Persevere, Succeed Participate in class DOJO scheme and earn DOJOs for demonstrating BEAMS. Encourage pupils to recognise others that are doing our BEAMS Weekly BEAMS champion - celebrate 	<p>Resilience</p> <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 	<p style="text-align: center;">Outdoor Opportunities</p> <p style="text-align: center;">Sharing and taking turns</p> <p style="text-align: center;">Managing risk</p> <p style="text-align: center;">Focussing attention on an outdoor task for more sustained periods</p> <p style="text-align: center;">Developing teamwork skills</p>
friendship	BEAMS Vocab	teamwork	

Physical Development

This term we will develop our knowledge of holding/rolling/throwing and catching objects and balls. We will participate in daily and weekly finger strengthening lessons to ensure our mark making and finger grip is developing. We will continue to develop our knowledge of how to look for and find a space of our own and how to stop on command.

EYFS Curriculum		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 hold and manipulate equipment with control To carry an object with control 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? How can we hold a? 	<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) 	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 	PE Lesson - (FS2) Object Manipulation <ul style="list-style-type: none"> Carry an object in a variety of ways Control a ball /at speed Control a moving ball Maintain control of a moving ball with feet Maintain control of a ball when changing direction Roll a ball in a given direction Roll a ball towards a target Stop a ball moving Throw an object Thrown an object with accuracy Catch a ball Catch a ball without a bounce 	<div style="background-color: #90EE90; padding: 10px; text-align: center;"> <h3>Outdoor Opportunities</h3> <p>Using outdoor building equipment to develop gross motor skills</p> </div>
		healthy	catch throw roll target	