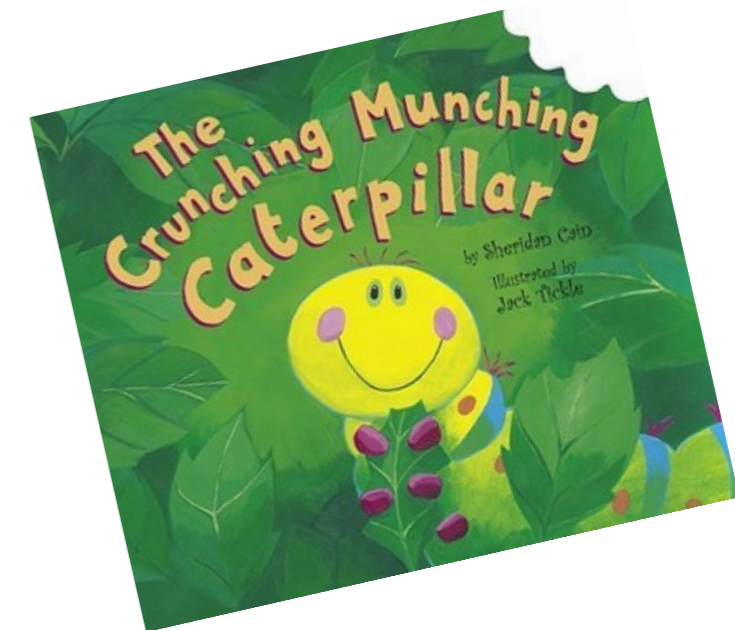
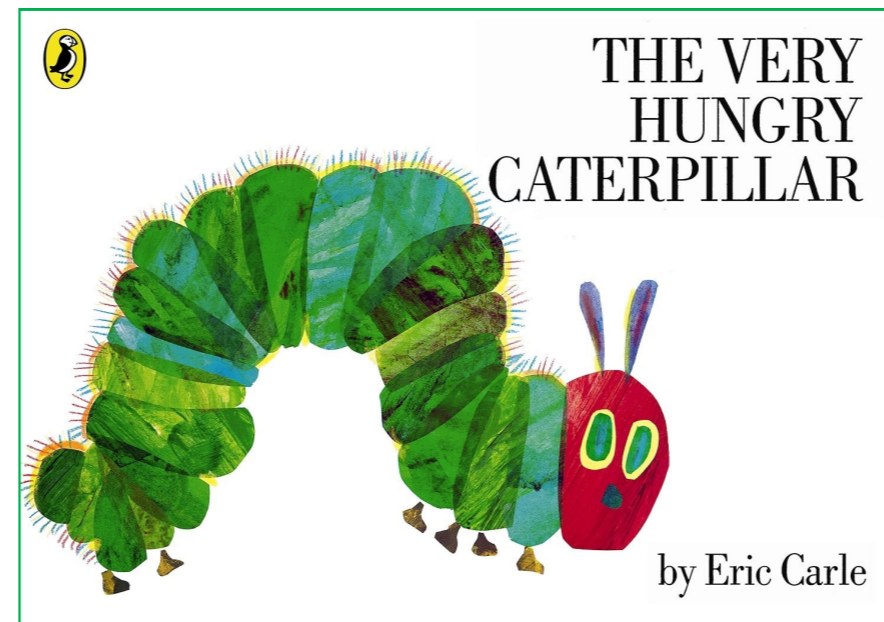




Glorious Gardens



Foundation Stage

Summer 2024



Immersion



SPARCS

Butterflies—Insect Lore
Surprise box with book and props
Real life bug experience.
Seeds and bulbs in a surprise parcel.

Experiences

- Bring a plant to school day
- Gardening day (Dads Day)
- 70th Birthday school picnic
- Sports day
- The Secret Village (FS2) - (Treat day)
-

Presentation of Learning

- Glorious Gardens show and tell for parents.
- Re-tell the story on a video and send to parents (*Use clay/ playdough models of the bugs from the story to re-tell through animation*)

70th Birthday week (Tuesday 11th - Friday 14th June)

FS1 - week learning about 2020– 2024 (Time period) - Learn and song and dance from this period of time. Talk about what happened in 2020-2024

FS2 - week learning about 2010-2019 (Time period) - Learn to sing 'What makes you beautiful' - dance along. Talk about what happened in the 2010s

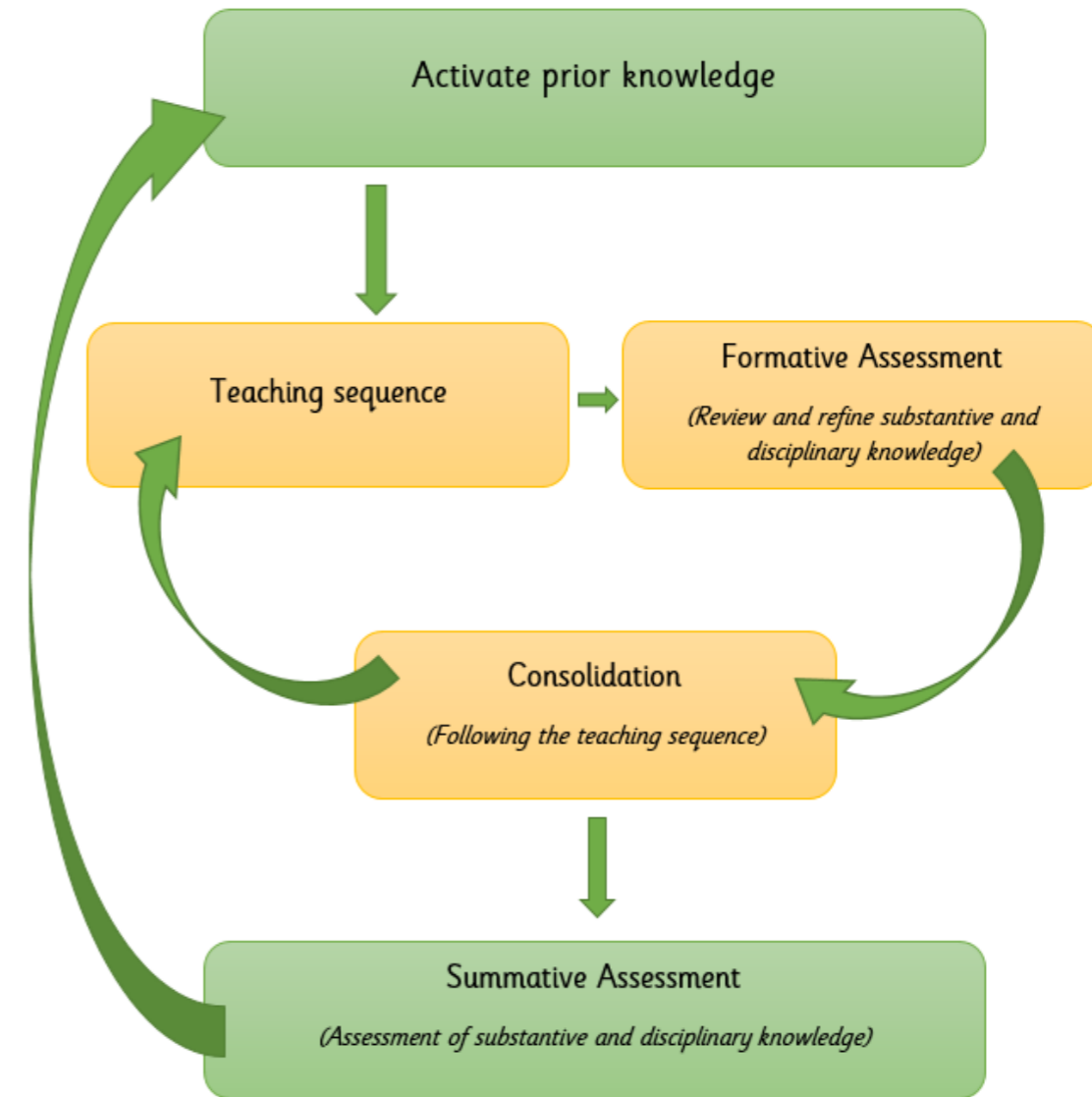
Time capsule - contribute to the whole school time capsule to be buried as part of the week long celebration

Friday - dress up from your time period

Resources for the term:
Gardening equipment
Bulbs/seeds/plants
Compost
Insect Lore
Class text
Reading for pleasure text



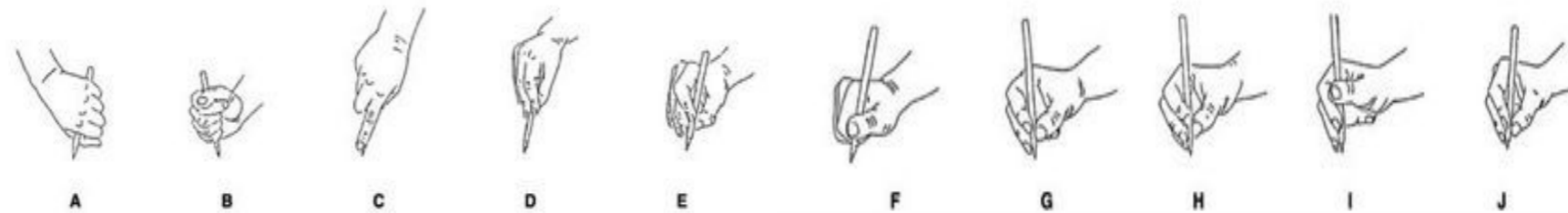
Learning and Teaching Sequence



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

The Crunching Munching Caterpillar

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

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

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.

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

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

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 predications 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

Re-tell (5)
Focus on beginning, middle and end
Focus on using key vocabulary and repeated phrases from texts/ books

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

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
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

Innovate (6)
Change the character/ setting through whole class/ shared group work

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.

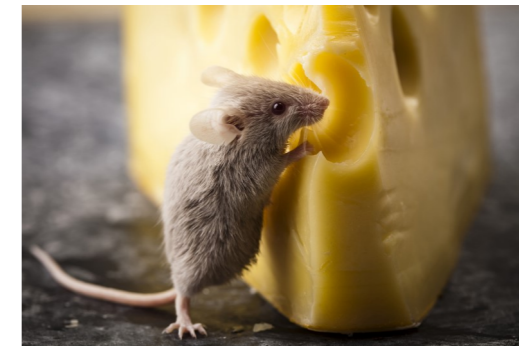
The Very Hungry Caterpillar

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

Word
hungry
pop
tiny
cocoon
nibble
insect

nibble



nibble

Nn

The mouse likes to nibble cheese.

The Hotel for Bugs

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

Word
square
fanfare
announce
peeked
swarmed
flocked
lantern
lobby
gloom
bewildered
brow
luggage

square



square

Ss

The **square** was full of people waiting to see the king.

Everyone in the **square** clapped and cheered when the king waved on the balcony.



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						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				

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
- 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 plants, flowers and trees using our senses. We will talk about plants and flowers and grow our own and observe the changes. We will learn that plants and flowers need soil, water and sunlight to grow. We will look at life cycles of a caterpillar, through discussion and observation. We will continue to observe seasonal changes and know the difference between spring and summer. We will also look at habitats and make a bug hotel in the garden.

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 plants and flowers • Talk about what they see, using a widening vocabulary • Talk about changes in the season 	<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 plants and flowers • 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: Plants Pupils should: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Pupils should: identify and describe the basic structure of a variety of common flowering plants, including trees</p>

Areas to cover

<p>Science (FS1)</p> <ul style="list-style-type: none"> • Explore a variety of sensory trays with different types of seeds and bulbs in them. • Children to look at potted plants closely using magnifying glasses and touch them with their hands. • Children to use ‘flower brushes’ with paint to identify different parts of the flowers. • During our circle time at the beginning of each session continue to document the weather and ask ‘How do you know?’ 	<p>Science (FS1)</p> <ul style="list-style-type: none"> • Add different items of clothing they might be wearing now the season is changing to the home corner. • Stock a range of non fiction books about life cycles in the book corner. • Challenge the children in the outdoor area to look for bugs and other insects. • Discuss with the children different areas of the garden they are most likely to find bugs and insects and why. • Set up an interactive display about the life cycle of a caterpillar. 	<p>Science (FS2)</p> <ul style="list-style-type: none"> • Planting seeds - What do they need to grow / different conditions • Explore soil / compost with gardening tools in the garden • Talk about and observe parts of a plant • Carry out experiments to further knowledge and understanding of plants • Make a chart to show the differences & similarities between spring and summer 	<p>Science (FS2)</p> <ul style="list-style-type: none"> • Walk around the school grounds making observational drawings using our senses • Observe first hand the life cycle of a caterpillar using caterpillar eggs. • Observe bugs in their natural environment • Go on a bug hunt around the school grounds • Collect natural materials to make a suitable bug hotel 	<p><u>Outdoor opportunities</u></p> <p>See outdoor provision plan</p>
grow	insect	Life cycle	names of insects	

Understanding the World (Geography)

In Geography we will be observing and commenting on the natural world. We will plan routes around the garden and look at habitats. We will look closely at the season and compare and contrast all four seasons that we have studied this year, talking about weather and the changes that happen each season.

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 Talk about similarities between their home and school environment Answer a simple question 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"> Describe some changes in the season and weather Identify similarities and differences between my location and somewhere else I have visited in the world Ask and answer questions about my immediate environment Make a simple map of the classroom Give and follow instructions for someone to follow 	<p>Geography</p> <p>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			
<p>Geography (FS1)</p> <ul style="list-style-type: none"> Continue to build the display of changes to our Nursery garden in the exploration area. Draw the children's attention to it and challenge them to talk about they see. Set up a display of photographs of a home and school environment. Add books set in a home and school too for the children to explore. Ensure the dolls house is available for the children to play with. Identify the different rooms of the house with labels and add pictures of houses similar ones in the local area nearby. 	<p>Geography (FS1)</p> <ul style="list-style-type: none"> We will continue to reinforce our Nursery rules and challenge the children to think about why they are in place. We will encourage our older children to be positive role models for our younger children and support them in following the rules. We will have a circle about our favourite places to place in the Nursery and why. We will create a poster to display from the children's thoughts and ideas. We will have a basket of resources and ask the children 'Where in the Nursery does this item belong?' 	<p>Geography (FS2)</p> <ul style="list-style-type: none"> We will use our senses to explore and comment on the seasonal changes we see in our outdoor area. Use photos to create a whole class map of the garden. Work in pairs to use the map and navigate around the garden. Take a walk around the school grounds and see what different habitats we can see. 	<p>Geography (FS2)</p> <ul style="list-style-type: none"> Collect natural materials to make a suitable bug hotel. Look at a map of the world and identify / talk about the different places we have visited around the world.
weather	school	seasons	map
<p><u>Outdoor opportunities</u></p> <p>See outdoor provision plan</p>			

Understanding the World (History)

In history we will be developing our understanding of change, growth and decay over time. We will be making observations of plants and flowers and discussing the changes we see. We will develop our sense of sequencing through looking at and ordering a life cycle of a caterpillar. We will also sequence everyday events and learn about daytime and night-time. We will 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?

EYFS Curriculum	Disciplinary Knowledge (FS1)	Disciplinary Knowledge (FS2)	Link to NC
<ul style="list-style-type: none"> Develop an understanding of change over time 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 	<p>History</p> <p>NC1: change within living memory</p>
Areas to cover			
<p>History (FS1)</p> <ul style="list-style-type: none"> Plant a seed as a whole class and take photographs as it grows creating a timeline for the children to talk about and discuss. Plant a sunflower with the children for them to take home and observe its growth with their parents/carers. When in the garden draw children's attention to plants and leaves on the trees and bushes and make comments. Display a plant/flower and allow it to die. Challenge the children to comment on what they see. 	<p>History (FS1)</p> <ul style="list-style-type: none"> In small groups to talk to the children about healthy routines e.g tooth brushing, getting dressed and going to bed. Put together a sequence with them. Discuss day and night with children by showing the children a picture a street scene at different times of the day. Look to our mark making display and compare the pictures made in September and the ones created most recently. Children to discuss. 	<p>History (FS2)</p> <ul style="list-style-type: none"> Use broad seeds in windows to observe changes over time to different parts of the plant. (eg roots, stem, seed, flower. Use curiosity cube to observe changes over time of decaying fruit. Children observe them daily and produce drawings to show the changes. Make a timeline to show these changes 	<p>History (FS2)</p> <ul style="list-style-type: none"> Sequence the events of school trip using language to show passing of time Celebrate all the things they can do now compared to when they started in Reception Class, take photos to commemorate all their achievements Sequence events of the day, including daytime and night time. What do we see in the day and in the night.
Change	Day/Night	Decay	First, Next, Finally
<p><u>Outdoor opportunities</u></p> <p>See outdoor provision plan</p>			

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 explore using playdough and clay to mould, shape, roll, pat and create a mini-beasts to use to re-tell our stories and video to share with parents. We will explore adding different textures to playdough to explore what happens and how it changes how we use the dough.

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, <u>design, texture</u>, 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"> Set up a collage station in the provision for children to access freely. Add different materials e.g cardboard, fabric, plastics, paper, natural materials. 	<p>Art (FS1)</p> <ul style="list-style-type: none"> Demonstrate a range of different techniques to the children to change the appearance of the dough e.g pinching, rolling (circular motion and back & forth), poking and prodding, flattening, stretching. Change texture of the dough by adding different ingredients e.g lentils, oats, rice, sand, pasta etc. Create texture to dough using a range of tools and everyday objects. 	<p>Art (FS2)</p> <ul style="list-style-type: none"> Explore cutting and gluing a range of materials together. Practise collage techniques of scrunching, tearing, cutting, overlapping, gluing. Create a textured garden picture using collage skills. 	<p>Art (FS2)</p> <ul style="list-style-type: none"> Practise rolling and marking clay using clay tools. Experiment with playdough by adding rice, sand, glitter. Use water to join and mould the clay together. Observe the features of different minibeasts and create a clay sculpture of a chosen minibeast to use to re-tell our story. 	<p><u>Outdoor opportunities</u></p> <p>See outdoor provision plan</p>
Attach	Material	Collage	Overlap	

Expressive Art and Design (Design Technology)

This term we will design bunting for a summer garden party. 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 our own section of bunting for a garden party decoration.

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)		Design Technology (FS1)		Design Technology (FS2)		Design Technology (FS2)	
<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 their bunting 		<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 our bunting 		<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. 		<ul style="list-style-type: none"> Create a simple design brief for the bunting including a visual design and a material/equipment list. Use design brief to create the final bunting using the chosen techniques they have practised. 	
Print		Fabric		Textiles		Design	
<p style="font-size: 1.2em; margin: 0;"><u>Outdoor opportunities</u></p> <p style="font-size: 1.2em; margin: 0;">See outdoor provision plan</p>							

Understanding the World (RE)

This term we will be looking at stories from different religions and special places of different religions. We will talk about ourselves and others and learn how to be respectful of other peoples beliefs and special places.

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, Islam, Hindu and Sikh stories To talk about similarities and differences of faiths To start to understand some similarities and differences between faiths/religions 		<ul style="list-style-type: none"> Who is in your family? Who's is important in our community? What important jobs do people do in our community? 		<p>Area of understanding</p> <p>Beliefs and practice's Identity and Values Meaning and Purpose</p> <p>AT1: Knowledge and understanding AT2: Reflection and Response</p>			
Areas to cover									
<p>Story Time What can we learn from stories? Christianity/ Islam/Hinduism/Sikhism</p> <ul style="list-style-type: none"> Why is it best to always be honest? How can we encourage each other? What do you think is beautiful and special? 		<p>Story Time What can we learn from stories? Christianity/ Islam/Hinduism/Sikhism</p> <ul style="list-style-type: none"> Why is it important to share? How would you feel if a friend went away? How do you celebrate a happy moment? 		<p>Special Places What makes places special? Christianity/Islam/Judaism</p> <ul style="list-style-type: none"> What makes homes special? What makes a home different? Where is your special place? 		<p>Special Places What makes places special? Christianity/Islam/Judaism</p> <ul style="list-style-type: none"> Have you ever been to church? What is it for? Why do Muslims take their shoes off when entering a mosque? How do you feel when you wear special clothes? 		<p>Outdoor opportunities</p> <p>Build a special place or den using outdoor equipment.</p> <p>Using the mud kitchen to make celebration food</p>	
Christian Isalm		Hindu Sikh		Church		Mosque Synagogue			

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
feelings	choices	together
<p>Outdoor Opportunities See outdoor provision plan</p>		

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
friendship	BEAMS Vocab	teamwork
<p>Outdoor Opportunities See outdoor provision plan</p>		

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	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 know how to climb up and down large equipment, using both legs • To know how to climb safely on and off equipment • To learn how to throw a ball using both hands • To run, skip, hop and jump with increasing 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 body feel after doing? • How can we stay healthy? 	<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

<p>Fine motor</p> <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 	<p>Gross Motor</p> <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) 	<p>PE Lesson - (FS2) Object Manipulation</p> <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 	<p>Health and hygiene</p> <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>Outdoor Opportunities</p> <p>See outdoor provision plan</p>
grip	hand foot	catch throw roll target	flush soap	



Outdoor Provision - Glorious Gardens

Outdoor Play Mission Statement

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

Area - Building and Construction, Den Building

Resources		Intent
Continuous	Enhancements	
<ul style="list-style-type: none"> • Stacking Crates • Wide shallow crates] • Wooden planks • Tyres • A range of different fastenings (string, rope, pegs) • Tarpaulins • Foam bricks 	<ul style="list-style-type: none"> • Steering wheels • Imaginative play resources (eg. rucksack, torch, binoculars, picnic hamper) • Rugs, blankets, cushions 	<p><u>Communicating & Collaborating</u>- Talking about ideas out loud, sharing imaginative & creative thoughts, talking to others by sharing ideas, giving directions, responding to requests, collaborating working with others through planning, helping, negotiating and compromising.</p> <p><u>Practicing physical skills & control</u>- Lifting, carrying, maneuvering and manipulating large building materials, joining and fastening, placing & balancing, climbing, going over & under, lifting and carrying, Transporting building materials, taking care of equipment and others around</p> <p><u>Designing ideas and thinking creatively</u>- Using resources in multiple ways, selecting equipment by shape or size, creating structures of different shapes and sizes - towers, pathways, lines, enclosures, spaces to crawl into, building familiar things - dens, seats, vehicles, building imaginary places and objects, persisting from an idea through to a conclusion</p>

Area - Water

Resources		Intent
Continuous	Enhancements	
<ul style="list-style-type: none"> • Access to water • Jugs, Bowls • Funnels, pipes, flexible tubing • Trugs • Bottle sprays • Mops, brooms • Rollers, brushes • Bowls • Syringes 	<ul style="list-style-type: none"> • Water wall • Water balance equipment • Ice 	<p><u>Communicating & Collaborating</u>- Talking about ideas out loud, sharing imaginative and creative thoughts, talking to others by sharing ideas, giving directions, responding to requests , collaborating working with others</p> <p><u>Practicing physical skills & control</u>- Lifting, carrying, maneuvering and manipulating large water resources, turning taps, pouring from a range of containers, joining and fastening, placing & balancing, transporting water in buckets, water cans, large jugs and trugs, taking care of equipment</p> <p><u>Exploring and Investigating</u>- Submerging materials, soaking materials, pouring water onto surfaces and into containers, funnels and pipes, making water move at different rates and in different directions - spreading water with hands, feet and other equipment collecting and containing water, creating puddles splashing in puddles dropping objects in puddles.</p> <p><u>Designing ideas and thinking creatively</u>- Using resources in multiple ways, selecting equipment by shape, length, capacity, creating waterways of differing complexities, persisting from an idea through to a conclusion</p>

Area - Sand and Gravel

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

Area - Mud kitchen		
Resources		Intent
Continuous	Enhancements	
<ul style="list-style-type: none"> • A range of pans • Bun tins • Bowls • Spoons • Microwave • Kettle • Wooden kitchen • Mud/bark/gravel • Access to water 	<ul style="list-style-type: none"> • Flowers • Lemons • Vegetables • Herbs • Ice 	<p><u>Communicating & Collaborating</u> - Talking about ideas out loud, sharing imaginative and creative thoughts, collaborating and working with others through planning out recipes, helping, negotiating and compromising.</p> <p><u>Practicing physical skills & control</u> - Carrying and manipulating mud bark and water to where it is needed for their task. Mixing ingredients together</p> <p><u>Exploring and Investigating</u> - Selecting and mixing different material together and talk about e result/outcome including texture and appearance.</p> <p><u>Thinking Creatively</u> - Pretending to set up camp, cook outdoors picnic forage, pretend/fantasy play Creating recipes using a range of ingredient's</p>

Area - Games Equipment		
Resources		Intent
Continuous	Enhancements	
<ul style="list-style-type: none"> • Bats • Different size balls • Bean bags • Quoits, cones • Balance boards, stilts • Hula hoops, streamers 	<ul style="list-style-type: none"> • Sports day equipment • Balance bikes • Scooters • Space hoppers • Jenga blocks • Skittles 	<p><u>Communicating & Collaborating</u> Talking to others by sharing ideas, giving directions, responding to requests Creating own rules, sense of control, developing scheme work skills.</p> <p><u>Emotional Wellbeing</u> Opportunities to experience powerful feelings and find ways to deal with them, talking about ideas out loud, following rules</p> <p><u>Practicing physical skills & control</u> Developing skills of throwing with accuracy, moving with increasing control in a variety of ways, using resources in multiple ways .</p>

Area - Digging and Planting

Resources		Intent
Continuous	Enhancements	
<ul style="list-style-type: none"> • Tyres • Mud • Trowels • Plant pots • Forks 	<ul style="list-style-type: none"> • Larger forks • Plants • Bulbs • Seeds • Bug hunt equipment • Seasonal books/ magazines 	<p><u>Communicating & Collaborating</u> - Talking about ideas out loud, sharing imaginative and creative thoughts, collaborating and working with others.</p> <p><u>Practicing physical skills & control</u> - Digging soil to develop strength and control. Digging small and large holes for different seeds and bulbs. Mixing ingredients together</p> <p><u>Exploring and Investigating</u> - Exploring the changing seasons through looking at plant growth, thinking about what plants need to grow and taking care of them. Being aware of the habitat of our Nursery garden. Finding and investigating the insects that inhabit our garden</p>

Area - Obstacle and climbing

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

Area - Large mark making		
Resources		Intent
Continuous	Enhancements	
<ul style="list-style-type: none"> • Large chalk board • Large white board • Large paint brushes • Rollers 	<ul style="list-style-type: none"> • Paint • Mud • Chalk • Pens • Tuff tray for mixing etc. 	<p><u>Communicating & Collaborating</u> - Talking about ideas out loud, sharing imaginative and creative thoughts, talking to others by sharing ideas, giving directions, responding to requests , collaborating working with others</p> <p><u>Practicing physical skills & control</u> - developing large shoulder movements when making large mark with paint brushes etc, manipulating a range of tools effectively.</p> <p><u>Exploring and Investigating</u> - what happen when we mix colours, paint on ice etc?</p> <p><u>Designing ideas and thinking creatively</u> - Using resources to create their own artwork, using inspiration form the natural world to direct their ideas, explore colour, texture, line and shape in a free, large scale manner.</p>

Area - Stage		
Resources		Intent
Continuous	Enhancements	
<ul style="list-style-type: none"> • Stage 	<ul style="list-style-type: none"> • Instruments • Hats • Costumes • Streamers • Music • Nursery rhyme prompts 	<p><u>Communicating & Collaborating</u> Working with friends to create a shred performance, Listening a responding to ideas effectively.</p> <p><u>Emotional Wellbeing</u> Developing the confidence to perform to an audience, finding their voice and exploring new talents, responding positively to comments made by their peers.</p> <p><u>Thinking creatively</u> Devising their own performance Selecting props costumes to further their story telling etc. Creating a song or dance Expressing them selves freely</p>