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| **Continuous Provision Mapping for Summer Term 2025 TOPIC- Our Wonderful World** | | | | | |
| **Construction Areas** | **Investigation Areas** | **Water Areas**  **(outdoors)** | **Areas for digging sand and mud (outdoors)** | **Malleable Areas** | **Creative Areas** |
| Stickle Bricks  Duplo Bricks  Mobilo  Base Boards  Design Prompts -bridges, vehicles | Magnifying Glasses  Tweezers  Deep tuff spot tray  Sorting bowls/trays  Atlas and globe  Magnets  Objects to explore forces of push, pulls, twist and bounce | Water Tray  Aprons  Containers of varying shapes and sizes | Digging tools for sand  Digging tools for mud kitchen  Mud kitchen  Aprons/protective clothing including wellies | Creation Boards  Cutting tools  Moulding Tools  Aprons  Prompts for ideas  Clay and play dough for moulding and shaping  Imprinting tools to add on designs | Paint Brushes- fine  Paper-assorted sizes  Paint palettes  Water pot  Drawing pencils  Colouring pencils  Scissors  Paint in pump pots  Plain paper  Sugar paper  Chunky marker pens  Prompts relating to topic  Seeds and beans  Magnifying glasses  Camera lens |
| **Overview of Skills to be Taught /re-visited during Continuous Provision** | | | | | |
| **Indoors-**  Joining x2 bricks together and separating them again  Horizontal and vertical stacking  Bridging-using 2 blocks to support a 3rd  Enclosing-using bridging techniques to create an enclosed space  Joining materials together using clipping, tying, knotting, stapling, pegging, etc  Building both horizontally and vertically  Making a stable base | Explore the natural world in summer walk of awareness  Observe weather conditions for summer  **Week 2/3:** To explore floating and sinking  To understand why some things sink and others float  To talk to others about how things work  **Week 4:** To explore changes-light and dark  To explore a range of light sources including torches, lights and candles  **WEEK 5**: To compare night and day Night monkey and Day Monkey by L. Richards  **WEEK 8:** To explore the different lengths of shadows throughout the day shadow pictures | Receptacles for filling and emptying full, half full, empty, half empty, nearly full, nearly  What is sinking and floating?  Create a boat that floats  Sinking boats with heavy and light objects | Explore the texture of wet sand and mud  Explore changing the texture of sand and mud by adding in water  Changing effects of sand by adding alternative mediums-sand, glitter, glue, salt, water, flour  Planting bulbs and seeds observing the changes as things grow  Understanding when the soil is dry and a plant needs watering or when it is too wet | **WEEK 4**  Use simple tools to mould and shape clay or play dough to make oval or round ball shapes and long sausages  To add on embellishments in a pattern to create a design using imprinting tools  **Week 5/6:** (links to the Naughty Bus)To change a material such as sand, mud, etc to see if it affects the force needed to move an object | **Week 1:** \*\*Creating representations of sunflowers in a range of mediums-collage materials, paint and natural seeds  **Week 3:** To make a boat which floats working collaboratively, sharing ideas, resources and skills  **Week 9:** To design and create a shadow puppet  **Week 10:** To use different techniques for joining materials such as how to use adhesive, tape and different sorts of glue to create a space rocket from junk modelling materials  **Week 11:** To explore and develop a range of different painting techniques such as marble, string and bubble painting to create different effects for planets  **Week 3:** To make a boat which floats working collaboratively, sharing ideas, resources and skills  **Week 9:** To design and create a shadow puppet  **Week 10:** To use different painting and printing techniques to create a new planet-string  **Week 11:** To explore and develop a range of different painting techniques such as marble, bubble painting to create different effects for planets  **Week 12:** To explore and develop a range of different painting techniques such as bubble painting to create different effects for planets |
| **Enhanced Provision for Summer Term TOPIC- Our Wonderful World** | | | | | |
| Building Blocks  Castle prompts- turrets, towers, moats, draw bridge, different types of castles  **FOCUS:** Building vertically and horizontally  Making our creations/models stronger | Weather and seasons books  Weather and seasons flash cards for sorting  Books which feature transport, vehicles and journeys  Summer display objects-sun, beach, clothing, sunscreen widgets card | Water pouring, filling and emptying  Objects and suitable deep container for sinking and floating sorting  Wide water tray to float and sink boats  Stories and nonfiction books relating to travel, transport | Sand buckets  Sand moulds  Digging equipment-spades, spoons and scoops  Sieves  Mud kitchen recipe cards  Mud kitchen equipment-sauce pans and oven trays  Clip boards and writing carrier for recipe writing  Jars with ingredients-stones, conkers, sticks, pine cones | Pasta  Scissors  Jewels and sequins  Shiny objects  Fine paint brushes  Clay and play doh  Mud sand both wet and dry | Sunflowers and flowers VVG  Magnifying glasses and camera lenses  Junk modelling resources |

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| **Continuous Provision Mapping for Summer Term TOPIC- Our Wonderful World** | | | | | |
| **Writing Areas** | **Funky Fingers/Fine Motor Development** | **Reading Shed/Book Areas** | **Role-Play** | **Small World Areas** | **Maths Area** |
| Colouring pencils  Sharpeners and rubbers  Writing pencils  Plain and lined paper  Notebooks  Clipboards  Wipe boards, pens and erasures  Phase 2 and 3 grapheme charts  Handwriting rhymes on display  Chalk and blackboards  Writing templates  Scaffold widget words relating to topic  Sentence structure widgets | In indoor construction area this term:  Stickle bricks  Small cubes  Wooden lolly sticks  Play doh  Twigs  Duplo  Wooden logs  Stones  Prompts for ideas relating to topic  Objects for joining materials-paper clips, Sellotape, pegs, string, glue, play doh | Fiction and non-fiction books for pleasure  Decodable books  Puppets linked to stories  Cushions for sitting on  Examples of story maps  Story spoons  Photos of authors and illustrators  Widgets to support story language | **SHED 2-Travel Agents**  **WEEK 1/2: Travel brochures, lists, ticket logs, telephones, dressing up clothes customers**  **Airport and planes**  **SHED 1- Repair Shop (garage)**  **WEEK 3/4:** Tools, types. Visual aids and widgets, repair booking forms, telephones, overalls  Garage and cars/vehicles  **WEEK 5/6:** Bus Stop and Naughty Bus  **Bus stop, dressing up clothes, tickets, maps of** | Naughty Bus  Garage, cars and additional vehicles, books on travel and transportation | Flash cards number 1-10  Subitising patterns example cards 1-5  10 x frames  Counting objects-fruits, people and double sided counters  Number block cubes 1-10 characters on number lines  2d shape widgets  3d shape widgets  2d shapes-circle, square, triangle and rectangle  3d shapes sphere, cylinder, cuboid, cube and pyramid |
| **Overview of Skills to be Taught /re-visited during Continuous Provision** | | | | | |
| Letter formation for new graphemes taught displayed in writing area and on writing boards  Graphemes and their phonemes-phase 2/ 3 LWLS  Develop fine motor skills for writing (see funky fingers)  Hold a sentence  Build a sentence  Match a sentence/caption to a picture  Use of finger space widget tool  Use of sentence strips  Capital letters  Full stops  Re-reading a sentence | Development of hand-eye-coordination  Holding an object in both hands at once  Joining construction materials together by pushing and then pulling them apart  Joining materials by threading and then knotting string together  Pencil grip  Letter formation  Use of paintbrushes, scissors and digging tools | Handling books carefully  Turn a page at a time  Holding books up the correct way  Places books back correctly on their shelves  Oral blending  Blending CVC words  Re-reading a sentence we have written to check it makes sense  retelling stories and narratives using their own words   discussions about stories, non-fiction, rhymes and poems and during role-play | Doing up and un-doing fastenings on clothing -in particular coats  Sharing and turn taking -self-regulation  Tidying up and caring for resources -self regulation  Communication  Imitating domestic routines which we see in our own homes and in the community-using experiences of doctors and people who help us to ‘help’ others | Organising and sorting resources back into their correct places-self regulation  Turn taking and sharing  Communication-adding a narrative to a game and through WELLCOMM  Using blending skills to follow a sequence of design  Combining fixing and joining skills to create small world play  Enclosing-putting a roof on models made  Building vertically and horizontally  Use of new vocabulary relating to journeys | Fluency of Subitising patterns 1-5  and a bit more  Counting forwards and backwards to 10 and then 1 beyond starting from different starting points(stable order principle)  Counting to a number and then stopping (cardinality principle)   Exploring sizes, weights and length  Measuring using non-standard forms of measurements  Comparing sizes, weights and lengths |
| **Enhanced Provision for Summer Term Topic- Our Wonderful World** | | | | | |
| White boards for continuum band name writing  Scaffolds for list writing  Sentence strips  Finger space scaffold tools  Widgets for life cycles  Tricky words  **WEEK 1-** The Butterfly Kiss  Life cycle book-widgets cards for support writing lists for the foods the butterfly can/cant eat  **Tricky words**:  said, so, have, like  **Week 2**: The Snail and the Whale by J. Donaldson creating own story books to read to others  **Tricky Words:**  some, come, love, do  **Week 3/4**: Going on a Bear Hunt story maps with sentences added on to tell the story  **Tricky Words: (3)**  were, here, little, says  (4) there, when, what, one  **Week 5/6**: the Naughty Bus creating own stories using blank book formats  **Tricky Words: (6)**  out, today  **Week 7:** sentence stem: ‘My animal has…’  Create own animal, bird or flower fact file  **Week 12:**  Sentence stem: ’I am good at…’  **Week 13**: (transition) The Magical yet by Angela DiTerlizzi, The Mega Magic Teacher swap by Rochelle Humes what will I be in Year 1? | **WEEK 1:** Coloured beads for pattern threading -copy, continue and create patterns onto a butterfly  **WEEK 3:** printing patterns using vehicles  **WEEK 4:**  Moulding and shaping clay into round and oval balls, also sausages to create a bear  **WEEK 4/5:** Finger painting-using a different finger for a different colour to rainbow write own name  **Week 12/13**: (transition) The Magical yet by Angela DiTerlizzi,-make own magical Yet using threading, plaiting and twisting skills | Books/stories featuring bugs-caterpillars and butterflies/ emergency services/ shapes/easter story/life cycles/spring  Widget blending cards  with key words from stories  Caption matching-phase 2 and 3 sounds  **WEEK 3-**Sequencing cards from familiar stories on a string with pegs-hungry caterpillar  Word maps relating to stories/texts  Story map templates for scaffold and word mats relating to current book/text | **SHED 2-Travel Agents**  **WEEK 1/2: Travel brochures, lists, ticket logs, telephones, dressing up clothes customers**  **Airport and planes**  **SHED 1- Repair Shop (garage)**  **WEEK 3/4:** Tools, types. Visual aids and widgets, repair booking forms, telephones, overalls  Garage and cars/vehicles  **WEEK 5/6:** Bus Stop and Naughty Bus  Bus stop, dressing up clothes, tickets, maps of journey/route. Large boxes painted as buses  **Writing Den:**  Writing equipment-whiteboards and pens, books, pens and pencils  Head band masks-roleplay school and teachers  Clip boards and recipes for following  Widget word prompts  Opportunities to write own stories, create story maps  Opportunities to write during role play | **WEEK 2:** airport and planes, helicopters, books on Amelia Earhart  **WEEK 3/4:** garage, cars and other vehicles  **WEEK 5/6** garage, vehicles and additional buses  **Week 7**: Wild animals -desert and savanna  **Week 8**: | Subitising dice and cards 1-5  and beyond   Rek ‘n’ Reks  10x frame  Number sentence cards using, ‘first, next and now’  **WEEK 1/2:** To use non-standard measures to compare length, long, longer, longest, short, shorter, shortest-measure with handprints, footprints, books, cubes  **WEEK 3/4:** To use non-standard measures to compare weight , heavy, heavier, heaviest, light, lighter, lightest  Use of balance scales  **WEEK 5/6:** non-standard measures to compare capacity full, empty, half full, half empty water play using different container shapes and sizes  **Week 7:** automatic recall of number bonds for numbers 1-10  **Week 8:** To multiply 10 frames ‘lots of’ and 100 square  **Week 9:** To explore making numbers beyond 10 (numbers 11 and 12) numberblocks  **Week 10:** explore making numbers beyond 10 (teen numbers 13, 14 and 15) numberblocks, numicon and 10 frame  **Week 11:** To explore making numbers beyond 10 (teen numbers 16, 17, 18 and 19) number blocks, numicon and 10 frame  **Week 12:** To know numbers beyond 10 are 10 and a bit more |

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| **Summer** | **Topic/Theme:** | **Explorers and Discovery (inc. My Journey of Discovery Transition)** |
|  | **Key Knowledge and Vocabulary** | |
| WRITING | **(\*\*from last term due to strike action and school trip)**  **Week 1:** - captions to match with a picture-links to healthy and unhealthy foods  List writing in continuous provision=what is healthy and unhealthy food for a caterpillar?  Letter formation for IWB- <https://ictgames.com/mobilePage/skyWriter/index.html>  **Week 2** Re-read what they have written to check it makes sense  **Week 3** Write simple phrases and sentences that can be ready by others (hold a sentence).  **Week 4:** **:** Write short sentences with words using known GPCs and refine it to make it even better  (using capital letter and a full stop)  **Week 5:** Write recognisable letters, most of which are correctly formed  **Week 6:** Spell words by identifying sounds in them and representing the sounds with a letter or letters  WEEK 7-12 will repeat working towards ELG’s | |
| Handwriting | Use core muscle strength to achieve good posture when sitting at a table or on the floor  Develop and refine fine motor skills to show increased control over tools for drawing, writing and painting  Develop the foundations of a handwriting style which is fast, accurate and efficient | |
| Texts as Focus | **Week 1:** The Snail and the Whale by J. Donaldson  **Week 2**: Going on a Bear Hunt  **Week 3**: the Naughty Bus  **Week 4/5:** Handa’s Surprise by Eileen Brown  **Week 6**: We all went on safari by L.Krebbs  **Week 7**: Anansi the Spider by G.McDermott  **Week 8**: : The journey Home by Frann Preston-Gannon  **Week 9**(transition) The Magical yet by Angela DiTerlizzi  What have I enjoyed the best about Reception, what have I learned to do now that I couldn’t do before?-create a book of memories from our reception year  **Week 10**: **:** Looking forwards to Year 1-what would I like to learn next? Target setting for Year1  Additional variety of texts for display in CP to include non-fiction texts on transport, land, sea, air, space and dinosaurs (journey through time) | |
| Book of the Week for Voting Stations | **Week 1**: Mr Gumpy’s Outing by J. Burningham or Stone Girl, Bone Girl: Story of Mary Anning by Laurence Anholt  **Week 2**:Mr Gumpy’s Motor Car by J. Burningham or Little People, Big Dreams Series by Maria Isabel- Neil Armstrong  **Week 3**: The Gruffalo by J. Donaldson or Kipper by M. Inkpen  **Week 4**: Little Elizabeth: the Young Princess by V. Wilding or Coming to England by F. Benjamin  **Week 5**: Our House by E. Rogers or The Queen’s Knickers by N. Allen  **Week 6**: Katie in London by J. Mayhew or Clothes Line clues by K. Heling | |
| READING | **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 for 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. | |
| Phonics | Phonics Little Wandle Revised Letters and Sounds Programme Phase 4:  Week 1: Week 5 Spring 2 - longer words, words with s in the middle /z/ s, words ending –s, words with –es at end /z/  Week 2: Week 1 Summer 1 – short vowels CVCC words  Week 3: Week 2 Summer 1- Short vowels CVCC, CCVC words  Week 4: Week 3 Summer 1 -Short vowels- CCVCC, CCCVC, CCCVCC longer words  Week 5: Week 4 Summer 1- Longer words/ compound words  Week 6: Week 5 Summer 1- Root words ending in -ing, -ed, (t), -ed (id) -est  Tricky Words: review all taught so far, secure spelling Summer words  Week 1: said, so, have, like  Week 2: some, come, love, do  Week 3: were, here, little, says  Week 4: there, when, what, one  Week 5- out, today  Phonics for IWB- https://ictgames.com/mobilePage/forestPhonics/index.html https://ictgames.com/phonicsPop/index.html  Phonics for IWB-  <https://ictgames.com/mobilePage/forestPhonics/index.html>  <https://ictgames.com/phonicsPop/index.html> | |
| Communication and Language | Wellcomm Language Interventions  Question Box-who, what, where, when, why? (during snack time) Wellcomm  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers-build up the use of dialogic talk.  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary-string talking in a group;  Offer explanations for why things might happen  Express their ideas and feelings about their experiences using full sentences  Use vocabulary relating to past, present, and future -linked to transition | |
| NUMBER | Have a deep understanding of number to 10, including the composition of each number;  Subitise (recognise quantities without counting) up to 5;  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  To continue to develop fluency over the key skills of counting beyond 10 (stable order principle)  To continue to develop knowledge over the cardinality of numbers (Cardinality principle )  To explore the composition of numbers to 10  **Week 1:** To develop automatic recall of number bonds for numbers 1-10-meet number 10 numberblock  **Week 2**: addition of 2 numbers within 10-more  **Week 3/4:** subtraction-knowing that we take the smaller number away from the bigger number-less  **Week 7:** To multiply 10 frames ‘lots of’-arrays  **Week 8:** To explore making numbers beyond 10 (numbers 11 and 12) To know numbers beyond 10 are 10 and a bit more  **Week 9:** To explore making numbers beyond 10 (teen numbers 13, 14 and 15)  **Week 10:** To explore making numbers beyond 10 (teen numbers 16, 17, 18 and 19)  **Week 11:** BIG numbers | |
| NUMERICAL PATTERNS | 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 numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  **WEEK 5/6:** Patterns re-visited-links to Africa  **TEXTS:**  How Many Legs  Walter’s Wonderful Web  **Daily Fluency:**  Subitise numbers 1-5  Subitise numbers 1-5 and a ‘bit more’ using 10 frames, fingers, dice patterns and other arrangements  Bunny Ears  Counting Games 1-10 and beyond 10  **Number Rhymes**  Week 1: <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-ten-in-the-bed/z7bnmfr> 10 in the bed  <https://www.youtube.com>  › watch lets count to 20  Week 2: <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-five-currant-buns/zm4nmfr> current buns song  <https://www.youtube.com/watch?v=D0Ajq682yrA> Singing Walrus counting to 20  Week 3 <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-ten-green-bottles/zncyt39> 10 green bottles so  <https://www.youtube.com/watch?v=EbgwPx6mYu4> counting song  Week4: <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-ten-fat-sausages/z6vh7nb> 10 Fat Sausages Song  <https://www.google.com/search?q=count+to+20+songs&rlz=1C1GCEB_enGB1030GB1030&oq=count+to+20+songs&aqs=chrome.0.0i355i512j46i340i512l2j0i512j0i22i30l3j69i61.5945j0j1&sourceid=chrome&ie=UTF-8&safe=active#fpstate=ive&vld=cid:d84a2572,vid:_MVzXKfr6e8> Count to 20 and work out  Week 5: <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-one-tomato-two-tomatoes/zf2kbdm>  **Computing Opportunities**  <https://www.topmarks.co.uk/early-years/lets-compare>  <https://www.topmarks.co.uk/addition/addition-to-10>  <https://www.didax.com/apps/ten-frame/>  <https://www.visnos.com/demos/addition-subtraction-facts>  <https://www.topmarks.co.uk/Flash.aspx?f=WaystoMake> | |
| Understanding of the World:  SCIENCE | **Week 1/2:** To explore floating and sinking <https://www.youtube.com/watch?v=w1AIBTpQ3cg> Stories for Kids | Sink and Float | Kutuki  To understand why some things sink and others float  To talk to others about how things work  **Week 3:** (links to the Naughty Bus)To explore what a force is (push, pulls, twists and bounce)  **Week 7:** To explore changes-light and dark <https://www.youtube.com/watch?v=ICxLOO9pua0>  To explore a range of light sources including torches, lights and candles  To compare night and day Night monkey and Day Monkey by L. Richards  Rhyme: Twinkle, twinkle, little star  To sort animals for nocturnal, diurnal and crepuscular  **Week 8:** To understand how a shadow is made-comparing shadow lengths at different times of the day <https://www.youtube.com/watch?v=8L52xSUtJNg> the Day I met My Shadow by M.Brun Read Aloud Children's Book **Week 9:**  **Introduction to Scientific Enquiry**-Fair testing when measuring links to previous Maths capacity, weight and length  Understand some important processes and changes in the natural world around them, including the seasons and changes | |
| GEOGRAPHY | **Week 4/5/6:** Introduction to Africa  Children will locate Africa on the globe and in the Atlas. Make comparisons between where we live and Africa-dry and hot compared to wet and cold. To recognise some similarities and differences between life in this country and in other countries such as hot and dry countries such as Africa  Seasonal Changes :observing the changes in Summer weather  To explore the different animals which live in Africa and their habitats-savanna, desert, jungle | |
| HISTORY | **Historical Importance:** Understand the past through settings, characters and events encountered in books read in class and storytelling; Links to Twycross Zoo Educational Visit  Focussing on the lives of some famous explorers- Charles Darwin  **Language to be Used:** past, long ago, history, scientist, finding out, exploring, discoveries  **Week 10:** To research Charles Darwin as an explorer Read the non-fiction book-I am Charles Darwin (he was known for identifying and classifying animals, flowers and birds)  What was his job role?  When did he live?  Where did he explore?  What is an explorer?  Why do we need explorers?  **Language to be Used:** past, long ago, history, scientist, finding out, exploring, nature, classify | |
| Personal, Social and Emotional Development | **1 Decision PSHE**  **Lesson 1** Rainbow Feels Angry  **Lesson 2:** Yellow Play Fights  **Lesson 3:** Red’s playtime  **Lesson 4:** Blue wants to Play  **Lesson 5:** Pink at the Park  **Lesson 6:** Red Plays Ball  **Lesson 7:** Rainbow is going to the Zoo  **Lesson 8:** Purple’s Sports Day  **Lesson 9:**  **Lesson 10:** Green is Moving up a Year  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; | |
| Physical Development | **Gross Motor** PE  Demonstrate strength, balance and coordination when playing;  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.    **Fine Motor** **in Funky Fingers Area**  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.  **WEEK 1:** \*\*creating a seed head using real seeds, lentils and beans  **WEEK 2:**  **WEEK 3:**  **WEEK 4:**  **WEEK 5:** | |
| R.E | Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;  **Discovery Scheme:** **Theme-** | |
| Expressive Arts and Design  ART | Share their creations, explaining the process they have used; Explore the natural world around them, making observations and drawing pictures of animals and plants;  To return to and build upon their previous learning, refining their ideas and developing their ability to represent them  To explore, use and refine a variety of artistic effects to express ideas and feelings  **WEEK 1:** Creating representations of a snail in a range of mediums-collage materials, paint and natural objects  **Week 2:** To make a boat which floats working collaboratively, sharing ideas, resources and skills  **Week4/5/6 :** African Art-exploring patterns-links to outdoor art and construction  **Week 7:** To create a representation of a character from the Anansai the Spider story-links to Africa  Week 8; design and create a bus stop for the naughty bus  **Week 13:** Design my new teacher The Mega Magic Teacher swap by Rochelle Humes | |
| ROLE PLAY | Make use of props and materials when role playing characters in narratives and stories.  **WEEK 1/2:** SHED 2-  **WEEK 3/4:** SHED 1-)  **WEEK 8:** Bus Stop and Naughty Bus-links to art and design | |
| MUSIC | To sing in a group or on their own, increasingly matching the pitch and following the melody  Explore and engage in music making, performing solo or in groups  To listen attentively, move and talk about music  Invent, adapt and recount narratives and stories with peers and their teacher;  Sing a range of well-known nursery rhymes and songs;  Perform songs, rhymes, poems and stories with others,  Move in time with music.  **Charanga:** | |
| Technology to Support Learning | Maths:  <https://www.topmarks.co.uk/early-years/lets-compare>  <https://www.topmarks.co.uk/addition/addition-to-10>  <https://www.didax.com/apps/ten-frame/>  <https://www.visnos.com/demos/addition-subtraction-facts>  <https://www.topmarks.co.uk/Flash.aspx?f=WaystoMake>  Topic:  <https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/the-boy-on-the-bus/>  <http://www.peepandthebigwideworld.com/en/kids/pathways/4/light-and-color/games/html5/2/shadow-shapes/>  <https://roadsafety.scot/children-and-educators/>  <https://cdn.sesamestreetincommunities.org/SSIC047_Sinkorfloat/ump.html?_ga=2.114004551.1371375773.1679687730-615889575.1679687730>  <https://www.tinytap.com/activities/g2v6k/play/k1-daytime-and-nighttime-activities>  Literacy:  <https://www.topmarks.co.uk/phonics/balloon-phonics-cvc-game>  <https://ictgames.com/mobilePage/skyWriter/index.htm>  <https://ictgames.com/mobilePage/forestPhonics/index.html>  **Week 3:** Using ICT to create an e-book for the Naughty bus story  **Week 12**: photography to create a book of our memories from reception | |
| Additional Experiences  TRIPS/VISITS | Educational visit to Twycross Zoo and Gruffalo Land  Teddy Bear’s Picnic  Photography Workshop? | |