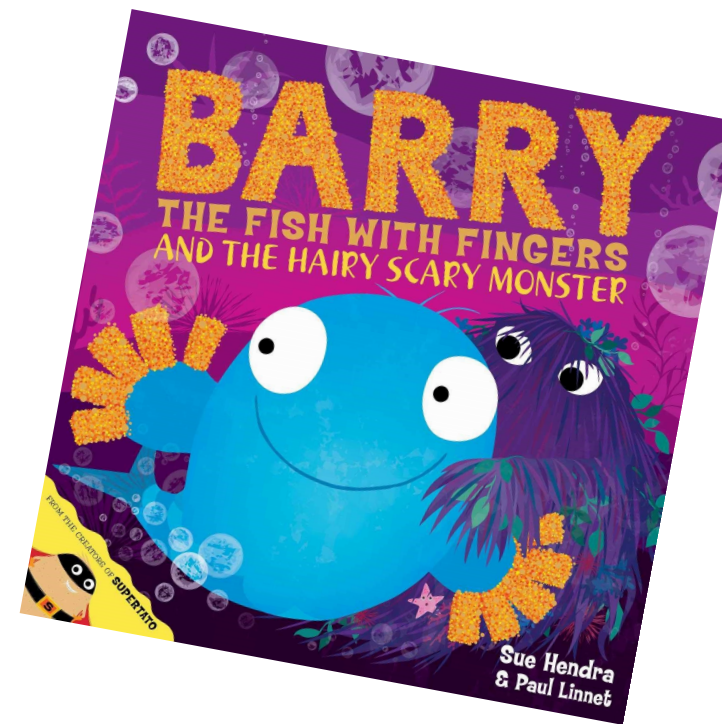
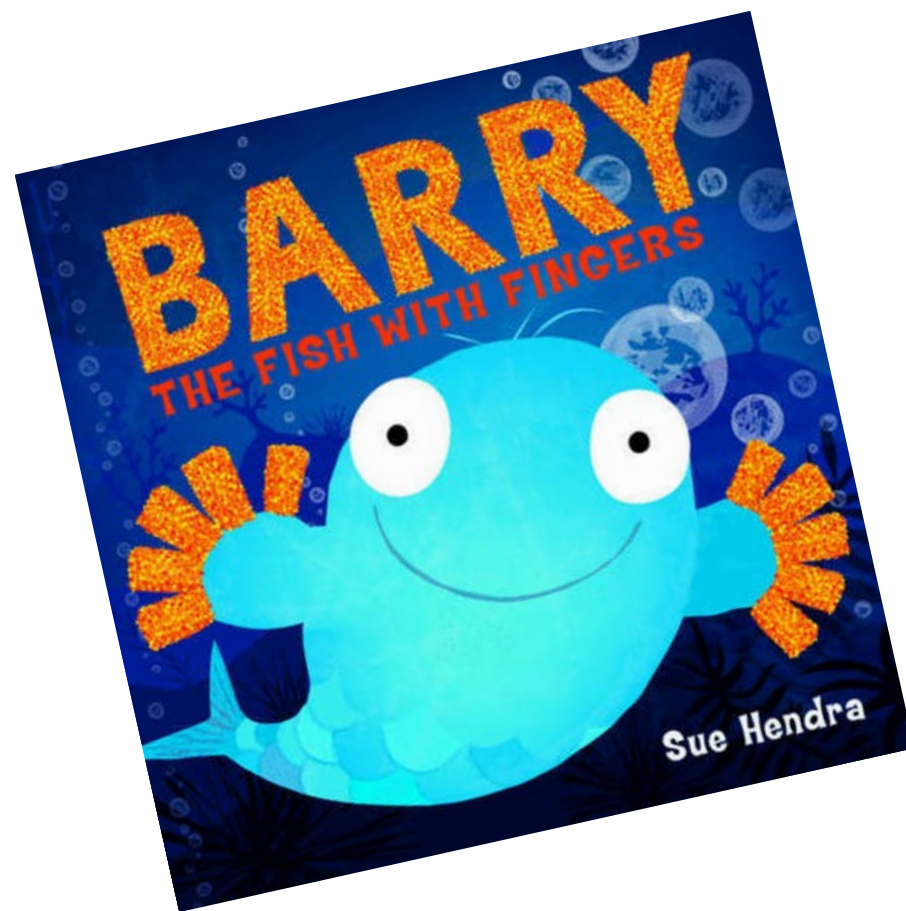




Underwater Adventure



Foundation Stage

Spring 2024



Immersion



SPARCS

- Large box to arrive with markings on the side and stamps - guess what's in the box (under the sea creatures - fish bowl/tank - possibly an inflatable under the sea creature)
- Book to be wrapped up inside the box with a letter from Barry to read his story

Experiences

- Visit The Deep— explore the underwater creatures and experience the school based learning zone

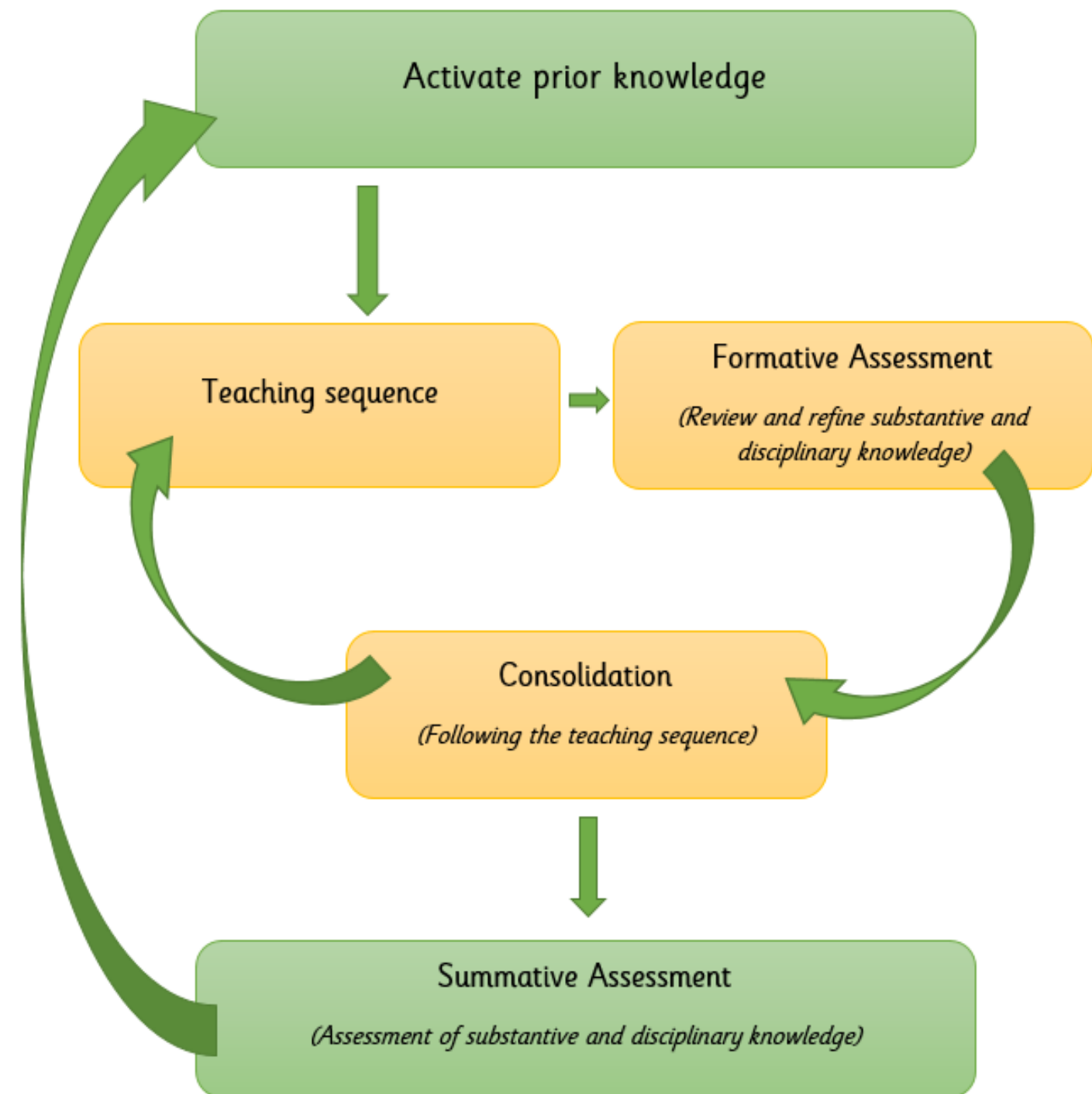
Additional Experiences

- Chinese New Year
- Mothers Day
- Art Day - gallery
- Whole school Easter church visit

Resources for the term:
Barry the fish with fingers
Sea creatures
Fish tank (Plastic to create class under the sea tank)
Chinese New Year book and resources



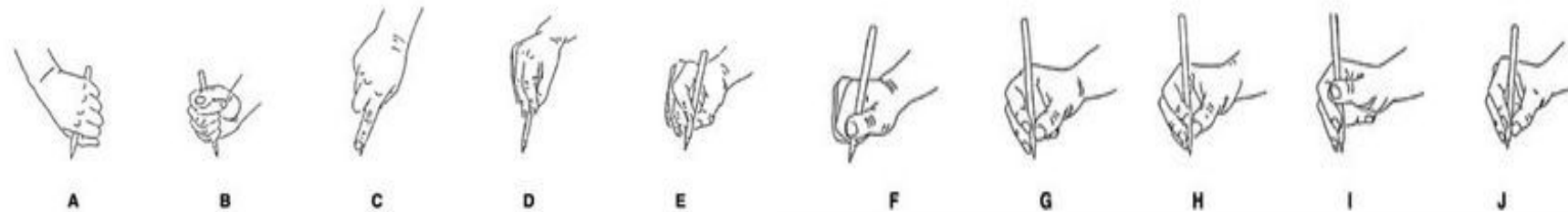
Learning and Teaching Sequence



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

Barry the Fish with Fingers

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/blurbs - 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

Barry the Fish with Fingers

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	amazing
2	ordinary
3	sigh/ed
4	sulk/ed
5	track
6	rumble
7	spoilsport
8	shadow
9	crate
10	seabed
11	grumpy
12	suddenly

amazing

● ● ●





amazing

Aa

Mrs Raw is an **amazing** dancer.

The night sky looked **amazing**.

Look at this **amazing** sparkly gem.



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 discreet 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 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
- 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 similarities and differences between the natural world and contrasting environments. We will explore floating and sinking, whilst also looking at, feeling and talking about water, using our senses. We will explore different animals that live on land and compare to the sea. We will continue to make observations related to the season and seasonal changes. As part of our Design and Technology work, we will first explore materials and their properties.

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 and know similarities and differences between the natural world and contrasting environments 		<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 materials 	<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 season. 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 be taught to: Describe physical properties of a variety of everyday materials</p>
Areas to cover				
Science (FS1) <ul style="list-style-type: none"> Real fish from fish mongers, explore, observe, draw. Shell sorting, drawing, seaweed pictures. sand pictures. Set up small world scenes with underwater, beach, land themes. Talk about, discuss and sort animals according to their habitat (land or sea). Set up interest table with the theme of the seasons (winter into spring). Observe floating & sinking in the water tray using a variety of objects. 	Science (FS1) <ul style="list-style-type: none"> Explore local weather, how is it changing? Keep a record through photos and pictures. Look at the Nursery garden—how it changes from Winter to Spring. 	Science (FS2) <ul style="list-style-type: none"> Make observations and comparisons related to seasonal changes Observe changes in the garden including the tree and new growth Explore a range of materials, sort into groups, talk properties, making material collages Look at everyday items and talk about the materials they are made of. 	Science (FS2) <ul style="list-style-type: none"> Matching landscapes with the correct animals (eg. jungle, icy, desert, underwater) Exploring ice in different contexts Observing and exploring melting Visit the deep and observe different sea animals. Make observational drawings of sea creatures Watch Blue Planet clips and talk about what we see. Explore floating and sinking and record results in a simple table 	<p style="text-align: center;"><u>Outdoor opportunities</u></p> <p style="text-align: center;">Observing change in seasons</p> <p style="text-align: center;">Looking at new growth</p> <p style="text-align: center;">Use water area to explore floating and sinking</p> <p style="text-align: center;">Select natural resources</p>
sea	land	ocean	Words to match landscapes.	

Understanding the World (Geography)





In Geography we will be talking about the natural world around us and looking at contrasting environments. We will look at different environments, including icy/warm/wet and dry. We will look at where sea creatures live and do a study of penguins and their natural environment, comparing and contrasting to our own. We will continue to look at seasons.

EYFS Curriculum		Disciplinary Knowledge (FS1)	Disciplinary Knowledge (FS2)	Link to NC
<ul style="list-style-type: none"> Describe their immediate environment Describe places around the world Compare and contrast locations and environments 		<ul style="list-style-type: none"> Experience changes in the season and weather using the Foundation Stage garden 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) 	<ul style="list-style-type: none"> Describe some changes in the season and weather Identify hot, cold, dry and wet Identify similarities and differences between my location and somewhere else I have studied in the world To ask and answer questions about my immediate environment Look at world maps and globes and look for places they know 	<p>Geography NC4: Human and physical - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation the equator and north and south poles</p> <p>NC5: Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>
Areas to cover				
Geography (FS1) <ul style="list-style-type: none"> Look at photographs of the garden in the winter and compare with what the garden looks like in spring. Identify signs of Spring. Make a display titled 'Our changing garden' of photographs taken through the seasons. Set up a winter scene in small world area. Add ice to the water tray. Add winter clothes to the home corner. 	Geography (FS1) <ul style="list-style-type: none"> Sort pictures as to whether they are from a home environment or school. Discuss what they see. Take photographs of the individual areas of the provision, talk about what happens in each of those areas and what objects etc. we might find there. 	Geography (FS2) <ul style="list-style-type: none"> Set up an exploration table with a variety of maps and globes and talk about simple features. (sea/land etc) Compare environments and setup small world trays to show these. Children to sort into the correct environment Study penguins at the deep. Take photos. 	Geography (FS2) <ul style="list-style-type: none"> Learn names of different penguins eg Emperor, crested, king, etc. Explore penguins habitat and learn more about how they live. Watch March of the Penguins. Look at where we live and compare to contrasting environments. 	<p><u>Outdoor opportunities</u></p> <ul style="list-style-type: none"> Have a permanent display outside of 'What is the weather like today?' Explore habitats in our nursery garden eg. Where do worms live? A bug hunt identifying habitats Exploring ice and melting Observe seasonal changes
cold/warm	home	penguin	school	

Understanding the World (History)

In history we will be talking about the past and present in relation to the natural world. We will focus on learning about Charles Darwin and Sir David Attenborough, looking at, learning about talking about the significant contribution they both made to the natural world.

EYFS Curriculum		Disciplinary Knowledge (FS1)	Disciplinary Knowledge (FS2)	Link to NC
<ul style="list-style-type: none"> Past and Present Compare and contrast figures in history 		<ul style="list-style-type: none"> Talk about events in the past 	<ul style="list-style-type: none"> Talk about events in the past and compare to today Talk about how the past impacts on the now 	<p>History</p> <p>NC2: events beyond living memory</p> <p>NC3: life of significant people in the past</p>
Areas to cover				
History (FS1) <ul style="list-style-type: none"> Remember Christmas, jot down the children's memories. Ask the parents to send in photographs and display. When chatting about the weather refer to words such as 'yesterday' and 'last week'. Send home a 'weather record' for children to fill in with an adult. Introduce David Attenborough and Charles Darwin to the children using photographs and talking about their roles as explorers. Add explorer outfit and equipment e.g binoculars, magnifying glasses, bug finders in the small world area. 	History (FS1) <ul style="list-style-type: none"> Set up a variety scenes e.g jungle, under the sea, garden/forest etc. for the explorers to investigate. Display photographs of the explorers as references . 	History (FS2) <ul style="list-style-type: none"> Sequence what you did on Christmas day Use the words past and present to talk about events Talk about the lives of Charles Darwin and David Attenborough 	History (FS2) <ul style="list-style-type: none"> Learn about David Attenborough, through watching documentaries and listening to facts Learn about the different animals David Attenborough has explored and talk about our favourites 	<p style="text-align: center;"><u>Outdoor opportunities</u></p> <p style="text-align: center;">Children to take on the role of an explorer in the natural world</p> <p style="text-align: center;">Make observations and record in drawings/charts.</p>
today	yesterday	past	present	

Expressive Art and Design (Art)				
This term we will be developing our painting techniques by exploring mixing colours and using brushes of different thicknesses. We will look at the artwork of Renoir, in particular his works called ‘Seascape.’ We will explore, discuss and re-create paintings in the style of Renoir. We will use only primary colours. At the end of the term we will make an art exhibition for parents and share in an art day with our parents.				
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 feelingsSafely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and functionShare their creations, explaining the process they have used		<ul style="list-style-type: none">Explore different colours and how adding white makes a different tintExplore painting using hands/ fingers and large chunky brushes	<ul style="list-style-type: none">Explore primary coloursExplore mixing primary colour and talk about the changesExplore using thick and thin brushes	<p>Art</p> <p>NC2: to use drawing, <i>painting</i> 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 <i>colour, pattern, texture</i>, line, shape, form and space</p>
Areas to cover				
<p>Art (FS1)</p> <ul style="list-style-type: none">We will start by exploring paint using our hands then fingers.We will make marks on different surfaces e.g Large vertical board, tuff tray, roll of lining paper, on table top, on easel.We will use tools e.g thick brushes, stubby brushes, long handled brushes etc.We will experiment in making different types of marks to different genres of music.	<p>Art (FS1)</p> <ul style="list-style-type: none">Look at the work of Renoir with the children and discuss in a circle. Specifically point the things they do and don't like about particular pieces.	<p>Art (FS2)</p> <ul style="list-style-type: none">Investigate colour wheels and talk about the similarities of certain colours.Explore primary colours and then observe the changes we see when we mix certain colours together.Explore painting with primary colours using thick and thin brushes.	<p>Art (FS2)</p> <ul style="list-style-type: none">Introduce the artist Renoir and the painting ‘Seascape’. 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’.	<p><u>Outdoor Opportunities</u></p> <p>Large scale painting using large scale tools</p> <p>Observational paintings of nature</p> <p>Explore thick and thin brushes using water.</p>
paint	brush	primary colours	thick/thin brush	
				

Expressive Art and Design (Design Technology)

This term we will be focusing on developing our ability to join junk materials for a purpose. We will explore a range of junk materials and construction materials to finally make a boat for Noah to transport his animals in to keep them safe from the rising flood. We will use construction toys (bricks/lego/mobilo etc.) as well as junk modelling resources.

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"> Send home a 'Christmas challenge' of practising scissors at home in preparation for the term ahead including a 'how to' video via Youtube, suggestions of where to start & where to purchase a safe pair from. Add scissors to the dough to introduce the concept of snipping. Add 'snipping' as a morning/fine motor activity (Targeting our older children). 	Design Technology (FS1) <ul style="list-style-type: none"> Watch an episode of Topsy and Tim junk modelling as inspiration for creating new things from junk. Set up junk modelling station. Start with just boxes and tubes for construction. Add glue, masking tape & sellotape to the junk modelling station as the weeks go by. Bring in large junk from outside to make and create with. 	Design Technology (FS2) <ul style="list-style-type: none"> Practise scissor skills by cutting different lines and shapes. Junk modelling area to practise attaching skills by gluing, joining and sticking a range of different materials. Look at and discuss the features of different types of boats. 	Design Technology (FS2) <ul style="list-style-type: none"> Draw and design our own boat 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><u>Outdoor Opportunities</u></p> <p>Use large construction to build Noah's boat</p> <p>Use large scale junk modelling material to create boat</p>
scissors	cut	sellotape	masking tape	

<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 1- Hinduisms	<u>Celebrations—How do we celebrate? (FS2)</u> Theme—Celebrations Key question—How do people celebrate? Religion 1- 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 	<div style="background-color: #d4f1d4; padding: 10px; text-align: center;"> Outdoor Opportunities Sharing and taking turns Managing risk Focussing attention on an outdoor task for more sustained periods Developing teamwork skills </div>
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 	<p style="text-align: center;"><u>Outdoor Opportunities</u></p> <p>Using outdoor building equipment to develop gross motor skills</p> <p>Making obstacle courses and negotiating</p> <p>Use balancing equipment</p> <p>Climbing, using steps</p> <p>Large sand tools</p> <p>Large mark making to develop gross motor</p>
		obstacle space	germs	