

Holme Community School – Long Term Curriculum Planning

Subject	EYFS	Cycle	B
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Topic	All about me	Abacadabra!	The World	Out of this World!	Under the Sea	Once Upon a Time... Traditional Tales						
Trips/ Visitors	Pizza Express	Panto Visit	Lakeland Wildlife Oasis	Lab Rascals- Our Solar System, Planetarium Show	Sealife Centre Blackpool	Beatrix Potter/woodland creatures- Brockhole						
English Vocabulary	Me Family Home House Love Body Healthy	Magic potion Bright Shiny Colourful Rainbow Loud Noisy	Sizzling Twinkly Shimmery Sparkly Firework Cauldron Wand	Earth World Live Weather Climate Far Ice Beach	Place Hot Cold Savannah Rainforest Oceans Country Continents	Black Zooming Whizzing Starry Sparkly Rocket Moon sun	Shell Water Fish Ocean Sand Pirate Sea Mermaid Blue Shiny Big Waves Small Splash Scales Ship	Little Red Riding Hood Three Little Pigs Shoes Goldilocks Witch Baby Bear Hansel Gretel Elves Bridge Cottage Troll Wolf	Mummy Bear Daddy Bear Porridge Shoes Witch Hansel Gretel Bridge Troll Woodcutter			
Mathematics Vocabulary	Numbers to 3 Counters Ten frame One more One less Quantity Count Forwards Represent O'clock	Backwards Sort Match Capacity Length Height Size Objects Colour Circles Triangles 4 sided shapes	Numbers to 5 Explore Recognise One more One less Quantity Count Forwards Backwards represent	Sort Match Capacity Length Height Size Objects Colour O'clock 2D shapes Pairs Number bonds	Numbers to 8 Explore Recognise One more One less Quantity Count Forwards Backwards represent	Sort Match Capacity Length Height Size Objects Colour O'clock 2D shapes Patterns Number 3D Shapes	Numbers to 10 Explore Recognise One more One less Quantity Count Forwards Backwards Represent Spatial awareness	Sort Match Capacity Length Height Size Objects patterns O'clock 2D shapes Pairs Number 3D Shapes	Numbers to 15 Addition Subtraction Recognise One more One less Quantity Count Forwards Backwards Represent Spatial awareness	Odd Even Sort Match Capacity Length Height Size patterns Objects patterns O'clock Ordinal numbers Rotate turn	Numbers to 20 and beyond Addition Subtraction Recognise One more One less Quantity Count Forwards Backwards Represent Spatial awareness	Odd Even Sort Match Capacity Length Height Size patterns Objects patterns O'clock Sharing Grouping mapping
Science Vocabulary	Exercise Balanced Hygiene Active Vitamins Bones Teeth Taste	Material Heat Light sound Explosion Move Travel Fire	Earth Planet World Earthling Soil Gas Temperature Terrestrial	Space Earth Solar System Jupiter Mars Moon Mercury	Astronaut Comet Star Astronomer Orbit Crater Galaxy Shooting	Ocean Habitat Food chain Angler Fish Barrier reef Blow Fish Crab Shark	Absorbent Waterproof Stretch Suitable Material Object Rough See through Hard					

	Touch Healthy Hear Sight Smell	Soft Hard Metal Salts		Pluto Saturn Venus Uranus Planet Asteroid	star Rocket Sky Space station Sun	Doplin	Soft	
History Vocabulary		Guy Fawkes Government Gun powder Barrels Bonfire Plot Secret	Explode Effigy King James I Houses of Parliament 5 th November Fire	Ernest Shackleton Explorer Navy Knighted Trek Volcano Discover	Neil Armstrong Astronaut Space NASA	Moon Landing Orbit Apollo Walk	Blackbeard Pirate English Flag Queen Anne's Revenge	
Geography Vocabulary	City Town Village	London Capital city UK England	Thames River	Map Continents Atlas Globe Mountain Ocean Land World	Safari Tourists North Pole South Pole City Town Village	Earth Human Natural	Beach, Cliff Coast Sea Ocean Land World	Forest Woods Man made Natural Human Physical River

Autumn 1- All About Me

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	Who am I	Families	Where I Live	The Body	Senses	Teeth
Content	What makes you unique and special	Who is your family?	Where is your home?	The human body	The 5 senses	How to look after your teeth
Role Play	Home Corner	Home corner	Home Corner	Doctors	Opticians	Dentist
Key Vocabulary/Text	Only One You	Guess How much I love You	A New House for Mouse (PoR)	Funnybones	Tanka, Tanka Skunk (PoR)	Teeth, teeth, let's brush those teeth
Key Activity	Self portraits	Create family portraits	Walk around the village to look at all the different types of homes	Skeleton self portraits	Five senses activities	Paintbrush Painting
C&L Communication and Language	Encourage children to answer questions about themselves by using question cards. In a group, children can take it in turns	Make a list of nice describing words that the children think of to describe each other. Ask the children to use them to	Provide an object of interest related to the theme that children could examine and discuss. This could be something such	Encourage children to sing action rhymes and songs like Happy and You Know It, Simon Says, and Head, Shoulders, Knees and	Play a listening and attention game with the children – have a number of images from these Senses Cut Outs on a tray	Learn some songs about brushing your teeth. The nursery rhyme 'Here We Go Round the Mulberry Bush' could be adapted

	to roll the dice or choose a card. The adult can read the question and children can take it in turns to answer.	say something nice to as many people as they can. Afterwards, talk about how the words made them feel inside.	as a brick, a lock or something from inside the home.	Toes.	and cover with a blanket. Ask the children to guess how many are there, then double check by counting. *Senses sorting activity	around healthy teeth, such as 'This is the way we brush our teeth'.
PSED Personal, Social and Emotional Development	Teach the children the song 'If You're Happy and You Know It'. Change the lyrics so that you change the emotion each time, such as happy, sad, angry, excited. Encourage children to think of an action to represent each emotion in the song.	Encourage children to think about their family tree and how different families are linked together in different ways.	Have a circle time and talk about what do the children like the most about their own home. Children can share their thoughts and listen to others.	Provide small mirrors and the Face Templates. Ask the children to draw their features by using the mirror for guidance.	Discuss different feelings and emotions and encourage the children to make faces to represent each one.	As a class, talk about what our teeth do and why we need to keep them healthy. What do they do at home to look after their teeth? Use a model set of teeth to talk about what happens if we don't look after our teeth. One tooth could be coloured black, another could have food stuck. One could be missing to start talking about losing milk teeth.
PD Physical Development	Provide music that provokes different emotions, such as Offenbach's 'Orpheus in The Underworld' for feelings of excitement or 'Adagio in G Minor' by Albinoni for sadness. Offer large pieces of paper and crayons, encouraging children to use large-muscle movements to make marks in response to the music.	Draw around each other's or their own hands and make a family of fingers with them.	What belongs where activity – encourage children to think about the functions of different rooms in the home. You may like to pre-cut the sorting pictures or allow the children to develop their scissor skills and cut with support.	Encourage the children to think about and practise methods of personal hygiene and what they need to do to keep themselves healthy and safe e.g. washing, brushing teeth, washing hands, blowing their nose etc.	Make a feely box and get the children to guess the items. Feely tray to experience different textures. Taste testing a range of food. Children will describe what they can taste.	Encourage the children to explore making teeth and mouths from playdough. They could use white-coloured cubes rather than making individual teeth. You may wish to add some pictures for inspiration.
UTW Understanding the world	Ask children to bring in baby pictures from home. Compare pictures of the children as babies to now. How have they changed? What can they do now that they could not do as babies?	Use a paint/drawing program on computer or interactive whiteboard for children to draw pictures of themselves, family and friends and label.	Take the children on a short walk around your local area. What different types of homes can they see? What's the same and what's different about each home? Use a camera to take pictures of houses and their features.	Provide children with ink pads. Encourage them to make a fingerprint on a piece of paper. Ask the children to look at their fingerprint and compare it to their friend's fingerprints. Can the children talk about what they notice?	Play blind man buff. Children will help each other around an obstacle course ensuring they are using the correct vocabulary and keeping each other safe.	Look at teeth from different animals. Can children compare them and say why they have different shaped teeth? Receive a letter from the Tooth Fairy about the countries she visited that night. The children can then explore a world map to plot where the Tooth Fairy went.

EMM Exploring Medica and Materials	Encourage children to explore colour mixing by creating different skin tones that they need when making a painting of themselves. Display all the paintings together to create a mural.	Create this is my family portrait from a photo.	Encourage children to create collage pictures of their own homes and talk about the different features that their homes have.	Create a skeleton self portrait. Encourage them to look carefully at their hands and talk about the different parts of our hands e.g. palms, nails, fingers, thumbs, knuckles, wrists, etc. Explain to the children that they are going to use their hands along with the paints to make hand prints mixing primary colours	Get a range of different instruments for the children to play, each child play an instrument one by one whilst the others listen, discuss the sounds they can hear, do they like them, are the low, deep sounds, or squeaky high sounds? Can the children listen for quiet and loud noises.	Use toothbrushes as a tool for painting. Children can explore the different marks and textures a toothbrush can make. Children could design and make their own toothbrush. They could think about what material they would make it from or add some fun details to the handle.
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Autumn 2- Abracadabra!

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	Bonfire Night	Magical	Mythical Creatures	Witches and Wizards	Christmas Magic	Christmas Magic
Content	What happened on bonfire night?	Magic potions and magic tricks	Dragons, unicorns and mermaids	Magic potions and spells	Christmas story Nativity	Christmas
Role Play	Wizards workshop	Wizards workshop	Wizards workshop	Wizards workshop	Christmas igloo	Christmas igloo
Key Texts/Vocab	Firework Night by Enid	Meg and Mog	Zog	Room on the Broom	How Many Sleeps Till Christmas	Aliens Love Panta Claus
Key Activity	Create rocket art using a range of materials	Create a magical song using percussion instruments.	Make a moving dragon	Make a wizards/witches' hat		
C&L Communication and Language	Show the children with these Bonfire Night display photos. Encourage the children to talk about what they can see. Can they relate these pictures to their own experiences and describe events in detail?	Hot seat support staff dressed as a witch and challenge the children to ask them questions, e.g. Where do you live? What do you eat? Do you have a broomstick?	Follow the Spooky Worms edible sensory recipe provides lots of sensory exploration opportunities linked to Halloween. The children will love creating spooky and slimy jelly worms together and they can use adjectives to describe how they feel/ taste.	Create a variety of 'potion' sensory trays outside for the children to explore and describe. For example, add green spaghetti, red jelly, raisins, rice, slime, custard, beans, plastic bugs. The children will enjoy investigating the different textures!	Encourage children to learn new vocabulary to describe Christmas decorations. Show the children a decoration or a photograph and talk about different words used to describe them.	Wrap some boxes in Christmas wrapping paper for children to explore. Can they talk about what they think might be inside the presents? Can they describe parcels using a wide range of vocabulary?

PSED Personal, Social and Emotional Development	In a circle-time activity, talk about the children’s likes and dislikes of Bonfire Night celebrations. Introduce and explore words to describe the feelings that we might experience, such as happy, excited, scared.	Show the children some magical photographs. Ask them to talk about how they feel when they see the different pictures. Encourage the use of the words ‘excited’, ‘scared’, ‘happy’, ‘sad’, etc.	Provide den-making materials to encourage the children to work together to create a den – they could hide from monsters, witches and ghosts. You might include boxes, tubes, tarpaulins, sheets, large sticks and torches.	Circle time game – pass a ‘magic wand’ around the circle. When a child is holding the wand, it is their turn to speak. Can the children say what spell they would like to create?	Circle time game – pass a small Santa toy around the circle. When a child is holding the toy, it is their turn to speak. Can the children talk about their favourite part of Christmas celebrations?	Hide candy cane pictures or boxes wrapped in Christmas wrapping paper around the outside area and invite children to work together to find them.
PD Physical Development	Create different body movements to represent fireworks, such as jumping, twirling, running. Can children combine a selection of different movements to show a sequence of different fireworks?	Give the children some orange playdough and encourage them to mould and shape pumpkins. Shape cutters could then be used to create the faces on the jack-o’-lanterns.	Play a musical ‘move like a ghost’ game - play spooky music, then when it stops shout out a Halloween character to move like. For example, float like ghost or fly like a bat.	Fill a large activity tray with green jelly and add toy spiders, frogs and bugs for the children to catch using tweezers.	Make some Christmas Paper Chains by cutting and sticking loops of Christmas-themed paper together. You could use the chains to decorate your setting.	Create a follow the star physical activity! Hide paper stars around the outside area. On each star, write an instruction for children to complete a physical activity, such as do five star jumps.
UTW Understanding the world	Talk with the children about other celebrations or festivals they know of, or have experienced, that use fireworks, such as New Year’s Eve, Diwali and Chinese New Year.	Look at and explore some pumpkins. Encourage the children to describe the look, smell and textures of the inside and outside of the pumpkin. They could also use some pumpkins to make some simple Pumpkin Recipes.	Look for some spiders and spider webs. Encourage the children to use magnifying glasses to see more details and try to watch quietly to see how the webs are made. Create a spider web on the iPad.	Create a dark den outside using large sheets of material and tarpaulin. Use magical silhouettes together with some torches. Can the children create spooky shadows on the walls using the silhouettes and torches?	Make Christmas presents for birds! Talk about how to look after birds and other wildlife over the cold winter months. Support children to make simple Bird Feeders to hang around the outside area.	Explore similarities and differences between life in this country and life in other countries and invite children to learn about how Christmas is celebrated in other countries.
EMM Exploring Media and Materials	Provide the children with a range of materials that they can use to make their own rockets. Encourage the children to explore possible ways of joining materials by providing sticky tape, masking tape, glue and string.	Create percussion instruments to make sounds of the different characters in a story about a witch. Encourage the children to think about which instrument would be best for each character and how they should be played (quiet/loud, slow/fast).	Create magic wands using a range of material. Create a moving dragon	Prepare some large paper cones to be used as witches’/wizards hats. Add some pre-cut shapes, such as stars and moons, to the creative area for the children to stick on to their hats.	Use a variety of large construction materials (crates, hollow blocks, planks, etc.) for children to construct a large sleigh!	Provide paper plates and a range of materials for children to explore and use to make a Christmas character. They could make snowmen, Santa, reindeers or elves. Encourage children to talk about their ideas and explore different ways of using and joining the different materials.

Spring 1- The World

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	The World and its Countries	Antarctica	Asia/Australasia	North/South America	Europe/Uk	Africa
Content	Going on Holiday – Now and Then	Where in the world? What it looks like? What is the weather like? What animals live there? What is it famous for?	Where in the world? What it looks like? What is the weather like? What animals live there? What is it famous for?	Where in the world? What it looks like? What is the weather like? What animals live there? What is it famous for?	Where in the world? What it looks like? What is the weather like? What animals live there? What is it famous for?	Where in the world? What it looks like? What is the weather like? What animals live there? What is it famous for?
Role Play	Travel Agents	Polar Region	Chinese Restaurant	Rainforest Hideout	Buckingham Castle	Safari
Key Texts	Here we are	One Day on our Blue Planet: In the Antarctic	One Day On Our Blue Planet... In the Outback	One Day on our Blue Planet: In the Rainforest	The Queens Knickers	The Lion Inside
Key Activity	To pack a suitcase to take on holiday	To use paint a snow picture using a range of materials to create texture	To create a Chinese New Year dragon dance	Create a class rainforest display using a range of artistic skills, such as printing, collaging, and junk modelling.	Construct a large sturdy 'London Bridge' outside with the children. Encourage the children to travel over the bridge in a variety of different ways.	Create a safari sunset painting
C&L Communication and Language	Invite the children to follow these How to Make a Sandcastle Step by Step Instructions to make a sandcastle using buckets, spades and decorative materials, such as flags, pebbles and shells. Encourage them to talk about what they are doing as they build their castles.	Provide the children with these Polar Regions Display Photos. Encourage the children to talk about what they can see. Can they relate these pictures to their own experiences of snow and describe events in detail? Encourage children to ask questions to find out more about the pictures.	Invite children to listen to this Chinese New Year story, 'Dragons in the City' to learn about some ways the festival is celebrated. Encourage children to talk about the story and describe how Bo and Evie celebrate Chinese New Year. Ideal for exploring new vocabulary too.	Read some jungle-themed rhymes or poems, such as 'The Animal Fair'. Encourage children to pay attention to how the rhymes sound and learn the words to be able to recite them.	'What Would You Include on Your Family Coat of Arms?' Encourage the children to talk about things that are important to them and their families and design coat of arms to represent them.	Create a safari-themed scene in a large activity tray. Add some soil, grasses and sand, alongside small world four-wheel-drive vehicles and trees. Play alongside children and ask questions related to the scene and their play, such as 'Where is the lion hiding?' 'Why is the elephant standing by the water?'

<p>PSED Personal, Social and Emotional Development</p>	<p>The children will decide on a holiday of their choice. In their suitcase they will draw/stick some of the items you think you would need to pack. If they can, add some label</p>	<p>Look at close-up images of snowflakes with the children and talk about how each snowflake is unique. Discuss the word 'unique' and what it means. How are we unique? What makes us special and different to others?</p>	<p>Learn about the tradition of the Chinese New Year Wishing Tree. Invite children to talk about what they would wish for and why - expressing their feelings and considering those of others.</p>	<p>Give children opportunities to build constructive and respectful relationships by playing together with small world jungle/rainforest animals.</p>	<p>Discuss what the children would like to do if they were king or queen for the day. Would they like to live in a castle or palace? Would they hold a big party for all their friends?</p>	<p>Set up a safari role-play area. You could use some of the resources from this African Safari Role-Play Pack. Children can play with one or more children to extend and elaborate their play ideas.</p>
<p>PD Physical Development</p>	<p>Children can practise using scissors to cut along the drawn lines to create wave shapes.</p>	<p>Create some Chilly and Cold Snow Dough for the children to mould, shape and develop their fine motor skills. Can the children roll snowballs or create a pointed iceberg?</p>	<p>Dye some noodles bright colours and add these to a large activity tray alongside some bowls and knives, forks and spoons. Invite children to develop their fine motor skills as they use utensils to add the noodles to the bowls.</p>	<p>Use large apparatus (such as tunnels, climbing nets, slides and monkey bars) to give children the opportunity to develop gross motor skills.</p>	<p>Construct a large sturdy 'London Bridge' outside with the children. Encourage the children to travel over the bridge in a variety of different ways.</p>	<p>Provide the children with large construction materials. Can the children use large muscle movements to move items and construct a four-wheel-drive vehicle for their own safari?</p>
<p>UTW Understanding the world</p>	<p>Ask the children to think about a holiday they have been on with their family. The children can draw a picture of a holiday they have been on and can add some labels to describe the picture.</p>	<p>Explore how water can change to ice and then back to water. Provide opportunities for children to observe these changes and investigate things that make ice melt quickly, such as warmth and salt.</p> <p>Discover the adventures that Ernest Shackleton had in the Antarctic. Talk about how Shackleton must have been brave. Can the children share experiences of bravery?</p>	<p>Talk to the children about the different animals from the Chinese New Year story. Look at a Chinese Zodiac Calendar together and find out which animal represents the current year. The children may also like to find out which animal represents the year they were born.</p>	<p>Look at photos of different jungle and rainforest animals. Encourage children to notice the different colours and patterns on the animals. Talk about how some animals use camouflage to blend in to their environment. Can the children name any animals that use camouflage?</p> <p>Create a Rainforest Explorer Role-Play Area outside. Hide animal pictures amongst the plants, then encourage children to use the animal spotter sheet or sketch pad</p>	<p>Children to learn about the life of Queen Elizabeth II and why she is important to the United Kingdom.</p> <p>Children will learn about castles and how people used to live in them. How were their lives and amenities different to how we live now? The children might want to learn about the different parts of a castle using this Castle.</p>	<p>Make some safari binoculars from cardboard tubes. Take the children into the outside area and explore what they can see through their binoculars.</p> <p>Create a large activity tray of wet mud and add some small world hippos. Children can explore the feel of the mud as they play with the hippos.</p>

				to record what they find.		
EMM Exploring Medica and Materials	Children to create a plane using junk modelling.	The children will create some snowy pictures by printing with different textures of materials (such as a sponge or bubble wrap) and then adding eco-friendly glitter and cotton wool for extra effect.	Use this Chinese New Year Dragon and Lion Dances Video PowerPoint on Twinkl and encourage children to talk about the performances and express their feelings and responses.	Create a class rainforest display using a range of artistic skills, such as printing, collaging, and junk modelling.	Provide strips of paper for children to decorate and make into crowns – perfect for use in role-play activities in a castle.	Children can explore colour mixing to create a safari sunset. Add blobs of red paint to the bottom of the paper and yellow to the top and encourage the children to spread and mix the paint. Once dry, use some of these Animal Shadow Puppet Cut-Outs to create a silhouette effect.

Spring 2- Out of this World

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	What is space?	The Moon	The planets	The Planets	Astronauts	Aliens!
Content	What is in outer space?	What is on the Moon?	Names of planets	Names of Planets	Who has been to outer space?	Do aliens exist?
Role Play	Space Station	Space Station	Space Station	Space Station	Alien Spaceship	Alien Spaceship
Key Texts	Whatever Next	Bob the Man on the Moon	Zoom to the Moon	How to catch a Star	Astro Girl (PoR)	Aliens love Underpants
Key Activity	Spaceship crashed at school	Explore melting space rocks	Construct a giant space rocket	Space theme science experiment	Astronaut self portraits	Make edible space rocks
C&L Communication and Language	Line a large activity tray with black material and place some small world astronauts and rockets on top. You may also like to add some pictures of planets and stars. Encourage children to take it in turns to talk about the different things they can	Fill a large tray with coloured sand, glass beads, paper stars and some small world aliens, rockets and astronauts. Encourage the children to explore what is in the tray and talk about what they find.	Create a galaxy glow sensory bottles, containing glow-in-the-dark paint and glitter, for children to use and talk about what they can see.	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 little alien” in an appropriate squeaky or gruff voice. The blindfolded child guesses who was speaking/where	Place a handful of small world aliens in the centre of the circle and encourage children to describe them. Talk about colours, size, number of eyes, and any other distinguishing features of each alien.	Play a listening game – choose a child to close their eyes and then the rest of the group hide a toy alien around the setting. The group then give audible clues to the seeker to find the hidden toy. When the seeker is near the alien, the group

	see.			in the room the child was.		make loud 'beep' noises, when the seeker is far away, the group make quiet 'beep' noises.
PSED Personal, Social and Emotional Development	Children will learn some space-themed songs, such as 'Twinkle, Twinkle Little Star' or 'Five Little Men in a Flying Saucer'. Children could add some simple actions to the songs and perform them as a group for parents.	Read the story 'Goodnight Moon' by Margaret Wise Brown to the children. Discuss who they say 'goodnight' to and what they can see out of their bedroom window at night-time.	Encourage the children to work together in teams to create model rockets and spaceships in the block/construction area.	Use the display posters as a prompt to discuss different types of space-themed items that the children know. Talk about the things the children recognise and which ones they like.	Circle time game – pass a soft toy alien or small world rocket around the circle. When a child is holding the toy, it is their turn to speak. Encourage the children to discuss if they would like to be an astronaut and why. They could also name something they would take with them on a trip to the moon.	The 'If I Meet an Alien Activity'. This encourages children to talk about themselves in positive ways and learn about making friends.
PD Physical Development	Encourage the children to explore different ways of moving to represent different space items, such as crouching down and leaping up as a rocket lifting off into space or making large, slow steps like an astronaut walking on the Moon.	Provide shallow trays of coloured salt (moon dust). Provide simple tools for children to explore mark making. Talk about the patterns on these Mark-Making Pattern Cards as a prompt.	Challenge children to use a clothes peg to pick up a pom-pom and dip it into paint. These can be pressed onto a sheet of paper to make stars, planets or add spots to an alien.	Add some shaving foam and black and silver food colouring to a large activity tray. Provide simple mark-making tools or paintbrushes for the children to explore mark making to create patterns, lines and shapes.	Add cornflour, a little green food colouring and water to a large activity tray to create coloured gloop! Add some small world alien or astronaut toys and challenge the children to free the toys from the space goo!	Help the children to make some salt dough aliens. Encourage them to roll and shape the dough into a ball and then add pipe cleaner arms and legs, and googly eyes.
UTW Understanding the world	Make star telescopes out of tubes and sticky stars. Cover one end with sugar paper and pinprick a star shape or a constellation into the end.	Add some frozen 'space rocks' to a water tray! Add some cubes or pieces of ice into a tray of water for children to explore. Talk about what happens to the ice throughout the day.	In the listening area, have an audio copy of a space-themed story, along with a hard copy and related props. The children can explore operating the CD player independently.	Space-themed science experiments to make bubbling baking soda planets, observe how ice forms in a bowl, explore glow-in-the-dark stars and learn how craters are made on the moon.	Provide materials for children to create their own small world planets. This could include clear plastic trays or bowls, water, moulding sand or coloured sand, cellophane, pebbles, glass beads, tinfoil and coloured material. Encourage the children to explore the different materials and how they can be shaped or changed.	Create this Space Rock Edible Sensory Recipe using honeycomb and chocolate sponge. Encourage children to explore the scene and the different textures.
EMM Exploring Media and Materials	Children will create cardboard tube space rockets for whole class display.	Foil printing to create moon paintings.	Children could create space pictures using wax resist techniques. They could draw stars, planets, rockets and aliens using wax crayons and then	Support children to create marbled-effect planets using shaving foam and paint. Add some shaving foam into a container and smooth out. Drip some	Create astronaut self-portraits by asking each child to take a photo of a friend. The photos can then be stuck onto the back of a paper plate	Create alien spaceships using a range of materials.

			paint over the top using watery, black paint.	paint over the surface of the foam and lightly mix the colours together using a plastic fork. Lightly press a circle of paper on top. Scrap off any excess foam to create a colourful planet!	'helmet' with a visor area cut-out to see each astronaut's face!	
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Summer 1- Under the Sea

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	The Ocean	Fish	Creatures that live in the ocean	Creatures that live in the ocean	Pirates	Mermaids
Content	What lives under the sea?	What fish live in the ocean?	What creatures live in the ocean?	What creatures live in the ocean?	Were pirates real?	Are mermaids real?
Role Play	The Seabed	The Seabed	Submarine	Submarine	Pirate Ship	Pirate Ship
Key Texts	Commotion in the Ocean	Rainbow Fish	Sharing Shell	Billy's Bucket	Do Pirates take Baths?	The singing mermaid
Key Activity	Create and perform a song/music based on the ocean	Create their own 'Rainbow Fish'	Create their own sea (creature transient art)	Create their own bowl jellyfish using a range of material	Pirates self portraits	'Under the Sea' dress up day
C&L Communication and Language	Introduce and explore new vocabulary by looking at these Under the Sea Display Photographs together. Encourage children to talk about what they can see in the pictures and demonstrate new vocabulary to name and describe the sea creatures, such as fins, scales, tentacles, pincers, flippers.	Line a large activity tray with blue or green material and place some small world sea creatures on top. Encourage children to take it in turns to describe the different sea creatures they can see.	Place a handful of small world sea creatures in the centre of the circle and name each creature with the children. Tell them to close their eyes. As they do, remove one of the toys. Then, ask the children to open their eyes and try to work out which creature has swum away.	Create an ocean-themed water tray. Add some small world sea creatures along with some seaweed. Encourage the children to talk about what they can find in the water, using new vocabulary to describe the different creatures.	Show the children some pictures of pirates. If they were a pirate, what would they call themselves? What type of pirate would they be? Encourage the children to use language explored during the pirate topic to discuss this.	Play a circle-time game of 'Guess the Animal'. Place some small world sea creatures into a bag. The children take turns choosing an animal. They act out being the animal and their friends have to guess which animal they are.
PSED Personal, Social and Emotional Development	Circle-time game – pass a soft toy sea creature around the circle. When a child is holding the creature, it is their turn to speak. Can the children name their favourite sea	Play a parachute game to encourage children to work together. Place a soft toy dolphin onto a parachute and ask the children to work together to make the dolphin jump.	Look at these Under the Sea Display Photographs and encourage the children to share their experiences of seeing sea creatures at the beach or an aquarium or sea life	Provide some strips of paper for children to use to make paper chains. The children can work together to make paper chain legs for an octopus display.	Ask the children what they think treasure is. Encourage them to think about what is meant by 'value' and how things are valued for different reasons. Encourage	Children could have an under the sea dressing-up day! Children could make and wear clothes to represent their favourite sea creature. They could have a parade to share

	creature and say why they like it?	Challenge them to make the dolphin jump high into the air or jump low to the ground.	centre.		children to draw something of their own that they consider to be 'treasure' for a pirate-themed display.	their costumes with the group.
PD Physical Development	Children could develop their movement skills by creating movements representing different types of sea creatures. Children could create different actions for sea creatures, such as laying on the ground with arms and legs outstretched for a starfish, running around the space for a fish or walking around with wobbly movements for a jellyfish.	Children will create some under the sea races for the children to complete. Challenge them to collect a shell and then run between cones, walk along benches, jump through hoops, crawl through tunnels or climb over crates to place the shells in a box for a merperson. Provide playdough alongside fish-shaped plastic cookie cutters for children to use. Add some googly eyes, beads and sequins for children to use to decorate their playdough fish.	Play a sea creature circle game. Sit the children in a circle and give each child the name of a sea creature, such as fish, dolphin, octopus or starfish. When you call out the name of that type of sea creature, the children should run around the circle until they find a space. Help the children to make a salt dough or clay octopus. Encourage them to roll and shape the dough/clay into a ball and then add pipe cleaner legs and googly eyes.	Encourage children to practise their fine motor skills as they cut out and decorate some octopus bodies and fasten eight legs onto the body using spilt pins.	Make some blue jelly and place some small world sea creatures into it before it sets. Provide children with scoops and spoons to uncover the sea creatures.	Play a game of merperson catch using a balloon as a bubble. Invite children to pass the balloon to each other and try to keep it in the air for as long as possible. Children can practise throwing, catching and batting as they pass the balloon 'bubble' to each other.
UTW Understanding the world	Watch the Under the Sea Habitats Video PowerPoint with the children. Encourage them to talk about what the sea creatures look like and how they move.	Use the 'Looking After Our Oceans' discussion prompt cards to prompt discussions about the environment and how we can help to look after the oceans and creatures that live there.	Provide some Bubble Mixture and bubble wands for children to use to explore blowing bubbles. Encourage children to talk about what they can see and experiment to blow large bubbles or lots of small bubbles.	Provide some playdough for children to use to make the different stages of a life cycle of a sea turtle. Place the photos alongside the playdough as a prompt for the children's models.	Find out about the lives of famous pirates and their ships. Talk together about the different pirates and what they are known for. Encourage children to explore simple maps with this Pirate Treasure Map Activity. Children can find and talk about the different things they can see on the map.	Provide some shells and magnifying glasses for children to use. Invite them to look closely at the shells and talk about what they can see. Provide white crayons and watery blue paint. Encourage children to write secret 'merperson' messages for a friend. They can paint over the crayon with the paint to reveal the message.
EMM Exploring Media and Materials	Teach the children to sing and perform some lovely Ocean Songs and Rhymes. Children could add instruments and actions as	Create their own 'Rainbow Fish' using a range of collage materials.	Encourage the children to create their own sea creature transient art by adding a selection of resources to an activity	Make a paper bowl jellyfish. Children could paint some paper bowls and then cut or tear strips of tissue paper to stick to	Provide a range of materials that children can use to create a pirate self-portrait. Children could share their work at the end	Create mermaid tails using a range of collage materials.

	they sing.		tray, such as bottle tops, buttons of differing sizes, pom-poms, lolly sticks, cotton wool, pipe cleaners, feathers, stones, glass beads, plastic bottles, corks, cardboard tubes.	the inside. Curled ribbon could also be added. They could add some googly eyes and decorations to the bowl to complete their jellyfish.	in a pirate art gallery. Can they guess who each self-portrait belongs to?	
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Summer 2- Once Upon a Time (Traditional Tales)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	Little Red Riding Hood	Hansel & Gretel	The Elves and The Shoemaker	Three Billy Goats Gruff	Three Little Pigs	Goldilocks & The Three Bears
Content	What's changed Granny?	Where does the sweets trail go?	Shoes and elves left in the classroom	Goat and troll	Use of materials	Picnic table set up for three.
Role Play	Granny's House	Gingerbread House	Shoemakers House	Castle	The stone house	The Three Bears House
Key Texts	Little Red Riding Hood	Hansel and Gretel	The Elves and the Shoemaker	The Billy Goats Gruff	Three Little Pigs	Goldilocks and the Three Bears
Trip/ Visitors?				Beatrix Potter/Brockhole		
Key Activity	Create paper plates wolves	Create a gingerbread man	To retell a story in the correct order	Science experiment - conditions in which grass can grow	Nature walk to find materials to create a little pigs house	Make porridge following a recipe
C&L Communication and Language	The 'Little Red Riding Hood Cake Making Activity', which can be found in the Little Red Riding Hood Adult Input Planning Pack, encourages children to listen to and follow instructions to make cakes, just like Red Riding Hood made for Grandma!	Hide story stones in a sand tray for children to find. Encourage them to talk about the pictures and use the stones and prompts to retell the story.	Put the Story Stones in a large activity tray, along with these Story Sequencing Cards for the children to use in supporting their retells.	Create some sets of stick puppets and provide them with other small world props. Encourage the children to retell the story.	Share lots of versions of the story. They will all contain new vocabulary to explore. This Three Little Pigs eBook contains the words 'snarled', 'growled', 'escaped' and 'shocked'. You might like to create a vocabulary book containing all of the new words you encounter.	While reading the story, encourage the children to use talk to solve problems for the bears. For example, 'Where will Baby Bear sit now his chair is broken?', 'Baby Bear's porridge has all been eaten, what could he eat instead?'
PSED Personal, Social and Emotional Development	In the story, Grandma is feeling unwell. As a group, talk about things that Red Riding Hood could take to Grandma to help her feel better.	Talk about the characters in the story – are they nice or nasty? Discuss the character of the old woman. Why was she a nasty character in the story? Can the children think of any other nasty characters from other	Discuss the character of the shoemaker. How was he feeling at the beginning of the story? What changed the way he felt? Why do you think the elves came and made the shoes for the shoemaker? Why do you think the	Discuss the character of the... What was his behaviour like? Why? Are there any other reasons why he might not want the goats to cross?	Talk to the children about what made the three little pigs good - they worked together, shared houses and helped each other. Can they think of a friend who helps them? It might be someone at home or from the setting. Can the	Challenge the children to work in a small group to make porridge. Provide the children with the ingredients and equipment. You could also give these Porridge Recipe Cards to the children to help them. Allow the

		<p>stories they know? What is it about their behaviour that makes them nasty?</p> <p>Talk about stranger danger and how Hansel and Gretel didn't know the old woman and it wasn't a good idea to talk to her.</p>	<p>shoemaker made some clothes for the elves?</p>		<p>children think of ways to be a good friend themselves?</p>	<p>children to support and listen to each other and only help if it is necessary.</p>
<p>PD Physical Development</p>	<p>Provide some clay or salt dough for children to use and make role-play cakes for Red Riding Hood to take to Grandma.</p>	<p>Provide icing pens/bags for the children to use to decorate some gingerbread. Great for practising fine motor skills and developing hand and finger muscles.</p>	<p>Provide a variety of shoes with different types of fasteners – Velcro, laces, zips and buckles for the children to explore. Talk about the advantages and disadvantages of the different fasteners. For example, some look good but are difficult to fasten, others are noisy when you fasten and unfasten them, whilst some help you to put your shoes on and off quickly.</p>	<p>Create an obstacle of stepping stones across as the playground. Encourage children to step across these like they are crossing over a bridge.</p>	<p>Tape a large roll of paper to the floor. Provide crayons for the children to draw the events they remember from the story. Can they use their whole arm to create some larger shapes for the houses?</p>	<p>Print the Goldilocks and The Three Bears Shadow Puppets and support children to use tools, such as scissors, to cut the puppets out and then use tape to attach the puppets to lolly sticks. The children can then make the shadow puppets move in different ways.</p>
<p>UTW Understanding the world</p>	<p>Research wolves. They could use books or the Internet to find out information and interesting facts.</p>	<p>Learn about forests like the one in the story. What kind of animals live in the forest? What kind of trees are there?</p>	<p>Look at different types of shoes and talk about which shoes are most suitable for hot/dry weather or cold/wet weather. You could then investigate different materials to see which materials would make good shoes for the different environments.</p>	<p>Plant grass seeds in seed trays and keep them under different conditions (light, dark, without water etc.). Discuss which grass the Billy Goats Gruff would prefer and why.</p>	<p>Take the children outside and encourage them to collect natural materials to make new houses for the pigs. Talk about which materials might work best. Do they think petals or feathers would make a good roof? Which stones would be good for building?</p>	<p>Have the children ever eaten porridge for breakfast? Do they think children in every country eat porridge for breakfast? Discuss that depending upon what country a child lives in they may eat slightly different food to other children. To inspire discussion, you may like to show the children these Food from around the World Cards.</p>
<p>EMM Exploring Media and Materials</p>	<p>Create paper plate Wolves for class display</p>	<p>Provide some cardboard boxes for the children to decorate the gingerbread house. Encourage the children to decorate with brown paper, felt or paint and then add paper shapes, pom-poms and sequins as the</p>	<p>Have a range of junk modelling materials available for children to create their own shoes. Provide hole punches, laces, string and wool to encourage children to thread shoelaces carefully.</p>	<p>Look at some different illustrations of the troll and encourage the children to draw their own pictures of what the troll might look like.</p>	<p>Provide a large roll of paper and a box of wet mud. Encourage the children to drive their construction vehicles through the mud, then onto the paper to explore the tracks left behind. Can they tell you about the</p>	<p>Tell the children that Baby Bear is sad about his broken chair. Will they create a new one for him? You could have junk-modelling materials, cardboard boxes, tape and scissors available. Once the children have had a first</p>

		sweet-themed decorations.			patterns they see? Can they spot the same pattern on the tyres of the vehicle?	attempt at making a chair, provide them with time to think about what may need altering, refine their ideas and make any alterations needed.
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