

# Holme Community School – Long Term Curriculum Planning

Subject	EYFS		Cycle		A					
Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
Topic	People who help up	Seasons and changes	Dinosaurs	Amazing Minibeasts!	Fee, Fi, Fo, Fum! Growth and Green Fingers	Transport and Journeys				
Trips/ Visitors	Ambulance Service /Police Visit	Greenlands Farm – Farm Animals/Santa	Blackpool Zoo - ROARsome Dinosaurs!	Butterfly House Lancaster	Leighton Hall	Lakeland Motor Museum/Fell Foot				
English Vocabulary	Help Kind Caring Parent Teacher Vet Doctor Fireman Police Nurse Builder Hospital Vehicle Tools Job	Seasons Seasonal Temperature Weather Daylight Climate Thunderstorm Sun Sunny Hot Leaves Foliage Cold	Frost Snow Snowflake Snowstorm Fog Icicle Spring Bloom Blossom Bud Bulbs Flowers Sunshine	Autumn Winter Spring Summer January February March April May June July August September October November December	Dinosuar Footprint Bones Fossil Extinct Rocks Teeth Claw Egg Nest Beak Reptile Volcano Horns Spikes	Wriggles Crawls Runs Slithers Slime Slowly Quickly Legs Ripple Jumps Hops	FE, Fi, Fo Fum! Jack Giant Castle Bean Grow Egg Cow Big Tall Sky Flower Sun Plant Hot air balloon	Travel Journey Walk Bike Scooter Car Train Tram Submarine Ship Raft Bus Boat Plane Helicopter		
Mathematics Vocabulary	Numbers to 3 Counters Ten frame One more One less Quantity Count Forwards Represent O'clock	Backwards Sort Match Recognise Capacity One more Length One less Height Quantity Size Count Objects Forwards Backwards Circles Triangles 4 sided shapes	Numbers to 5 Explore Match Capacity One more Length Height Size Objects Colour O'clock 2D shapes	Sort Match Capacity Length Height Size Objects Colour O'clock 2D shapes represent	Numbers to 8 Explore Recognise One more One less Quantity Size Count Objects Colour O'clock 2D shapes represent	Sort Match Capacity Length Height Size Objects patterns Count Quantity Size One less Height One more Size One less Quantity Size Count Objects patterns Forwards Backwards 2D shapes Pairs Number bonds	Numbers to 10 Explore Recognise One more One less Quantity Size Count Objects Colour O'clock 2D shapes represent	Odd Even Sort Match Capacity Length Height Size Length Height Size Height Size Size Count Objects patterns O'clock Ordinal numbers Rotate turn	Numbers to 20 and beyond Addition Subtraction Recognise One more Length Height Size One less Quantity Size Count Objects patterns Count Objects patterns O'clock Ordinal numbers Rotate turn	Odd Even Sort Match Capacity Length Height Size Length Height Size Height Size Size Size Count Objects patterns Count Objects patterns O'clock Sharing Grouping mapping

Science Vocabulary	Exercice Balance Hygiene Active Reflective	Vitamines Healthy Unhealthy Portion Material	Seasons Autumn Winter Spring Summer Hibernation Hot Freeze Melt	Root Stem Bud Leaf Branch Evergreen	dinosaur extinction extinct fossil Prehistoric fossils herbivore excavate carnivore omnivore Habitat	Insects Crustaceans Arachnid Life cycles Frog Spider Snail Ladybird Caterpillar Butterfly	Habitat Predator Food chain Leaf Seeds Roots Stem Petal Trunk Branch	Flower Plant Leaves Leaf Seeds Roots Stem Petal Trunk Branch	Grow Sun Light Water Soil Nutrients Baby Adult Shelter Egg	Speed Material Flight Air Distance World Space orbit
History Vocabulary	Florence Nightingale Nurse Medicine Care Hospital				Mary Anning Paleontologist Science Research Fossil Skeleton rocks					Amelia Earhart Pilot Woman Flight Plane Solo Adventure World
Geography Vocabulary	Mountain Valley Town Village Shop Factory	Cold Wet Snow Storm Autumn Winter		Freeze Ice Melt Volcano Geologist Ice age	Physical feature Hill Field Soil Vegetation Human feature House School Key Symbol Map	Farm Plant Food Aerial photo Map Key Symbol Map	Travel Distance  Road Motorway Canal			

## Autumn 1- People Who Help Us

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	People who help us at home.	People who help us at school.	People who help us safe.	People who help us healthy.	People who help us in the community.	People who Help us in the community
Content	Families, parents	Teachers, receptionists, cleaners, cooks,	Police, Firefighters, Ambulance, stranger danger, lifeguards, mountain rescue	Doctors, Nurses, Dentist, Optician, paramedics	Post people, shop, hairdressers, window cleaners, road workers	Vets

Role Play	House	School	Fire Station/Police Station	Doctors Surgery	Post Office	Vet Surgery
Key Texts	Maisy Cleans Up	Teacher by Lucy George	Burglar Bill	Maisy Goes to Hospital	Postman Bear	Mog and The Vee Ee Tee
Key Activity	<p>Paint a family portrait</p> <p>Write a list of people who are in our families. What do these people do to help us? Write a list of action verbs on the board and draw a picture of someone in their family doing that for them.</p>	<p>-Create a Help Desk where the children can help each other with problems. Children will see themselves as the heroes of their classroom and understand that they are valuable individuals.</p> <p>Make 'Thank You' cards for someone who has helped them. Ask them to think about why the person deserves a card. Can the children think how the person will feel when they receive the card?</p>	<p>Challenge the children to work together in groups to build an emergency services vehicle. They could use large building blocks or junk-modelling materials. Discuss how it felt working together.</p> <p>Set up a crime scene in the classroom. The children need to become detectives and work together to solve the crime.</p>	<p>We will pretend a doll is poorly and needs to go to hospital. How might the doll be feeling about going to hospital? Discuss what the children could say or do to help the doll.</p>	<p>Set up a Post Office role-play area for children to weigh parcels.</p>	<p>Create a class book all about people who help us. The children choose which profession to write about. At the end of the day, the teacher or another child can read out a page from the class book.</p>
<b>C&amp;L</b> Communication and Language	Discuss these People Who Help Us Display Photos with the children. Encourage them to talk about things they recognise and make links to their own experiences. Explore any new vocabulary by repeating it slowly, thinking about the initial sound of the word or syllables.	Children will talk about different problems that they might face in school and the different types of people who help us. Can the children make a guess at which person matches the scenario by using a sentence? For example, 'I think it is the teacher, because my teacher helps me when I fall over.'	Ask a parent or professional whose job involves helping others to come into school and talk to the children about what they do. Encourage the children to listen carefully to how that person's job involves helping others and give the children time to ask questions about what they have heard.	Listens to a story within group session and responds to ideas expressed by others in conversation or discussion.  Children's thoughts and opinions shared through the story 'At the Doctors'.	Following instructions when on our trip to the post office.  Responds to instructions involving a two-part sequence.  Listens and responds to ideas expressed by others in conversation or discussion.	Children will match pieces of equipment to their owner during this People Who Help Us Equipment Sorting Activity, introduce and explain new vocabulary and encourage them to listen to each other's suggestions.
<b>PSED</b> Personal, Social and Emotional Development	Pretend to brush your teeth with a toothbrush and toothpaste. Discuss who helps us to look after our teeth. As well as dentists, ask the children to think about how they can help to look after their own teeth.	Give children some simple jobs and responsibilities and talk about being helpful. For example, they could water plants in the outside area, sharpen pencils for the group to use, give out snacks at snack time or take a register to the school	During circle time, talk about all the little ways that we can be kind and helpful. Share and praise some examples of helpful behaviour with the whole group.	Children will learn when a person should go to the doctors/hospital.  Children confident in speaking to others in a group, expressing thoughts and opinions within conversation and	Provide paper with pencils, pens or crayons and encourage the children to make safety notices to display around the setting, for example not leaving things on the floor, not running on slippery or wet surfaces	Encourage the children to work together to respond to requests for help! They may even work together in a long line to pass a bucket of water along in order to put a 'fire' out etc.

		office. You could create a Classroom Monitors Display to assign jobs or use Special Helper Badges or Certificates to highlight and reward helpful behaviour.		taking others opinions on board.	and not touching plug sockets.	
<b>PD</b> Physical Development	Emergency-themed throwing activity, where children have to throw balls or beanbags into hoops containing pictures of people who help us. Can they choose a picture and try to hit it with their ball?	Choose a selection of these People Who Help Us Flashcards to create a movement game. As the children are shown a flash card, they have to do a set movement. For example, when they see a mountain rescuer, they climb.	Around your outside environment, draw some fires using chalk. Then, provide children with spray bottles filled with water. Help to develop their small motor skills by encouraging children to be firefighters by using their spray bottles to put out the fires.	Create an obstacle course in the outside area for children to complete firefighter training. Provide benches to balance and walk along, hoops to jump through, tunnels to crawl through, obstacles to climb over and practise rolling skills.	Explain that a postal worker needs the children's help. Provide the children with 'post' and a range of wheeled resources (such as pedal bikes without stabilisers) to develop children's core muscles. Can the children use the resources to deliver the post around the outside area?	Set up a building site for the children to use as a role play area. You could include foam bricks, large wooden blocks, cardboard boxes and crates. Encourage the children to mix their own cement by combining sand and water. Help them build their muscle strength by taking turns to mix the cement!
<b>UTW</b> Understanding the world	Invite people from the local community to talk to the children about their job. For example, a childminder, firefighter or a vet.	Go for a walk in your local community and see how many people who help us the children can spot. You might like to provide a camera for the children to take pictures to look at once they return to school.	Look at pictures of different police uniforms from the past. How are they different? What is the same? Can the children think of reasons why the uniform has changed?	Talk to the children about different methods of keeping safe at the Holme School. Discuss fire drills, safety notices and fire alarms.	<b>Visit to the local post office-</b> Compare our post office to other post offices around the world. Similarities and differences.	Children to think about life in other countries. Would they have the same people helping in Antarctica? Who would be helpful in very cold places? What about in very hot countries? How do the emergency services differ throughout the world?
<b>EMM</b> Exploring Media and Materials	Family portraits.	Large emergency vehicle shapes out of card. Can the children plan and then design a new look for emergency vehicles? They could use paints, collage and different materials.	Finger painting discuss how police use finger prints and how they are all different.  Make tracks in mud or paint with shoes, toy vehicles or ride-on toys, etc. Use a magnifying glass to look at them closely and have the children try to match them to a pair of shoes or toy.	Role play area – Change into a doctor surgery. Allow for opportunities where children may have to play together for a desired narrative – Patient/Doctor.  Painting X-Rays on black paper with white paint which will be used in role play area and on display – Selects appropriate resources and adapts work where necessary.	Making our own post box for the classroom. – Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources.  Uses simple tools and techniques competently and appropriately.	Provide a variety of instruments and noisemakers and encourage the children to experiment making a warning noise for emergency service vehicles.

## Autumn 2- Season and Changes

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	Autumn	Autumn	Winter	Winter	Christmas	Christmas
Content	What are seasons? What is Autumn? What do we know about Autumn?	All About Autumn	What is Winter? What changes happen?	Polar environments	Christmas	Christmas
Role Play	Weather Station	Weather Station	Arctic	North Pole	Santa's Grotto	Santa's Grotto
Key Texts	Owl Babies (PoR)	Pumpkin Soup	The Fox in the dark	Lost and Found Blue Penguin (PoR)	The Jolly Christmas Post Man	The Very Hungry Caterpillar and Father Christmas by Eric Carle
Key Activity	Walk around the school grounds in each of the 4 seasons in turn, looking for signs of seasonal change.	Observe deciduous and evergreen trees  Make pumpkin soup.	Create a large igloo.  Investigate/Sort appropriate clothes for each season	Make a wind sock to measure wind direction	Writing and sending letters to Father Christmas.	Create 'What makes Me Special' display.
C&L <small>Communication and Language</small>	Encourage careful listening by playing 'Guess the Season', where children think of a season and give clues so the class can guess which season they are thinking of.	Work together to create a cinquain poem about a season. Children can contribute the descriptive words and verbs as you scribe the poem. For help writing a cinquain poem, view this Poster.	Show the four seasons display photos to the children and encourage them to explore seasonal and descriptive vocabulary. Ask children to imagine they are in the photograph. What can they see/hear/smell/feel?	Play a 'snowman says' listening game where the leader is a snowman and gives instructions, such as 'Snowman says, touch your buttons.', 'Snowman says, touch your carrot nose.', 'Snowman says clap your mittens.'	Listen to the Christmas Story. Provide these Nativity Story Stones. Encourage the children to retell the Christmas Story using the props.	What do the children think Santa does on Christmas Eve? Encourage them to share their ideas. Can they say what they think Santa does and explain why?
PSED <small>Personal, Social and Emotional Development</small>	Have a class vote for a favourite season. You could use these lovely Seasonal Display Photos as a discussion point. Once everyone has voted, talk about how different people made different choices and how we are all individual.	Read the children the story of 'Seren's Seasons'. Which seasons do you think is Seren's favourite? Why? What does Seren keep trying to make in the story? Encourage the children to think about how Seren is feeling when her seasonal snowgirls keep being destroyed. Talk about how Seren feels at	Children can practise dressing and undressing as they select and dress in appropriate seasonal clothing. Provide a range of clothing and accessories for all seasons. Can children explain why they have dressed the way they have?	Set up a 'good deed box'. Take out a good deed from the box each day of the Advent period and share it with the class. Encourage the children to carry out their good deed that day. Can they talk about how good deeds affect the feelings of others?	Ask the children to make a Christmas wish. Encourage them to write it on a piece of paper and place it in a wish jar.	Explain to Children that Father Christmas is special because he can travel around the world in one night. Encourage the children to talk about what makes them special. You may like to share the children's ideas on these Star Cut-Outs to make a display.

		the end of the story and why.				
<b>PD</b> Physical Development	Listen and move to Vivaldi's Four Seasons classical music. For each season, the children can move with grace and control. What does the music remind them of? Can they combine movements to recreate events from each season, such as the wind blowing or falling leaves?	Divide tufty tray into four sections. Within each, add playdough that has been coloured and scented to represent each season. You could have citrus, yellow for summer and blue, glittery peppermint for winter. Children can develop their small motor skills as they handle the dough.	To use sugar cube stacking to make igloos.	Provide the outline of four trees and a selection of different papers in autumn colours, white, pink and green. Can the children use their fine motor skills to scrunch the papers and cover each tree with the seasonal colours?	Provide the children with pinecones, small pom-poms and tweezers. Ask the children to pick up the pom-poms with the tweezers and place them in the spaces of the pinecone to decorate it.	Gather the children around a parachute. Throw in objects to represent snowballs, such as white balls, large white pom-poms or lots of cotton wool balls. Encourage children to keep the snow inside the parachute.
<b>UTW</b> Understanding the world	Explore celebrations throughout the different seasons that are special to your class. Make a timeline through the year that children can add pictures and writing to that shares their own experiences of special celebrations.	Go for a walk in your local area and talk about signs of the current seasons. Encourage children to close their eyes and imagine they are in a different season. What would they hear, see, feel and smell?	Talk about appropriate clothing for each season and why the clothing is different. What changes from season to season to make our clothing change? Can children sort clothing into four groups?	Learn about how Christmas and other winter festivals are celebrated around the world. Discuss with the children how it is similar or different to how they celebrate.	Discuss with the children why we give presents at Christmas. Ask the children to think up the perfect present for someone in their family. Why do they think that person would love that present?	Provide plain paper and encourage the children to draw a map to help Santa find
<b>EMM</b> Exploring Media and Materials	Create an autumnal piece of art using leaf rubbings.	Use the photographs in this Seasonal Display Photo pack to create music. Provide the children with a range of instruments.	Make a house for a hedgehog to hibernate.	Create a collaborative piece of artwork where a large tree is drawn and divided into four sections. Can the children print, collage or paint each section of the tree to reflect each season? - Icicle Painting	Provide different instruments, such as jingle bells and rain sticks, for the children to play along to Christmas music with. They may even like to make up their own songs.	Salt dough Christmas tree decorations.  Provide a range of media, such as crayons, paint, pens and stampers. Can the children design their own Christmas jumper?

## Spring 1- Dinosaurs

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Topic</b>	Dinosaur Invasion	Different Dinosaurs	Different Dinosaurs	Archaeologists	What happened to them?	What baby dinosaurs need to survive
<b>Content</b>	What are dinosaurs?	Omnivores/ Carnivore/ Herbivores	Omnivores/ Carnivore/ Herbivores	Fossils	Fossils	Survival
<b>Role Play</b>	Archaeologist Lab	Archaeologist Lab	Archaeologist Lab	Dinosaur Museum	Dinosaur Museum	Dinosaur Museum
<b>Key Texts</b>	Stomp, chomp, big roars!	Harry and his bucket full of dinosaurs.	Tyrannosaurus Drip	Dinosaur Bones	How to Grow a Dinosaur	How to look After Your Dinosaur
<b>Key Activity</b>	Provide den-making materials. Children can work together to create a dinosaur den or large-scale nest for their babies to live in. They could consider what they would need to survive and where would be a good place to build it so that their babies are safe.	Create a dinosaur habitat using a range of materials.	Create a dinosaur collage from a description.	Create salt dough dinosaur bones for the 'Dinosaur Museum,	Create an erupting volcano	Set up a large nest in the outside area with a parent dinosaur asking for help. Help the parent dinosaur to find the missing baby dinosaurs that have escaped from the nest. Children work together to find and gather the baby dinosaurs.
<b>C&amp;L</b> Communication and Language	Children to think of any questions they have about dinosaurs and what they would like to learn. Encourage them to share their questions so that they can be explored. They could bring in items from home, such as books and pictures to display as part of a dinosaur investigation station.	Share a range of images of dinosaurs with your class. As part of a discussion, ask them to share which dinosaur they like and why.	Play a dinosaur attention game with the children. Place a number of dinosaur-themed items on a tray and cover with a blanket. Remove one of the objects. Can they say which one has been removed?	Play the Dinosaur Sorting Game with the children and encourage them to use language to describe the dinosaurs as well as listening carefully in a small, focused activity.	Play a listening game where one child is blindfolded in the middle of a circle. The other children around the circle take it in turns to say 'It's me, the big T. rex,' or 'It's me, the baby dinosaur,' in appropriate squeaky or gruff voice. The blindfolded child guesses who was speaking and where in the room the child was.	Sing songs and rhymes together as a class. You will find lots of lovely dinosaur songs and rhymes on Twinkl.

<b>PSED</b> Personal, Social and Emotional Development	Fill balloons with water and place small toy dinosaurs inside. Once frozen, peel the balloon off, creating a 'dinosaur egg'. Encourage the children to work together to release the dinosaurs from the eggs. This activity is great for problem-solving too, as the children try to work out the best way to rescue the baby dinosaurs.	Reflect on humans and animals that live in groups and families. Explain that dinosaurs lived in groups too. Use non-fiction books to find out more about the different dinosaurs and where they lived. Children consider why dinosaurs lived in groups. How would this have helped them?	Talk about the different types of food groups and what dinosaurs would have eaten. Introduce the terms carnivore, kjomnivore and herbivore. Compare with types of food that animals and humans eat and the need for a balanced diet. Challenge the children to create a healthy dinosaur feast. Children could design a healthy dinosaur feast using words and pictures	Invite children who have a particular interest in dinosaurs to share their interest with the class. They could become the class's 'dinosaur expert'. Children could ask their questions to find out more about dinosaurs and the expert could bring in items from home to share.	Set up different dinosaur scenarios for the children to reflect on and discuss how the dinosaurs might have felt. For example, a baby dinosaur could have become separated from its family or a larger dinosaur could have run into their camp and roared loudly. Encourage them to think about their own feelings.	Invite children to adopt a baby dinosaur. As they become a dinosaur parent and take on a new responsibility, think about how they will ensure their babies grow up to be healthy, safe and strong. What do all baby dinosaurs need? Reflect and make connections with humans and animal babies.
<b>PD</b> Physical Development	Challenge the children to create their own movement routines to accompany the songs. Encourage children to combine the different movements with ease and fluency.	Set up some climbing equipment, stepping stones, mats, benches and obstacles for crawling through, such as tunnels or large boxes. Tell the children that they are going to pretend to be dinosaur explorers searching for dinosaurs as they move around the equipment. Encourage them to use different ways of moving across the different apparatus.	Provide green and brown playdough and dinosaur cookie cutters. Add small tools and textured rolling pins and encourage children to cut out a dinosaur and then use tools to add texture to its skin.	Encourage children to use playdough to mould and shape the dough into dinosaur-themed models. Add these Dinosaur Display Posters to support children with using tools competently to mould into detailed shapes.	Place these Dinosaur Footprints around outside and encourage children to practise jumping, stomping and hopping.	Explore the vocabulary of movement, such as tiptoeing, creeping, climbing and wandering. Ask children to re-enact these types of movements for others to guess what they are doing. The children could consider other movements that the dinosaurs could do. For example, stomping, running and slithering. In a large space, children can refine and revise these movements.
<b>UTW</b> Understanding the world	Consider how dinosaurs began their lives. Explain to children that they started from an egg. Talk about other creatures that are born from an egg. You could have two hoops for children to sort animals into those born from an egg and those that are not.	Introduce children to the different environments that dinosaurs would have lived in – plains, wetlands, desert, forest and sea. Show children photographs of these environments and introduce some of the new vocabulary.	Using sorting hoops, children sort dinosaurs that lived on the land and those that lived in the water. Look at their features and discuss what made them good at living in these places.	Reflect on the prehistoric era using a variety of visual supports, for children to recognise some of the events that happened during this time. Talk about extinction and use the Internet to research animals that are at risk of extinction, as well as what could be done to save them.	Set up a volcano inspired water area. Dye water orange/red and explore pouring it into containers to create volcanoes. Which container creates the biggest explosion?	Explore creating the perfect dinosaur swamp using different mixtures. Try adding water to sand, soil and clay. Which materials create the best stomping ground?

<b>EMM</b> Exploring Medica and Materials	Ask children to create some dinosaur dances to accompany 'Carnival of the Animals' by Camille Saint-Saëns. They could further enhance the music by adding percussion instruments to make the sounds of the different dinosaurs. Encourage the children to think about which instrument would be best for the tiny dinosaurs, enormous dinosaurs, flying dinosaurs or swimming dinosaurs.	Working together, children can create a prehistoric forest using natural materials, such as pine cones, twigs, leaves, sand and pebbles etc.	Provide a range of materials for children to design and create their own dinosaur image. Once children have completed their artwork, create an art gallery for children to share their creations and offer them the chance to talk about their dinosaur.	Create dinosaur bone using salt dough for the 'Dinosaur Museum'	In the tufty tray, draw a large volcano. Provide children with some paint, a mixing tray, paintbrushes, paint scrapers and water. Encourage the children to explore mixing different shades of red, orange and yellow to create a volcanic explosion.	Create papier mâché dinosaur eggs for a range of dinosaurs.

## Spring 2- Minibeasts

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	All about Minibeasts	Minibeasts				Frogs
Content	What are minibeasts? What do we know? Can we list insects?	Caterpillars Butterflies	Lady Birds Fly Dragonfly Earwig Grasshopper	Bee Wasp Moth	Worms Snail Slug Beetle Millipede Centipede Woodlouse Ants	Life cycle of a frog
Role Play	Giant Garden	Giant Garden	Giant Garden	Minibeast investigation Lab	Minibeast investigation Lab	Minibeast investigation Lab
Key Texts	Aaaarrgghh, Spider! (PoR)  Mad about Minibeasts	The Very Hungry Caterpillar	What the Ladybird Heard (PoR)	Bumblebear Why do we need bees?	Yucky Worms (PoR)	Bog Baby (PoR) The Teeny-Weeny Tadpole
Trip/ Visitors?		Butterfly House				

Key Activity	Minibeast hunt- What can we find?	Plant a butterfly garden in EYFS garden.	Children to create a 'Bug Hotel' in the EYFS playground.	Follow instruction to make a honey sandwiches/ biscuits	To create a piece of artwork based on the artist Matisse	To create abstract web art
C&L Communication and Language	At the beginning of the topic, ask the children to think of any questions they have about minibeasts and what they would like to learn. Encourage them to share their questions so that they can be explored during their learning on minibeasts.	Encourage children to talk about their experiences of minibeasts. Ask them to share which minibeasts they like to see and why.	Cover minibeasts with a blanket. Then, while the children close their eyes, take one away. Remove the blanket and encourage the children to say which minibeast is missing.	Play a minibeast sorting game with the children and encourage them to use language to describe the minibeasts.	Play a listening game where one child is blindfolded in the middle of a circle. The children in the circle take it in turns to say 'It's only me, the caterpillar/butterfly' in an appropriate gruff or squeaky voice. The blindfolded child guesses who was speaking/where in the room the child was.	Fill a large tray with soil, leaves, twigs and some small world minibeast toys. Encourage the children to explore and talk about what they find.
PSED Personal, Social and Emotional Development	Make a minibeast-themed display about being kind and helpful. Make a web background. Provide the children with small pieces of paper with minibeasts on. If they do something kind or helpful, encourage them to write it down and peg it onto the web.	Children will play a butterfly matching game. Encourage the children to wait patiently for their go to turn over two cards and see if they can match up a butterfly.	Encourage the children to work together in teams to create minibeast houses in the block/construction area.	Explain to the children that minibeasts are helpful creatures that do lots of good work. For example, spiders often make their webs in doorways (it's like a welcome), worker bees work really hard to help look after the queen, and ants help to gather food for everyone who lives in their ant hill. Encourage children to think of things they do at home or at school that are kind and helpful.	Talk about how the patterns on the butterflies are unique. Encourage the children to think about things about them that make them unique.	Ask the children to think about how we should treat minibeasts. Create a set of class rules for how to look after minibeasts and encourage the children to demonstrate this when looking for minibeasts in the environment.
PD Physical Development	Help the children to make some salt dough spiders. Encourage them to roll and shape the dough into a ball and then add pipe cleaner legs and googly eyes.	Encourage the children to try finger painting to decorate or print some minibeasts – they could print spots onto a ladybird or make caterpillars of different lengths.	Children can pick up small world minibeasts with tweezers and add them to the correct minibeast habitat.	Set up some climbing equipment, stepping stones, mats, benches and obstacles for crawling through, such as tunnels or large boxes. Tell the children that they are going to pretend to be spiders as they move around the equipment. Encourage them to use different ways of moving across the different apparatus.	Play a piece of music called ' <b>Fantasy in C</b> ' by <b>Georg Philipp Telemann</b> . Encourage the children to create a butterfly dance and explore different ways of moving to the music. The children could incorporate the following: different heights (moving while stretched up tall and while crouched down), moving different parts of their body, listening to the tempo of the music	Place small world minibeasts in a large activity tray. Cover the tray with masking tape to make a web-like shape. Provide the children with tweezers to rescue the minibeasts from the tray and place them in a jar.

					(speeding up and slowing down with it), stopping to visit flowers for nectar as they travel around	
<b>UTW</b> Understanding the world	Encourage the children to observe and discuss about how to care for the caterpillars as they grow and change into butterflies. Using a butterfly kit encourage children to care for and observe caterpillars as they grow and turn into butterflies.	Plant vegetables and flowers that will encourage lots of different minibeasts. Closely observe the minibeasts that they see visiting the plants.	Talk to the children about homes and habitats; how our homes have what we need in them, such as food and water. Talk about how minibeasts need that too.	Talk to the children about how honey is made. Make some yummy Honey Biscuits with the children. Use it as an opportunity to observe how the mixture of the biscuits changes as it is mixed and cooks.	Look for some spiders and spiderwebs. Encourage the children to use magnifying glasses to see more details and watch quietly to see how the webs are made.	Explore the life cycle of a frog. Observe tadpoles within the classroom and how they change over time.
<b>EMM</b> Exploring Media and Materials	To learn nursery rhymes/poem about insects of by heart and perform to the class.	Provide children with some paint, a mixing tray, paintbrush, water, a paper towel and a Caterpillar Template. Encourage the children to explore mixing different shades of green to decorate their caterpillar.  Create a symmetrical butterfly.	Provide the children with stones and paint. Children can decorate their stone to look like a minibeast, such as a bee, ladybird or butterfly. Use them to decorate a small world area or outdoor space.	Provide children with materials to design their own minibeast. When children have completed them, set up a gallery for children to share their creations and offer them the chance to talk about their minibeast.	Look at and discuss 'The Snail' picture by Henri Matisse. Encourage the children to create their own snail collage pictures.	Place a large sheet of paper into the bottom of a large activity tray. along with some shallow pots of paint at the edge of the tray. Give each child a marble and explain that they can make a spider's web by dipping marbles into the paint and rolling them across the paper. Encourage the children to look at the marks the marbles make.

### Summer 1- Fee, Fi, Fo, Fum! (Growth and Green Fingers)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	Growth	New Animals	Fruit and Veg	Plants	Farm	Jack and the Beanstalk
Content	What grows in Spring?	What need do animals have?	How and when does fruit and veg grow?	Plants you can find in your Garden	What do Farmers grow	Jack and the Beanstalk
Role Play	Farm Shop	Farm Shop	Farm shop	Garden Centre	Garden Centre	The Giants Castle
Key Texts	I will not ever NEVER eat a tomato	How to Find a Fruit Bat (PoR)	Handa's Surprise (PoR)	Errol's Garden (PoR)	The Gigantic Turnip (PoR)	Jack and the Beanstalk Jaspers Beanstalk

Key Activity	Go on a Spring 'I spy' walk	Create shelters for baby animals	Create rainbows using a range of materials Plant a broad bean	Using paints to create new colours and different shades	To be able to retell a story in the correct order	Create a magical harp using a range of materials
<b>C&amp;L</b> Communication and Language	Use the spring display photos as a prompt for discussion, introducing new vocabulary to the children. Discuss what the children already know about spring and let them lead their learning by discussing what they would like to find out. Encourage children to use sentences of increasing length, for example four to six words.	Place a number of items and/or pictures related to spring on a tray. You could include an egg, a toy lamb or chick, a daffodil, some blossom or buds, and a picture of some frogspawn. Tell the children you are thinking of one of them and you are going to describe it to them and see if they can guess it. Describe the object using a range of related vocabulary. Invite the children to guess your object and then to try describing one themselves for others to guess.	Set up a Flower Shop within the role-play area. Tell them you are going to be their first customer and model continuing a conversation that may be used by customers and shop staff. Encourage the children to do the same.	Talk to the children about caring for our local area and the environment. Discuss the impact that litter can have on wildlife. Children could take part in a litter collection in an outside area.	Encourage children to talk about gardens they may have at home or parks they have visited. What do they like to do in these places? Play in a paddling pool? Have a picnic? Walk their dog? Ride their bike? Play football? Children could bring in some photos from home to share with the group.	While reading the story, encourage the children to use talk to solve problems that Jack may find himself in. For example, 'What should Jack do? How can he escape the giant?', 'What should Jack do when he reaches the bottom of the beanstalk?'
<b>PSED</b> Personal, Social and Emotional Development	As part of a circle-time activity, pass a small spring-themed soft toy (such as a lamb) around the circle. When a child is holding the lamb, it is their turn to speak. Encourage the children to show confidence by sharing their favourite spring activity with the rest of the group, e.g. splashing in puddles, planting flowers or seeing baby animals.	Discuss how baby humans and other animals are cared for. Have the children ever had to show care towards a living thing, such as a pet or a growing plant? Discuss the sense of responsibility that comes with caring for an animal. If possible, have tadpoles or caterpillars in the setting and encourage children to help to care for them.	Provide pots, compost, tools and seeds for children to plant and grow spring flowers and vegetables. Encourage children to develop a sense of responsibility by providing watering cans and asking them to water the growing seeds regularly.	Play a listening and attention game with the children. Place a number of items from the story on a tray and cover with a blanket. Items such as a shell, a pebble, a stick, a petal, a piece of bark and a flower. Ask the children to guess how many are there, then double-check by counting. Remove one of the objects. Can they say which one has been removed?	Create a small world version of the story 'The Gigantic Turnip'. Add different materials to sections of a large plastic tray to create the different story settings. Encourage children to retell the story with small world people or Stick Puppets.	Circle time game – pass a magic bean around the circle. When a child is holding the magic bean, it is their turn to speak. Can they say what they would like to find at the top of a beanstalk? Encourage the children to listen to each other.
<b>PD</b> Physical Development	Encourage sensory exploration by providing a range of spring-themed objects, such as a woolly toy lamb, feathers, egg shells, flowers and budding branches. Invite	Encourage children to develop movement skills by exploring different ways of moving as represented by spring activities and objects. For example, jumping like a	Provide some compost, flowerpots, seeds of different sizes and tools, such as trowels and dibbers. Encourage children to select the correct tools to fill a pot	Provide a shallow tray of water for children to use, along with some shells and large tweezers or spoons. Challenge the children to collect shells using the	Provide a shallow tray of soil along with some paintbrushes and sticks. Encourage children to explore mark making to create lines, shapes and	Play games that encourage children to freeze and hold a pose. Ask the children to be Jack, sneaking through the castle. When you

	<p>the children to use their senses to explore the objects and talk about and describe what they see and feel.</p>	<p>bunny, growing tall like a flower, skipping like a lamb, crawling like a caterpillar or hopping like a frog.</p>	<p>and make a suitable hole. They can then select and pick up seeds to sprinkle or push into the compost.</p>	<p>equipment. A fun way to practise fine motor skills.</p>	<p>patterns. Try these Mark Making Pattern Cards.</p>	<p>shout 'Fee, fi, fo, fum!', can the children freeze?</p>
<b>UTW</b> Understanding the world	<p>As you walk, talk about caring for the natural world and some of the things that we can do to look after our environment, such as putting litter in the bin and putting food out for the birds.</p>	<p>Discuss how the children have changed since they were babies and compare the things they can do now that they could not when they were first born.</p>	<p>Help the children to plant a broad bean seed in a jar. Line a glass jar or transparent plastic container with kitchen paper and stuff with more kitchen paper or newspaper. Slot a broad bean seed between the wall of the jar or cup and the kitchen paper. Water the paper in the jar really well and keep moist. Encourage the children to observe their seed on a daily basis and describe what they see.</p>	<p>Provide a camera for children to use as they explore an outside area. Encourage them to take photos of any treasures they find to share with the group. These could be labelled and displayed too.</p>	<p>Discuss different types of plants and flowers that grow in gardens. Use the display photos to encourage children to talk about what they can see and their favourite flowers.</p>	<p>Ask the children to imagine that the giant's castle was in a cloud above school. If the giant looked down from his cloud, what would he see? Look at aerial views of the school setting. Encourage children to talk about what they notice and features they recognise.</p>
<b>EMM</b> Exploring Media and Materials	<p>Listen to the first movement of 'Spring' from the 'Four Seasons' by Antonio Vivaldi, which starts with birdsong and ends with a sudden spring storm. Ask the children to listen for the birds singing at the beginning, followed by the drumming of the rain. Encourage them to listen attentively and talk about music, expressing their feelings and responses. You could also provide mark-making materials for children to draw in response to what they are hearing.</p>	<p>Add parent and baby animals into the construction area and encourage children to create dens or shelters for them.</p>	<p>Explore rainbows with the children. Talk about how they are formed, when we see them and the different colours. Provide collage materials, such as fabric, paper, buttons and foil, and support the children to make their own rainbow collage or add to a large 'class collage'. The children could also look for different materials in the colours of the rainbow on a spring walk and add these to their collages.</p>	<p>Encourage children to explore colour mixing to paint a garden scene. Provide blue and yellow paint and encourage children to mix them together in different quantities to create different shades of green.</p>	<p>Gather some natural materials for children to use, such as twigs, leaves, petals, shells, pebbles and fir cones. Encourage the children to arrange the items to make pictures and patterns.</p>	<p>Children will make their own magical harps. Can they use boxes and elastic bands to create a harp that makes sounds when plucked? You may like to show these Irish Harp Display Photos.</p>

## Summer 2- Transport and Journeys

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	Transport by foot	Transport by road	Transport by rail	Transport by water	Transport by sky	Fictional Transport
Content	Walking, cycling	Cars, Bus, Taxi, Lorry, Motorbikes,	Trains	Boats, Canoe	Rockets, Aeroplanes, Helicopters, Hot Air Balloon,	Magic Carpet Aladdin Up
Role Play	Travel Agents	Bus Station	Train Station	Ship	Airport	Spaceship
Key Texts	We're going on a bear hunt (PoR)	Naughty Bus (PoR)	The Train Ride (PoR)	Mr Grumpy's Outing (PoR)	Driving My Tractor (PoR)	Way Back Home (PoR)
Key Activity	Explore tyre tracks and patterns	Walking around the village practicing road safety.	Junk modelling vehicles	Explore floating and sinking	Create hot air balloon collages	Bridge building and exploring materials/stability
C&L Communication and Language	Create a transport-themed role-play area to encourage the children to use language to engage in imaginative play.	Hide a toy car around the setting. Challenge children to find it and describe where it is hidden using positional language.	Fill a large tray with sand, porridge oats or rice. Hide pictures of vehicles and encourage the children to explore what is in the tray and talk about what they find.	Children will go on a sound hunt. They will listen to the traffic sounds as the cars go by and talk about the different noises that they make. Listen also for the sound of helicopters and aeroplanes.	Play a listening game where one child is blindfolded in the middle of a circle. The children in the circle take it in turns to make a transport-themed noise, such as a car engine, horn or siren. The blindfolded child guesses who was making the noise/where in the circle they were sitting.	Add toy vehicles and small world characters to the construction area to encourage role play and exploration.
PSED Personal, Social and Emotional Development	Talk about the different types of transport that the children have used. Why did they use it? Where were they going? What was their favourite way to travel?	Talk about road safety issues. If possible, invite the school's lollipop person or local police officer in to talk to the children about staying safe when crossing the road.	Talk about the vehicles used by people who help us, such as ambulances, fire engines and air ambulance helicopters. What do the children know about these vehicles? Why and how are	Provide a large car, train or aeroplane outline and encourage children to work as a team to add features, such as windows, wheels and lights, using different materials, such as fabric,	Set up an area as a roadway and encourage the children to travel around it in one direction only using bikes and scooters, making sure they	Talk about magical or unusual ways of travelling, such as hot air balloon or magic carpet. Imagine and act out what it would be like to travel like this.

			they different to normal vehicles?	tissue paper, felt, beads and junk-modelling items.	look out for pedestrians and other road users.	
<b>PD</b> Physical Development	Play 'Simon Says' as you move around the area, encouraging children to move in different ways: zoom like a rocket, chug like a train, fly like an aeroplane and so on.	As the children ride round on bikes and scooters, shout instructions such as 'fast', 'slow', 'stop' and 'go'.	Have some running races to see who the fastest car, rocket or train is. Afterwards, talk about how they feel and the effect of the exercise on their bodies.	Fill a water tray with soapy water and small brushes, and provide small toy vehicles for children to wash..	Add wheeled vehicles to your malleable area and let children investigate rolling the vehicles over playdough to squash and roll it and make different tyre tracks	Cut out vehicle outlines from paper and use a hole punch to make holes around the edge of each one. Give children wool or string and encourage them to thread through the holes to make an outline.
<b>UTW</b> Understanding the world	Look at a map of the world and locate where you live. Talk about other places the children have visited and how they might travel to get there.	Talk about different jobs that involve vehicles, such as pilot, train driver, taxi driver, ambulance paramedic, firefighter.	Provide chairs, cardboard boxes and other items which the children can use to build a train. Encourage them to talk about times when they have been on journeys, and where they have been to.	Provide toy boats or empty plastic cartons in the water tray and encourage the children to explore floating and sinking. Provide plastic blocks or playdough for them to place in the boats and explore how much weight they can take before they sink.  Provide water trays, buckets and lengths of plastic guttering and encourage children to investigate moving boats or other floating objects along their waterways.	Set up some ramps at different heights and let the children explore how far a toy car will go when rolled down the ramp. How can they make the car go as far as possible? Can you make a car fly?	Explore the best materials for building a bridge across a road. Provide a selection of different materials for children to use to try and build a bridge between two boxes or blocks. You could use spaghetti, twigs, lolly sticks, cotton buds, pencils, wool, playdough – any materials that encourage children to explore properties such as strength, rigidity, hardness and so on. You could even provide a toy vehicle to place on each bridge to test its strength and suitability.
<b>EMM</b> Exploring Media and Materials	Add different wheeled vehicles into a large activity tray filled with damp sand, gloop or rice for children to explore tyre tracks.	Blank vehicle outlines and paint in different colours. Encourage children to fill in the outline by making fingerprints with the paint. Alternatively, provide corks or small sponges. When the paint is dry, let the children add embellishments using paint or collage materials.	Have a range of junk-modelling materials available for children to create their own vehicles.	Sing some well-known song about travelling on the water: - Row, row, row your boat - The big ship sailed on the alley oh. - A sailor went to sea, sea, sea.	Create colourful hot air balloon collages	Create handprint alien spaceships