

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 3 rd 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	Receptacles for filling and emptying full, half full, empty, half empty, nearly full, nearly empty 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 8: To explore the different lengths of shadows throughout the day shadow pictures				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

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	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
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		discussions about stories, non-fiction, rhymes and poems and during role-play			
Enhanced Provision for Summer Term Topic- Our Wonderful World					
<p>White boards for continuum band name writing</p> <p>Scaffolds for list writing</p> <p>Sentence strips</p> <p>Finger space scaffold tools</p> <p>Widgets for life cycles</p> <p>Tricky words</p> <p>WEEK 1- The Butterfly Kiss</p> <p>Life cycle book-widgets cards for support writing lists for the foods the butterfly can/cant eat</p> <p>Tricky words: said, so, have, like</p> <p>Week 2: The Snail and the Whale by J. Donaldson</p> <p>creating own story books to read to others</p> <p>Tricky Words: some, come, love, do</p> <p>Week 3/4: Going on a Bear Hunt story maps with sentences added on to tell the story</p> <p>Tricky Words: (3) were, here, little, says</p> <p>(4) there, when, what, one</p> <p>Week 5/6: the Naughty Bus</p> <p>creating own stories using blank book formats</p> <p>Tricky Words: (6) out, today</p> <p>Week 7: sentence stem: 'My animal has...'</p> <p>Create own animal, bird or flower fact file</p>	<p>WEEK 1: Coloured beads for pattern threading -copy, continue and create patterns onto a butterfly</p> <p>WEEK 3: printing patterns using vehicles</p> <p>WEEK 4: Moulding and shaping clay into round and oval balls, also sausages to create a bear</p> <p>WEEK 4/5: Finger painting- using a different finger for a different colour to rainbow write own name</p> <p>Week 12/13: (transition) The Magical yet by Angela DiTerlizzi,-make own magical Yet using threading, plaiting and twisting skills</p>	<p>Books/stories featuring bugs- caterpillars and butterflies/ emergency services/ shapes/easter story/life cycles/spring</p> <p>Widget blending cards with key words from stories</p> <p>Caption matching-phase 2 and 3 sounds</p> <p>WEEK 3-Sequencing cards from familiar stories on a string with pegs-hungry caterpillar</p> <p>Word maps relating to stories/texts</p> <p>Story map templates for scaffold and word mats relating to current book/text</p>	<p>SHED 2-Travel Agents</p> <p>WEEK 1/2: Travel brochures, lists, ticket logs, telephones, dressing up clothes customers</p> <p>Airport and planes</p> <p>SHED 1- Repair Shop (garage)</p> <p>WEEK 3/4: Tools, types. Visual aids and widgets, repair booking forms, telephones, overalls</p> <p>Garage and cars/vehicles</p> <p>WEEK 5/6: Bus Stop and Naughty Bus</p> <p>Bus stop, dressing up clothes, tickets, maps of journey/route. Large boxes painted as buses</p> <p>Writing Den:</p> <p>Writing equipment- whiteboards and pens, books, pens and pencils</p> <p>Head band masks-roleplay school and teachers</p> <p>Clip boards and recipes for following</p> <p>Widget word prompts</p> <p>Opportunities to write own stories, create story maps</p> <p>Opportunities to write during role play</p>	<p>WEEK 2: airport and planes, helicopters, books on Amelia Earhart</p> <p>WEEK 3/4: garage, cars and other vehicles</p> <p>WEEK 5/6 garage, vehicles and additional buses</p> <p>Week 7: Wild animals -desert and savanna</p> <p>Week 8:</p>	<p>Subitising dice and cards 1-5 and beyond</p> <p>Rek 'n' Reks</p> <p>10x frame</p> <p>Number sentence cards using, 'first, next and now'</p> <p>WEEK 1/2: To use non-standard measures to compare length, long, longer, longest, short, shorter, shortest-measure with handprints, footprints, books, cubes</p> <p>WEEK 3/4: To use non-standard measures to compare weight , heavy, heavier, heaviest, light, lighter, lightest</p> <p>Use of balance scales</p> <p>WEEK 5/6: non-standard measures to compare capacity full, empty, half full, half empty water play using different container shapes and sizes</p> <p>Week 7: automatic recall of number bonds for numbers 1-10</p> <p>Week 8: To multiply 10 frames 'lots of' and 100 square</p> <p>Week 9: To explore making numbers beyond 10</p>

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?					(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 read 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	

	<p>Week 8: : The journey Home by Frann Preston-Gannon</p> <p>Week 9(transition) The Magical yet by Angela DiTerlizzi</p> <p>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</p> <p>Week 10: : Looking forwards to Year 1-what would I like to learn next? Target setting for Year1</p> <p>Additional variety of texts for display in CP to include non-fiction texts on transport, land, sea, air, space and dinosaurs (journey through time)</p>
Book of the Week for Voting Stations	<p>Week 1: Mr Gumpy's Outing by J. Burningham or Stone Girl, Bone Girl: Story of Mary Anning by Laurence Anholt</p> <p>Week 2:Mr Gumpy's Motor Car by J. Burningham or Little People, Big Dreams Series by Maria Isabel- Neil Armstrong</p> <p>Week 3: The Gruffalo by J. Donaldson or Kipper by M. Inkpen</p> <p>Week 4: Little Elizabeth: the Young Princess by V. Wilding or Coming to England by F. Benjamin</p> <p>Week 5: Our House by E. Rogers or The Queen's Knickers by N. Allen</p> <p>Week 6: Katie in London by J. Mayhew or Clothes Line clues by K. Helling</p>
READING	<p>Comprehension:</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Anticipate – where appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Word Reading:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Phonics	<p>Phonics Little Wandle Revised Letters and Sounds Programme Phase 4:</p> <p>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/</p> <p>Week 2: Week 1 Summer 1 – short vowels CVCC words</p> <p>Week 3: Week 2 Summer 1- Short vowels CVCC, CCVC words</p> <p>Week 4: Week 3 Summer 1 -Short vowels- CCVCC, CCCVC, CCCVCC longer words</p> <p>Week 5: Week 4 Summer 1- Longer words/ compound words</p> <p>Week 6: Week 5 Summer 1- Root words ending in -ing, -ed, (t), -ed (id) -est</p> <p>Tricky Words: review all taught so far, secure spelling Summer words</p> <p>Week 1: said, so, have, like</p> <p>Week 2: some, come, love, do</p> <p>Week 3: were, here, little, says</p> <p>Week 4: there, when, what, one</p> <p>Week 5- out, today</p> <p>Phonics for IWB- https://ictgames.com/mobilePage/forestPhonics/index.html https://ictgames.com/phonicsPop/index.html</p> <p>Phonics for IWB-</p> <p>https://ictgames.com/mobilePage/forestPhonics/index.html</p> <p>https://ictgames.com/phonicsPop/index.html</p>
Communication and Language	<p>Wellcomm Language Interventions</p> <p>Question Box-who, what, where, when, why? (during snack time) Wellcomm</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers-build up the use of dialogic talk.</p>

	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary-string talking in a group;</p> <p>Offer explanations for why things might happen</p> <p>Express their ideas and feelings about their experiences using full sentences</p> <p>Use vocabulary relating to past, present, and future -linked to transition</p>
NUMBER	<p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5;</p> <p>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.</p> <p>To continue to develop fluency over the key skills of counting beyond 10 (stable order principle)</p> <p>To continue to develop knowledge over the cardinality of numbers (Cardinality principle)</p> <p>To explore the composition of numbers to 10</p> <p>Week 1: To develop automatic recall of number bonds for numbers 1-10-meet number 10 numberblock</p> <p>Week 2: addition of 2 numbers within 10-more</p> <p>Week 3/4: subtraction-knowing that we take the smaller number away from the bigger number-less</p> <p>Week 7: To multiply 10 frames ‘lots of’-arrays</p> <p>Week 8: To explore making numbers beyond 10 (numbers 11 and 12) To know numbers beyond 10 are 10 and a bit more</p> <p>Week 9: To explore making numbers beyond 10 (teen numbers 13, 14 and 15)</p> <p>Week 10: To explore making numbers beyond 10 (teen numbers 16, 17, 18 and 19)</p> <p>Week 11: BIG numbers</p>
NUMERICAL PATTERNS	<p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>WEEK 5/6: Patterns re-visited-links to Africa</p> <p>TEXTS:</p> <p>How Many Legs</p> <p>Walter’s Wonderful Web</p> <p>Daily Fluency:</p> <p>Subitise numbers 1-5</p> <p>Subitise numbers 1-5 and a ‘bit more’ using 10 frames, fingers, dice patterns and other arrangements</p> <p>Bunny Ears</p> <p>Counting Games 1-10 and beyond 10</p> <p>Number Rhymes</p> <p>Week 1: https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-ten-in-the-bed/z7bnmfr 10 in the bed</p> <p>https://www.youtube.com › watch lets count to 20</p> <p>Week 2: https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-five-currant-buns/zm4nmfr current buns song</p> <p>https://www.youtube.com/watch?v=D0Ajq682yrA Singing Walrus counting to 20</p> <p>Week 3 https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-ten-green-bottles/zncy39 10 green bottles so</p> <p>https://www.youtube.com/watch?v=EbgwPx6mYu4 counting song</p> <p>Week4: https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-ten-fat-sausages/z6vh7nb 10 Fat Sausages Song</p> <p>https://www.google.com/search?q=count+to+20+songs&rlz=1C1GCEB_enGB1030GB1030&oq=count+to+20+songs&aqs=chrome.0.0i355i512j46i340i512i212j0i512j0i22i30l3j69i61.5945j0j1&sourceid=chrome&ie=UTF-8&safe=active#fpstate=ive&vld=cid:d84a2572,vid: MVzXKfr6e8 Count to 20 and work out</p>

	<p>Week 5: https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-one-tomato-two-tomatoes/zf2kbdm</p> <p>Computing Opportunities</p> <p>https://www.topmarks.co.uk/early-years/lets-compare</p> <p>https://www.topmarks.co.uk/addition/addition-to-10</p> <p>https://www.didax.com/apps/ten-frame/</p> <p>https://www.visnos.com/demos/addition-subtraction-facts</p> <p>https://www.topmarks.co.uk/Flash.aspx?f=WaystoMake</p>
Understanding of the World: SCIENCE	<p>Week 1/2: To explore floating and sinking https://www.youtube.com/watch?v=w1AIBTpQ3cg Stories for Kids Sink and Float Kutuki</p> <p>To understand why some things sink and others float</p> <p>To talk to others about how things work</p> <p>Week 3: (links to the Naughty Bus) To explore what a force is (push, pulls, twists and bounce)</p> <p>Week 7: To explore changes-light and dark https://www.youtube.com/watch?v=ICxLOO9pua0</p> <p>To explore a range of light sources including torches, lights and candles</p> <p>To compare night and day Night monkey and Day Monkey by L. Richards</p> <p>Rhyme: Twinkle, twinkle, little star</p> <p>To sort animals for nocturnal, diurnal and crepuscular</p> <p>Week 8: To understand how a shadow is made-comparing shadow lengths at different times of the day</p> <p>https://www.youtube.com/watch?v=8L52xSUTJNg the Day I met My Shadow by M.Brun Read Aloud Children's Book</p> <p>Week 9:</p> <p>Introduction to Scientific Enquiry-Fair testing when measuring links to previous Maths capacity, weight and length</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changes</p>
GEOGRAPHY	<p>Week 4/5/6: Introduction to Africa</p> <p>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</p> <p>Seasonal Changes :observing the changes in Summer weather</p> <p>To explore the different animals which live in Africa and their habitats-savanna, desert, jungle</p>
HISTORY	<p>Historical Importance: Understand the past through settings, characters and events encountered in books read in class and storytelling; Links to Twycross Zoo Educational Visit</p> <p>Focussing on the lives of some famous explorers- Charles Darwin</p> <p>Language to be Used: past, long ago, history, scientist, finding out, exploring, discoveries</p> <p>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)</p> <p>What was his job role?</p> <p>When did he live?</p> <p>Where did he explore?</p> <p>What is an explorer?</p> <p>Why do we need explorers?</p> <p>Language to be Used: past, long ago, history, scientist, finding out, exploring, nature, classify</p>
Personal, Social and Emotional Development	<p>1 Decision PSHE</p> <p>Lesson 1 Rainbow Feels Angry</p> <p>Lesson 2: Yellow Play Fights</p> <p>Lesson 3: Red's playtime</p> <p>Lesson 4: Blue wants to Play</p> <p>Lesson 5: Pink at the Park</p> <p>Lesson 6: Red Plays Ball</p>

	<p>Lesson 7: Rainbow is going to the Zoo</p> <p>Lesson 8: Purple's Sports Day</p> <p>Lesson 9:</p> <p>Lesson 10: Green is Moving up a Year</p> <p>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.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p>
Physical Development	<p>Gross Motor PE</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor in Funky Fingers Area</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p> <p>WEEK 1: **creating a seed head using real seeds, lentils and beans</p> <p>WEEK 2:</p> <p>WEEK 3:</p> <p>WEEK 4:</p> <p>WEEK 5:</p>
R.E	<p>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;</p> <p>Discovery Scheme: Theme-</p>
Expressive Arts and Design ART	<p>Share their creations, explaining the process they have used; Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>To return to and build upon their previous learning, refining their ideas and developing their ability to represent them</p> <p>To explore, use and refine a variety of artistic effects to express ideas and feelings</p> <p>WEEK 1: Creating representations of a snail in a range of mediums-collage materials, paint and natural objects</p> <p>Week 2: To make a boat which floats working collaboratively, sharing ideas, resources and skills</p> <p>Week4/5/6 : African Art-exploring patterns-links to outdoor art and construction</p> <p>Week 7: To create a representation of a character from the Anansai the Spider story-links to Africa</p> <p>Week 8; design and create a bus stop for the naughty bus</p> <p>Week 13: Design my new teacher The Mega Magic Teacher swap by Rochelle Humes</p>
ROLE PLAY	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>WEEK 1/2: SHED 2-</p> <p>WEEK 3/4: SHED 1-)</p> <p>WEEK 8: Bus Stop and Naughty Bus-links to art and design</p>
MUSIC	<p>To sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making, performing solo or in groups</p>

	<p>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:</p>
Technology to Support Learning	<p>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</p>
Additional Experiences TRIPS/VISITS	<p>Educational visit to Twycross Zoo and Gruffalo Land Teddy Bear's Picnic Photography Workshop?</p>