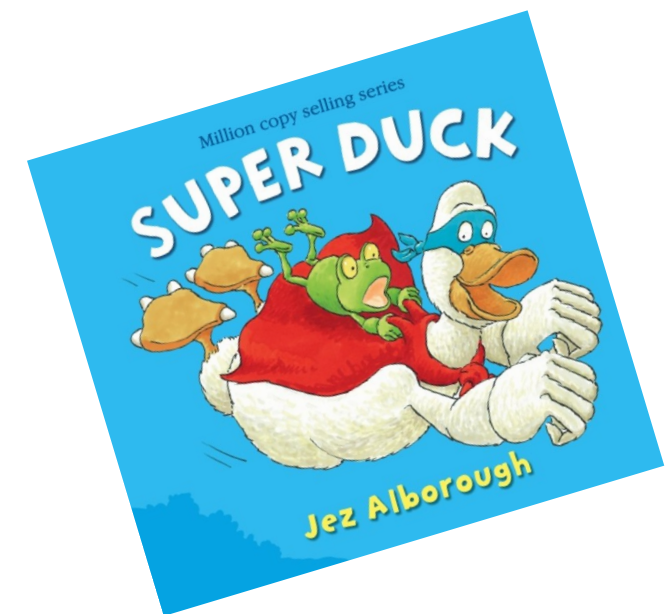
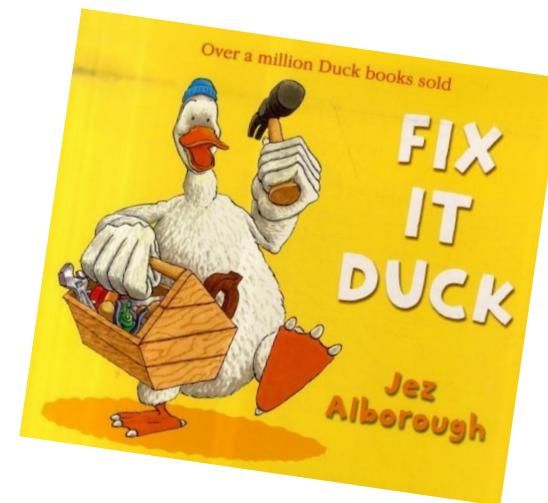
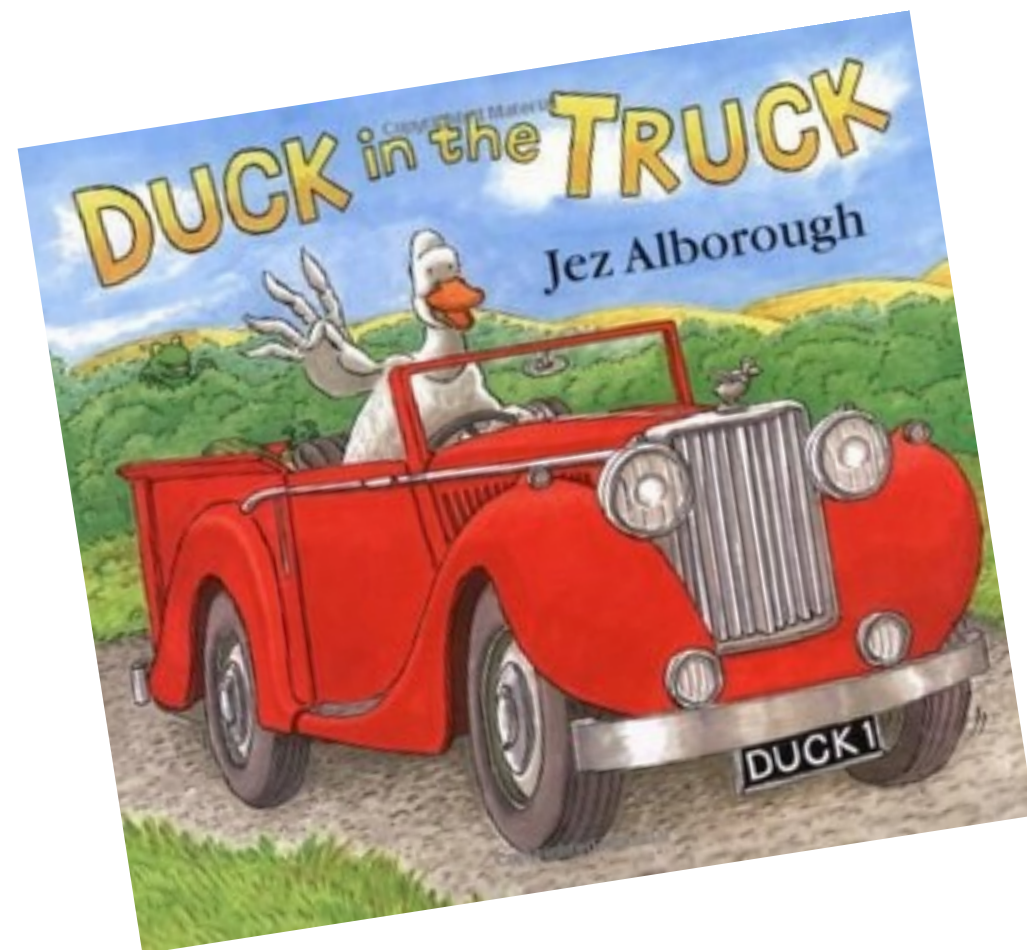




Farmyard Hullabaloo



Foundation Stage

Autumn 2023



Immersion



SPARCS

- Giant box to arrive with markings on the side and stamps - guess what's in the box (inflatable/toy duck)
- Book to be wrapped up inside the box with a letter from Duck to read his story
- A range of farm animals in the box for the children to play with

Experiences

- Visit to a farm or invite a travelling farm to the school
- National Geographical - Youtube clips of farm animals

Presentation of Learning

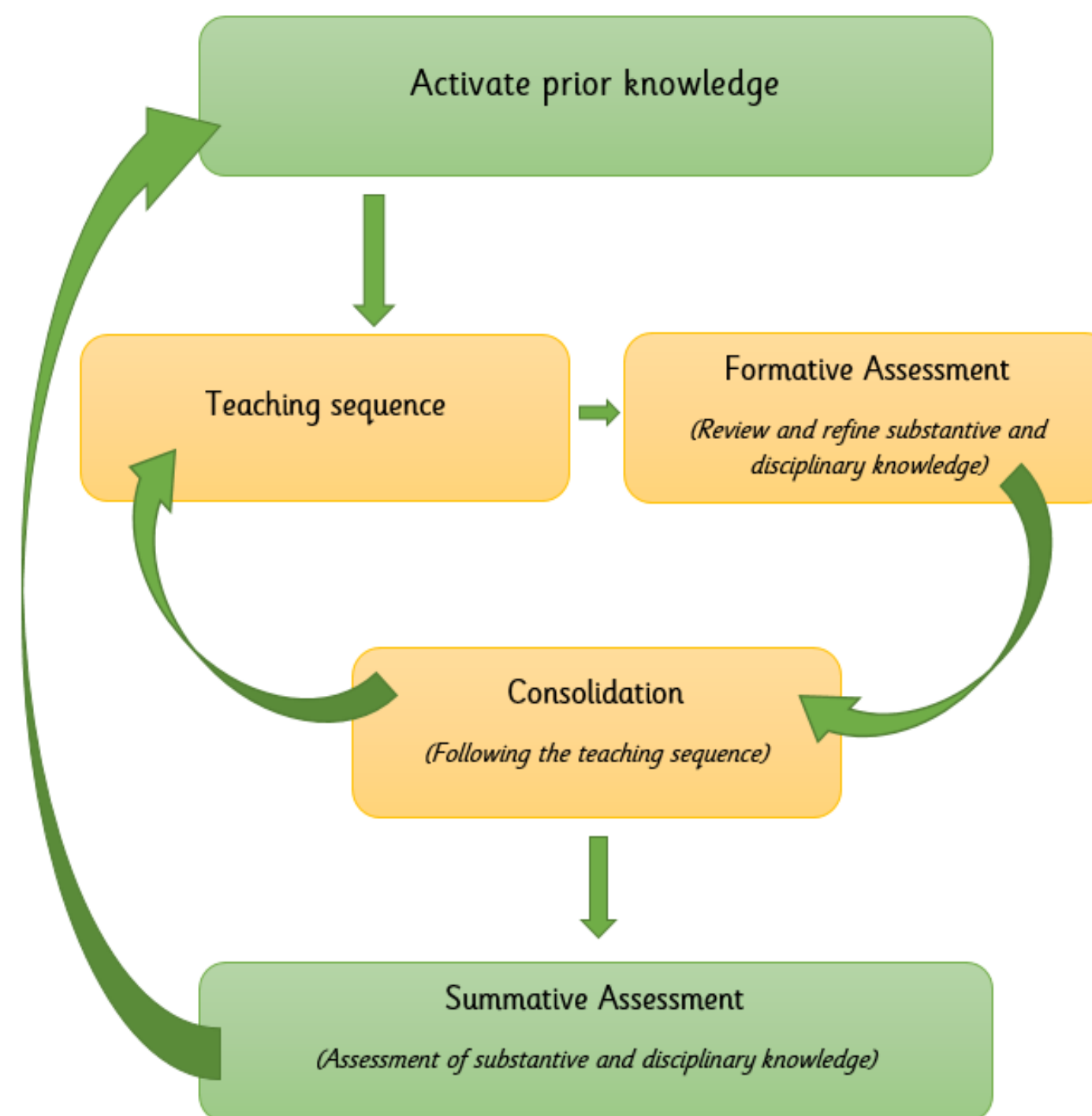
- Christmas Concert
- Mark making day
- Christmas Crafts

Resources for the term:

Duck in a truck
Fix it Duck
The Christmas SElfie
Farm animals
Farm equipment



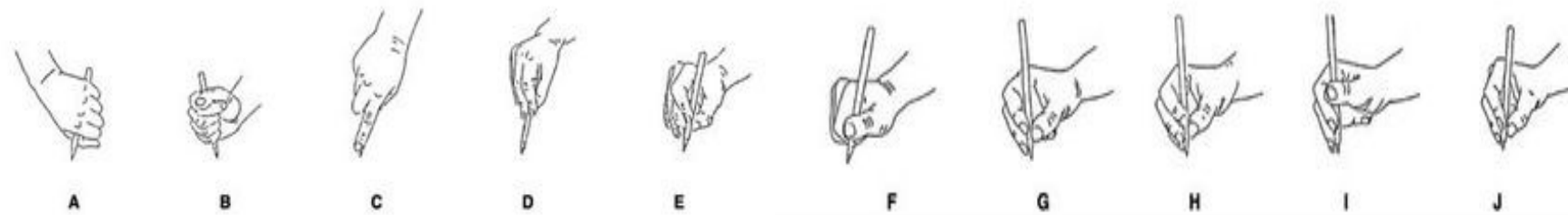
Learning and Teaching Sequence



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

Duck in the Truck

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)

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.

Reading

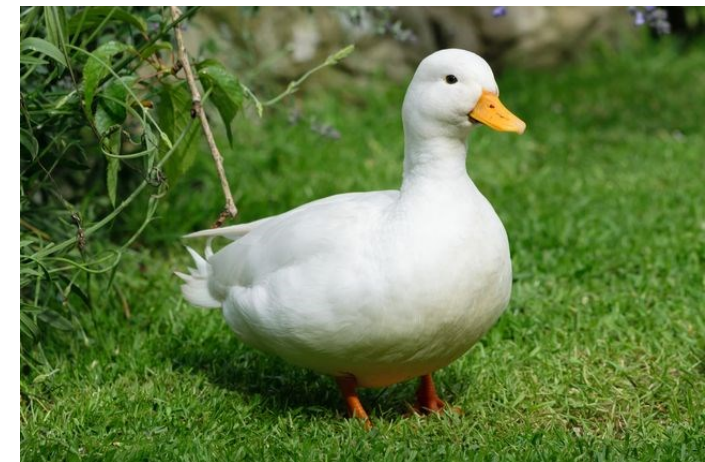
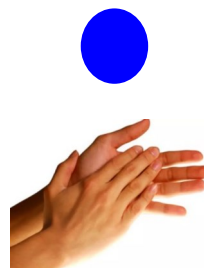
Duck in the Truck

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	duck
2	truck
3	stuck
4	muck
5	spies
6	croaks
7	slurp
8	squelch
9	relax/ing
10	strain
11	grip/ping
12	slip/ping

duck



duck



Dd

I can see the small **duck**.
The **duck** has a yellow beak.
Look at the white fluffy **duck**.



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.

← Pupils 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 (FS1)

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 (FS1)

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 (FS2)

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 (FS2)

Assessment

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy and create repeating patterns
- Compare length, weight and capacity

ELG Final Year Outcome

No ELG for shape and measure

Understanding the World (Science)

This term we will be talking about autumn and the changes that we see in the environment. We will learn that some trees lose their leaves and others stay green. We will use our outdoor area to draw pictures and make observations of the changes we can see, feel and hear. We will also look at farm animals and learn the names of animals. We will focus on learning about baby animals names and adult animal names. We will also talk about how animals grow and change, and compare to how we grow and change.

EYFS Curriculum		Disciplinary Knowledge (FS1)	Disciplinary Knowledge (FS2)	Link to NC
<ul style="list-style-type: none"> Observe and comment on the natural world Understand changes in the natural world, focusing on the change in seasons Explore the natural world, making observation and drawing pictures of animals 		<ul style="list-style-type: none"> Understand and ask 'why' questions Use senses in hands-on exploration of the natural world around them Talk about what they see, using a widening vocabulary Talk about changes in the season Talk about animals growing and changing 	<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 animals and humans and talk about how we grow and change 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: Animals, including humans Pupils should be taught to: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p>
Areas to cover				
Science (FS1) <ul style="list-style-type: none"> Invite travelling farm into school. Talk about different features of animals. Look at life cycles of certain animals. Match baby animals to mother animals. Talk about how different animals start their lives e.g egg or they grow inside mother. Have farm animal set up in small world area. Books about farm animals (both fiction and non fiction) in book corner. 	Science (FS1) <ul style="list-style-type: none"> Autumn walk around the school grounds, talk about what they see. Adult to take photographs then discuss with children in the classroom. Children to collect 'Autumn treasures' bring them into the setting and explore through, touch, sight & smell. Children to use 'Autumn treasures' with paint to make marks on a large scale specifically focus on the patterns they make. 	Science (FS2) <ul style="list-style-type: none"> Invite travelling farm into school. Observe/draw pictures of animals. Compare baby to adult animals—learning names and sorting into groups. Look at the life cycles of certain animals and compare. Bring baby pictures from home—compare now and then. Comparing different stages in a variety of life cycles—including humans. 	Science (FS2) <ul style="list-style-type: none"> Compare summer and autumn - sorting activities. Autumn walk around the school grounds—use iPads to take photos. Investigation table of Autumn features. Autumn collection (collect natural objects on walk to school use to create an Autumn collage) Create a seasonal timeline to show changes in the EYFS garden. 	<p style="text-align: center;"><u>Outdoor opportunities</u></p> <p style="text-align: center;">Observational drawings of the seasonal changes</p> <p style="text-align: center;">Use of sense to explore the season. What can we see, feel and hear?</p>
Baby	Change	Young	Season	

Understanding the World (Geography)

In Geography we will be talking about our local area, starting with our classroom/school and then further into the local surroundings. 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.

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"> Know that I live in a home and that my home is near to school Know some places that I pass on the way to school Name some places that I have visited Experience changes in the season and weather using the Foundation Stage garden Describe some changes in the season and weather Explore human feature vocabulary – house, school Talk about similarities between their home and school environment Answer a simple questions related to their immediate environment Explore the nursery and talk about a feature (immediate environment) Follow instructions to use the nursery environment safely 	<ul style="list-style-type: none"> Explore that I live in Hull Describe places that I pass on the way to school Describe places that I have visited Describe some changes in the season and weather Explore human feature vocabulary – house, school, city, shop To ask and answer questions about my immediate environment Make a simple map of the classroom Explore the local area and talk about some features Give and follow instructions for someone to follow 	<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 NC8: ... devise a simple map; and use and construct basic symbols in a key 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 who lives in my house? Ask parents to send in a photograph of the child outside of their house. Display children's photographs in the small world area (street scene). Walk around the school perimeter looking specifically at the landmarks around us e.g houses, road, lampposts, footpath, trees. Display and discuss photographs of local landmarks e.g Savoy tyres, Couplands, Post Office, Asda. 	Geography (FS1) <ul style="list-style-type: none"> Street scene set up in the small world area. Pictures of houses on easel to inspire children's mark making. Put out the dolls house for the children to explore, looking at specific rooms and talk about what happens in each of them. Introduce rules and routines to the children for when using the snack area and bathroom area. 	Geography (FS2) <ul style="list-style-type: none"> Take a walk around the local area to explore the immediate environment. Talk about the things/places the children pass on the way to school. Explore that we live in Hull , naming some places the children have visited (The Deep, Rebound, Town etc.) Make a large class map of Hull, labelling our most familiar places. 	Geography (FS2) <ul style="list-style-type: none"> Create a simple whole class map of the classroom. Children to work in pairs to follow the map and navigate to different areas of the classroom together. 	<p style="text-align: center;"><u>Outdoor opportunities</u></p> <p style="text-align: center;">Use large natural / large construction materials to create a physical map of the journey from 'home to school'.</p>
Bellfield	Direction	East Hull	Route	

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 link our findings to how baby animals grow and change and talk about what they are called as a baby and then as an adult animal.

EYFS Curriculum		Disciplinary Knowledge (FS1)	Disciplinary Knowledge (FS2)	Link to NC
<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now Past and Present Changes in Living memory Show an interest in lives of familiar people 		<ul style="list-style-type: none"> Talk about changes from a baby to a toddler Explore sources of evidence from when I was a baby (photographs and special items) Explore everyday changes Talk about my family Talk about who is in my family Talk about how we celebrate my birthday as a family 	<ul style="list-style-type: none"> Talk about changes from baby – toddler and compare to now Talk about and describe sources of evidence from when I was a baby, toddler and now (photographs and special items) Talk about everyday changes Talk about special events that have happened as a family in the past and present 	<p>History NC1: change within living memory</p>
Areas to cover				
History (FS1) <ul style="list-style-type: none"> Ask parents to send in baby picture and display them in the exploration area (interest table). Add fiction and non fiction books about growing, being a baby etc. Talk about objects/toys etc you would have as a baby and then those things you would use as you get older. Add baby paraphernalia to home corner. Create display of children's birthdays and make them aware of it. Rein act birthday celebration in home corner. Rein act Christmas celebration in home corner. 	History (FS1) <ul style="list-style-type: none"> Set up family display by the snack table. Talk about special events as they happen - Hull Fair, Halloween, Bonfire Night, Christmas etc. Discuss the things we did with our families to celebrate. Set up small world farmyard scene including animal figures and their young. Add animal matching games to continuous provision.. Visit from travelling farmyard. 	History (FS2) <ul style="list-style-type: none"> Class discussion - what did you do in the summer holidays? What could you do as a baby/toddler and now –compare. Bring photos from home. Talk about special events we have experienced - Hull Fair, Halloween, Bonfire Night, Christmas etc. Discuss the things we did with our families to celebrate. 	History (FS2) <ul style="list-style-type: none"> Compare baby to adult animals— learning names and sorting into groups. Compare the different stages in a variety of life cycles. 	<p style="text-align: center;"><u>Outdoor opportunities</u></p> <p style="text-align: center;">Experience the changes in seasons.</p> <p style="text-align: center;">Compare differences in temperature, weather and the natural environment.</p>
Then	Now	Past	Present	

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 outline of a person and FS2 will look at drawing a simple outline of a face, adding some detail.

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 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 lines with a range of pencils/crayons/pens to make own marks 	<ul style="list-style-type: none"> Explore using lines and colour Explore a range of mark making tools to make lines and shapes 	<p>Art 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				
Art (FS1) <ul style="list-style-type: none"> Children will make marks on a large scale e.g walls, pavements, cardboard boxes, wallpaper. We will specifically look at modelling the directional language to support their marks During the 'Flipper flapper' session the directional language will also be used to reinforce. We will use a variety of mediums (textures) for children to explore making marks. 	Art (FS1) <ul style="list-style-type: none"> Use a variety of tools for mark making e.g pens, pencils, pastels, chalks and paints. Easel available for children to access independently. Talk to the children about the formation of a person (head, body, arms & legs). 	Art (FS2) <ul style="list-style-type: none"> Practise drawing with a pencil, exploring the different textures and outcomes made by using a variety of drawing tools. Progress from drawing lines and patterns through to closed circles over time. Observe the face and it's different features. Children to complete a self portrait of face at the beginning and end of term to show progression. 	Art (FS2) <ul style="list-style-type: none"> Children will complete observational drawings of farm animals. Children to use a range of different mark making tools when developing their drawing skills. 	<p style="text-align: center;"><u>Outdoor Opportunities</u></p> <p style="text-align: center;">Large scale creativity (using large tools and equipment)</p> <p style="text-align: center;">Teamwork</p> <p style="text-align: center;">Sharing and turn taking</p>
Tools	Marks	Equipment	Lines	

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. We will look at how to cut, join and fix materials together whilst having a purpose in mind when we are designing and making. We will also explore food related to autumn (pumpkins/squashes). We will scoop/cut/mix and taste some food.

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 and explore different textures Make props for role play and develop creative thinking using a range of media 		<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>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 the skill of 'attaching' using the dough (two pieces into one). Use the language of pressing, pushing and squeezing. Attach a variety of materials onto a piece of paper using glue. Children to be introduced to scissors. Adults to model holding them and children to have a go. Scissors to be used with dough initially. 	Design Technology (FS1) <ul style="list-style-type: none"> Create a simple puppet based on a character from our focus story. Explore and prepare a selection of seasonal vegetables using our senses. 	Design Technology (FS2) <ul style="list-style-type: none"> Practise attaching skills by gluing, joining and sticking a range of different materials to a surface. Practise scissor skills by cutting different lines and shapes. 	Design Technology (FS2) <ul style="list-style-type: none"> Children will use a range of materials to make a whole class farmyard. We will create props inc. animals and vehicles. We will use these to re-tell our story. Explore and prepare a selection of seasonal vegetables to taste. 	<p style="text-align: center;"><u>Outdoor Opportunities</u></p> <p style="text-align: center;">Role play</p> <p style="text-align: center;">Teamwork</p> <p style="text-align: center;">Use of large objects to create a farm.</p>
Idea	Join	Design	Attach	

<p style="text-align: center;"><u>Understanding the World (RE)</u></p> <p style="text-align: center; color: green;">This term we will be looking at stories from Christianity and Judaism and special people from these religions. We will talk about our families, friends, role models, Jesus and Moses and what makes people special.</p>				
EYFS Curriculum		Disciplinary 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 and Jewish stories To talk about beliefs of the Christian and Jewish religions To talk about people who are special in our lives and begin to describe why 	<p>Explore questions such as:</p> <ul style="list-style-type: none"> Who is special to you at home? What things do you do with your family that are special to you? What makes us special? Is it OK to be special for different reasons? Do you think Jesus is special? 	<p>Area of understanding</p> <ul style="list-style-type: none"> Theology Philosophy Social Science
Areas to cover				
<p><u>Special People—Families</u></p> <ul style="list-style-type: none"> Who is special to you at home? What things do you do with your family that are special to you? <p><u>Special People—Friends</u></p> <ul style="list-style-type: none"> What makes us special? Is it OK to all be special for different reasons? 	<p><u>Special People—Role Models</u></p> <ul style="list-style-type: none"> Who could be your role model and why? <p><u>Special People—Jesus</u></p> <ul style="list-style-type: none"> Do you think Jesus is special;? Why do you think Christian's believe Jesus is God's son? 	<p><u>Special People—Jesus</u></p> <ul style="list-style-type: none"> What would you feel if you saw Jesus perform a miracle? How does it feel when you help somebody? 	<p><u>Special People—Moses</u></p> <ul style="list-style-type: none"> What rules do we follow? What would happen if we had no rules? How do rules help us live together? 	<p style="text-align: center;"><u>Outdoor opportunities</u></p> <p style="text-align: center; color: green;">Use the stage for drama / role play.</p> <p style="text-align: center; color: green;">Following the rules of setting</p> <p style="text-align: center; color: green;">Teamwork</p>

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		Disciplinary Knowledge (FS1)	Disciplinary 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 	<p>Being Me in My World Wk1: Who am I and what makes me different to others? Wk2: Understand how feeling happy and sad can be expressed Wk3: understand how to work together Wk4: know how to use gentle hands and be kind to others Wk5: start to understand our rights and relate to our right to learn and play together Wk6: learn about being responsible</p> <p>Celebrating Differences Wk1: Know how it feels to be proud of something I am good at Wk2: Tell others one way I am special and unique Wk3: Know all families are different Wk4: Know there are different homes Wk5: know how I can make friends Wk6: use my words to stand up for myself</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>Independence</p> <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 / small world play / curiosity. Getting ice packs from the fridge when needed. Water—selecting own drink. Going to the toilet without support. 	<p style="text-align: center;"><u>Outdoor Opportunities</u></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>
sad happy kind	turn together	proud family		

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"> Using outdoor area to develop gross motor movements Large equipment - developing gross motor skills for new starters (FS1) 	PE Lesson - (FS2) - Circle games <i>(Developing teamwork, listening, navigating space and stopping on command)</i> <ul style="list-style-type: none"> Circle games Finding space Moving around others Parachute games Stopping on request Duck Duck Goose In and out the woods of blue bells Farmers in his den 	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 	<p style="text-align: center;"><u>Outdoor Opportunities</u></p> <p style="text-align: center; color: green;">Using outdoor building equipment to develop gross motor skills</p>
		space stop heartbeat	toilet wash clean	