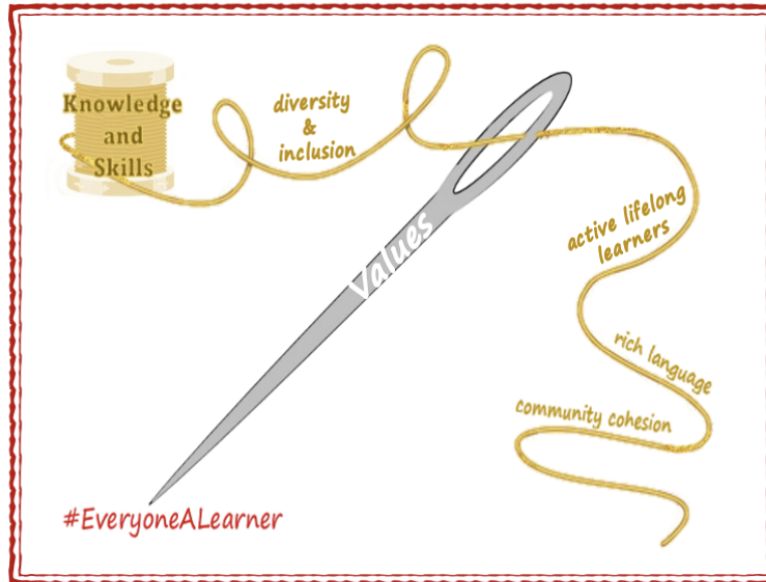




# #EveryoneALearner

## Southwold Primary & Nursery School

'Be all you can be and together we will shine.'



Reception						
Big Question	What makes us unique?	What is hidden behind the picture?	Can we investigate?	What's between the pages?	How eco-friendly are we?	Where will our future take us?
Values	Tolerance	Diversity	Responsibility	Honesty	Resilience	Curiosity
Key Person (Discuss in hook assembly)	Marcus Rashford	Pablo Picasso Black History Week: Nelson Mandela	Marie Curie	Michael Rosen	Greta Thunberg	Marcus Rashford
Focus Area	PSHE/PE	Art/ History	Science	English/ D&T	Geography	PSHE/PE
Subjects Taught	History Music Art  Science Computing PSHE PE RE	History- Black History Week  Music Art  Science Computing PSHE PE RE	Geography Music Art  Science Computing PSHE PE RE	History MFL D&T  Science Computing PSHE PE RE	Geography MFL D&T  Science Computing PSHE PE RE	History Music Art  Science Computing PSHE PE RE

<b>Outcome</b>	Daily Mile target	Piece of art with at least one element from cubism	Science Fair- each class models their experiment and findings	Create a poem with match pop up mechanism matching artwork.	Each class creates a sculpture of endangered animal using recycled materials.	Daily Mile target  Whole school unique video
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**Communication and Language  
(Listening, Attention and Understanding, Speaking)**

*The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.*

	Colour monster goes to school So much Peace at last Paper dolls Goldilocks and the three bears Goldilocks eat your greens There's a dinosaur in my school Rama and Sita	Room on the broom Tidy Mixed The crayons that saved the rainbow Rain before rainbows Joy to the World The nativity The gingerbread man Let's celebrate	Runaway Wok Mrs Armitage on wheels Emma Jane's Aeroplane The hundred decker bus The three billy goats gruff The ugly duckling Mr Wolf's Pancakes	Dogs don't do ballet The lion inside Giraffes can't dance Molly's circus Karate kids by Holly Sterling Frog Olympics Mad about minibeasts We are going on an easter egg hunt	Smed and Smood How to catch a star Astro girl Snail and the Whales Rainbow fish Someone swallowed Stanley	Emergency, emergency Zog (and the flying doctor) Selfish crocodile Little Red riding hood
<b>Nursery Rhymes Focus</b>	This old man	The grand old Duke of York	Miss Polly had a dolly who was sick	Little Bo Peep has lost her sheep	Hey diddle diddle	Wind the bobbin up
<b>Visitors/visits</b>			Bus journey	Story museum	aquarium	Police
Skills and Knowledge (Communication & Language) <i>What do we want the children to learn and know?</i>						
Me as an active listener	I will listen to others when I am in small groups and/or one to one	I will listen to and follow simple instructions	I will be able to listen or do, but can change my focus of attention	I will join in with repeated refrains and anticipate key events and phrases in rhymes	I will listen to stories with increased attention and recall and learn new vocabulary	I will listen to stories attentively and ask questions about what I have heard
Me as a confident	I can hold conversations and talk about	I can retell a simple past event	I can question why things happen and then	I can use my imagination and pretend to talk	I can speak using complex sentences when	I can introduce and narrate stories when

speaker/ performer	myself and my family	in the correct order	give an explanation	when in role as a character or playing with my friends	talking about things that interest me, using new vocabulary	playing with my friends
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AF: Tales Toolkit

Learning Environment - Big Question Enhancement ts	<p><b>Role play-</b> based around real life home items- home scene- babies, pets, dressing up</p> <p><b>Small world-</b> dolls house with laminated mini me photos</p> <p><b>Water-</b> with soapy bubbles- washing baby clothes, hanging them up with pegs</p>	<p><b>Role play-</b> café / ice cream parlour</p> <p><b>Water-</b> Different coloured water / ice cubes to experiment with colour mixing</p> <p><b>Small World-</b> dolls house with laminated mini me photos (linked to festivals)</p> <p><b>Tuff Tray –</b> Autumnal investigations</p>	<p><b>Small world-</b> Linked to vehicles, roads, ramps, tunnels, emergency vehicles, diggers etc</p> <p><b>Role play-</b> outdoor car wash / garage indoor farm shop, baskets, till etc</p> <p><b>Water-</b> Car Wash, muddy vehicles, brushes cloths etc</p>	<p><b>Small world-</b> jungle</p> <p><b>Role play-</b> cinema/ circus</p>	<p><b>Small world-</b> the moon, aquarium</p> <p><b>Role play-</b> rocket</p> <p><b>Water Tray-</b> Sea creatures</p>	<p><b>Role play-</b> doctors</p> <p><b>Small world-</b> emergency vehicles, hospital</p> <p><b>Water Tray-</b> Babies and toothbrushes and toothpaste in water tray- practise brushing (use Duplo blocks as teeth)</p>
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Ongoing continuous Provision (third teacher)	<p><b>Story telling Area</b> - range of hand puppets and characters for storytelling and opportunities for mark making</p> <p><b>Small World Area</b>- loose parts always stored in baskets accessible for children</p> <p><b>Role Play Area</b> - real life items and real life dressing up items</p>
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**Physical Development  
(Gross Motor Skills and Fine Motor Skills)**

*Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.*

Knowledge and Skills (Physical Development)  
What do we want the children to learn and know?

Me as an active child (Gross Motor)	I can move in a range of ways, changing my body shape and	I can jump off an object and land appropriately using my arms	I can show increasing control over an object, pushing,	I can experiment with different ways of moving, adapting	I can negotiate space successfully, avoiding	I can travel with confidence under over and through balancing and
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	position, e.g. crawling, rolling, skipping, sliding, hopping, slithering etc	and body to help me balance.	patting, throwing, kicking etc	movements to reduce risk	obstacles etc, when playing racing and chasing games.	climbing equipment. I can adjust my speed and direction to avoid obstacles.
Me as a mark maker	I can use simple tools to effect changes to materials	I can show a preference for a dominant hand	I can begin to use anti-clockwise movement and retrace vertical lines	I can begin to form recognisable letters	I can handle and range of tools and materials safely and with increasing control	I can hold a pencil and hold it effectively to form recognisable letters, most of which are correctly formed
Learning Environment - Big Question Enhancements	Play dough & modelling tools  loose parts-shells, wooden buttons, sticks, etc Family/People cutters	Coloured dough with different coloured loose parts (gems, beads etc-rainbows)  Red / yellow and blue dough to mix  Jelly play	Cutters and resources of different sizes for ordering  Playdough making station to support measuring – link to maths	Wheeled toys to make imprints in dough  Small construction toys to build vehicles	Selection of small loose parts / junk to make pictures / models etc	Playdough / Modelling clay / plasticine used to make characters or animals for story telling
Ongoing continuous Provision (third teacher)	Bikes and scooters, tyres, planks of wood, large loose parts, chalk for large scale mark making  play dough & tools, small items with tweezers, paper clips, peg boards, geo boards, threading with beads and pasta, loop, foam, pegs					

**Personal, Social and Emotional Development  
(Self-Regulation, Managing Self, Building Relationships)**

*Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life*

Knowledge and Skills (PSED)  
What do we want the children to learn and know?

Jigsaw sessions Adult led	Being me in my world (Oral Hygiene)	Celebrating Difference including anti bullying	Dreams and Goals	Healthy me (Oral Hygiene)	Relationships	Changing me
Me as an individual member of	I understand my own feelings and emotions	I recognise that we all belong to	I show confidence in	I understand the importance of a healthy diet	I talk about other's feelings and understand	I understand how our body works and how

our class and society	I can describe myself in positive, but realistic terms  I communicate freely about home  I understand that everyone's home life and family make up will be different	different communities  I understand behavioural expectations in different situations	speaking to others  I think about the future in positive terms	I understand the effect that exercise has on my body and why it is important to keep active	how my actions can affect them	it changes over time as we grow
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Ongoing continuous Provision (third teacher)	Role play, small world, quality texts, mini me's, team building through joint construction, sharing resources etc
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**Literacy**  
**(Comprehension, Word Reading, Writing)**

*It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).*

Adult Led Sessions	RWI Tales toolkit
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Knowledge and Skills (Literacy)  
*What do we want the children to learn and know?*

Me as a reader	I can recognise familiar words and signs such as my own name, mummy, daddy, and my friends	I will be able to describe the main story setting, events and characters of a story. I will know my set 1 sounds.	I will be able to recall stories and information that is read to me. I will read CVC words	I will re-enact and reinvent stories I have heard in my play. I will read CVC words and a few red words	I will begin to read high frequency words I will know my set 2 sounds and read words containing special friends	I will be able to put together rhyming strings but also know when it is alliteration. I will read words containing set 2 sounds
Me as a writer	I can communicate my ideas through marks/ writing I can use my dominant hand when mark making	I can write the correct graphemes to match initial sounds/ final sounds I can ascribe meaning to the	I can write simple, recognisable words and some two-word phrases, e.g., 'a cat' (using known sounds)	I can write simple sentences, e.g., 'he ran' (using known sounds and known common exception words)	I can write simple phrases, e.g., 'I can see a ...' / 'It is a ...' (using known sounds) and sentences	I can write recognisable letters, most of which are correctly formed (16+ letters) I can spell words by identifying sounds in them

	I can create simple shapes and patterns	marks that they make	I can use a tripod grip when writing (with support if necessary) I can write my name, forming some of the letters correctly I can begin to 'read' my writing	I can use a tripod grip when writing I can form most letters correctly when prompted I use an appropriate amount of pressure when writing I can begin to leave spaces between words I can read my writing	I can spell some common exception words I can leave spaces between words I can form some letters correctly	and representing the sounds with a letter or letters I can write simple phrases and sentences that can be read by others
Learning Environment - Big Question Enhancements	Writing pattern cards (zig-zags, etc.) Stand-up cards for children to write their names on to keep models Mud mark-making	Example registers Paper for lists Message box/ tray (where messages to the teacher go) Example letters to Father Christmas Rainbow letters	Photos/ drawings to label Signs Posters Word puzzles	Resources for innovating sentences such as 'he ran' (changing the subject or the verb)	Pictures to write about using phrases such as 'I can see a ...' and 'It is a ...'	Mini books
Ongoing continuous Provision (third teacher)	Selection of high-quality texts and storytelling props story, telling stones Paper on tables/ under tables, writing by torch light, 'Spy' writing with lemon juice, Scratch art <b>Continuous Provision - General Resources Paper</b> – Different sizes (e.g., small, A4, A3, rolls) and types (e.g., plain, lined, squared, dotted), Pencils – Thick and thin, Coloured pencils, Felt pens, 'Appealing' pens (e.g., gel pens, pens with toppers, highlighters, etc.), Magnetic letters and boards, Whiteboards and pens (small inside and large outside), Chalkboards and chalk (small inside and large outside), Etch-a-sketch, Large paintbrushes and water (outside), Sticky notes, Envelopes and 'stamps', Notebooks, Diaries, Calendars, School exercise book, Home-made books, Hole punches and treasury tags/ string, Staplers and staples, Post-box/ Message boxes, Sellotape and Sellotape dispenser/ glue, Children's name cards (with photographs for Term 1), Grapheme mats that match what has been taught/ alphabet frieze, Handwritten classroom labels, Letter formation guidance, space for children to display their writing/ noticeboard, Examples of writing – handwritten signs, shopping list, birthday card, simple postcard, Examples of environmental print (well-known signs, etc.) simple letter, envelope, invitation, etc. Adult's flipchart, writing belts/ caddies/ trugs, Typewriter, Blue tack, old laptop, Sound buttons/ talking tins/ i-pads					

## Mathematics

### (Number, Numerical Patterns)

*Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns*

and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make.

<p><b>Key Texts/Rhymes/Poems/Animations (Maths stories)</b></p>	<p>'Count the Animals' by Books for Little Ones 'The Very Hungry Caterpillar' by Eric Carle 'Count the Vehicles' by Laura Coleman '10 Black Dots' by Donald Crews 'How Many?' By Christopher Danielson '5 Wild Numbers' by Bella Gomez '1 Spy Numbers' by Jean Marzollo 'Just Enough Carrots' by Stuart J Murphy 'Joe can Count' by Jan Ormerod 'Count the Diggers, Dumper Trucks and Tractors!' by NCBUSA Publications 'Big Book of Things to Spot' Usborne Books <b>Size</b> 'Actual Size' by Steve Jenkins 'Ernest' by Catherine Rayner <b>Positional language</b> 'Where's my Teddy?' by Jez Alborough</p>	<p>'One Ted Falls out of Bed' by Julia Donaldson and Anna Currey 'Fish Eyes' by Lois Ehlert 'Nine Ducks Nine' by Sarah Hayes 'One Bear at Bedtime' by Mick Inkpen 'Snug as a Bug' by Tamsyn Murray and Judi Abbot 'One Fox: A Counting Book Thriller' by Kate Read 'One to 10 and Back Again' by Nick Sharratt and Sue Heap '10 Little Penguins' by Kate Toms 'Mouse Count' by EllenStoll Walsh 'Mr Gumpy's Outing' by John Burningham (adding 1) <b>Height</b> 'Titch' by Pat Hutchens 'I Want to beTall!' by Tony Ross</p>	<p>Anno's Counting Book' by Mitsumasa Anno 'My Granny went to Market: A Round-the-World Counting Rhyme' by Stella Blackstone and Christopher Corr 'We all went on Safari' by Laurie Krebs and Julia Cairns 'Animal 1 2 3' by Britta Teckentrup (adding 1) 'Cubes, cones, cylinders and spheres' by Tana Hoban <b>Distance</b> 'Faster, Faster, Nice and Slow' by Nick Sharratt and Sue Heap <b>Spatial reasoning</b> 'We're Going on a Lion Hunt' by David Axtell 'My Map Book' by Sara Fanelli 'Rosie's Walk' by Pat Hutchins 'We're Going on a Bear Hunt' by Michael Rosen and Helen Oxenbury</p>	<p>'Ten Little ...' by Mike Brownlow 'One Child One Seed: A South African Counting Book' by Kathryn Cave '10 Fat Sausages' by Michelle Robinson 'One Snowy Night' by Nick Butterworth 'Pete the Cat and his Four Groovy Buttons' by Eric 'What's New at the Zoo?' by Suzanne Slade <b>Weight</b> 'Balancing Act' by Ellen Stoll Walsh 'How much does a Ladybird Weigh?' by Alison Limentani 'Barry the Fish with Fingers' by Sue Hendr</p>	<p>'Noah's Ark' 'None the Number: A Counting Adventure' by Oliver Jeffers 'The Shopping Basket' by John Burningham <b>Ordering items by height and length</b> 'Biggest, Fastest, Tallest' by Darran Stobbart and Kasia Serafin</p>	<p>'1 to 20 Animals a Plenty' by Katie Vigger 'One Watermelon Seed' by Celia Barker Lottridge 'Eat Your Peas' by Kes Gray and Nick Sharratt 'How Many Blue Birds Flew Away?' by Paul Giganti 'How Many Legs?' by Kes Gray 'Pete the Cat and the Missing Cup Cakes' by Eric Litwin '12 ways to Get to 11' by Eve Merriam 'One is a Snail, Ten is a Crab' by April Pulley Sayre 'The Doorbell Rang' by Pat Hutchins 'The Shape of Things' by Dayle Ann Dodd 'The Hundred Decker Bus' by Mike Smit 'Odd One Out' by Britta Teckentrup</p>
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**Knowledge and Skills (Mathematics)**  
*What do we want the children to learn and know?*

<p><b>Me as a mathematician (Sentence stems)</b></p>	<p>"I can see ... .." (e.g. "I can see 3apples") "I used my eyes to subitise" "I used my eyes and subitised" "I can see ... .." (e.g. "I can see 3apples") "I used my eyes to subitise" "I used my eyes and subitised" "I can see ... counters" "I can see ... spaces" "... is bigger than ..." "... is smaller than ..." "... is more than ..." "... is fewer than ..." "I more than ... is ..." "I fewer than ... is ..."</p>	<p>"... is 5 and ..." (e.g. "7is 5 and 2" "I know I have ... .. because there is 1 ... in each hole" (e.g. when filling the holes in Numicon shapes with objects –"I know I have 8 buttons because there is 1 button in each hole of the 8 shape") "... is equal to ..." (e.g. 6is equal to 6") "... is the same as ..." (e.g. 6is the same as 6") "... is equal to ..." (e.g. 6is equal to 6") "... is the same as ..." (e.g. 6is the same as 6") "... is 5 and ..." (e.g. "7is 5 and 2") "This is a ..." (e.g. "This is a cylinder") "This has ... faces" "This ... has ... faces" (e.g. "This cylinder has 3 faces") "This ... was made with the face of the ..." (e.g. This circle was made with the face of the cylinder")</p>	<p>"I can see ... and ... hiding in the number ..." (e.g. I can see 5 and 2 hiding in the number 7") "... is the biggest number" "... is the smallest number" "... comes before ..." "... comes after ..." "... is not equal to ..." "... can be ... and ..." (e.g. "6 can be 5 and 1") <b>Add</b> "... add ... equals ..." "... add ... is the same value as ..." "... is equal to ... add ..." <b>Take Away</b> "... take away ... equals ..." "... take away ... is the same value as ..." "Subtract ... subtract ... equals ..." "... subtract ... is the same value as ..." "Part-part-whole "This is a whole ... because I have all of it" (e.g. "This is a whole</p>	<p>"... is an even number because it can be made from groups of 2" "... is not an even number because it cannot be made from groups of 2" "... is an odd number because it cannot be made from groups of 2" <b>Partitioning</b> "... can be partitioned into ... and ..." "... can be split into ... and ..." <b>Shape</b> "This ... has ... sides" (e.g. "This rectangle has 4 sides") "This ... has ... corners" (e.g. "This rectanglehas 4corners") "It is full" "It is empty" "It is nearly full" "It is nearly empty" "It is overflowing" "... holds more than ..." "... holds less than ..." "... holds more than ... because ..." (e.g. "Container A holds more than Container</p>	<p>"... is larger than ..." "... is greater than ..." "These numbers are in order" "First ..., then ..., now ..." "It is a double because ..." "It is not a double because ..." "Double ... is ..." "This is one half of the whole ... because ..." "This is not one half of the whole ... because ..." "The whole ... has been divided into two equal parts. Each part is one half of the whole" "Half of ... is ..." "... can be made into two equal groups" "... cannot be made into two equal groups" "... is the tallest" "... is the shortest" "... is the longest"</p>	<p>"... is 10 and ..." "20 is two 10s" "10 and ... is ..." "The number ... has ... ten and ... ones" "The number ... has ... tens and ... ones" "... is less than ..."(to be used when there is no equipment present) "These numbers are in order from smallest to biggest" "These numbers are in order from biggest to smallest" "These numbers are in order from smallest to largest" "These numbers are in order from largest to smallest" "... is the largest number" "... comes between ... and ..." "... is the heaviest" "... is the lightest" "... holds the most" "... holds the least" "This works because..." "This does not work because..."</p>
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		"This ... is tall" "... is taller than ..." "... is shorter than ..." "... because..." "I agree because ..." "I disagree because ..." "... is wrong because..."	apple because I have all of it") "This is not a whole ... because I do not have all of it" (e.g. "This is not a whole apple because I do not have all of it") "If ... is the whole, ... is a part and ... is a part" "This ... is long" "This ... is short" "... is longer than ..." "... is near" "... is far away" "... is nearer than ..." "... is further away than ..."	B because when I poured the water from A into B it overflowed") "... holds less than ... because ..." "... and ... hold the same amount" "... and ... hold the same amount because ..." "It is heavy" "It is light" "... is heavier than ..." "... is lighter than ..." "I know because ..."		"... and ... are the same because ..." "... and ... are different because ..." "... is the odd one out because ..."
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Ongoing continuous Provision (third teacher)

Lots of loose parts, Numicon shapes to 5 and then 10, tens frames, buttons, double sided counters, simple jigsaw puzzles, regular and irregular shapes, block play, construction toys, sorting trays, number tracks etc

**Understanding the World**  
**(Past and Present, People, Culture and Communities, The Natural World)**

*Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.*

Festivals	Harvest Sukkot Halloween Black History Month	Divali fireworks Remembrance Hanukah Christmas	Lunar New Year Valentine’s day Shrove Tuesday	St David’s day Mother’s Day St Patrick’s day Easter St George’s Day Holi (29 <sup>th</sup> March)	May Day Ramadan	
Visits/ visitors						

Knowledge and Skills (Understanding The World)  
*What do we want the children to learn and know?*

Me as a Geographer	I know about similarities and differences between me and my friends and family	I will look closely at the changes in nature and see what is similar and different  AUTUMN- Leaves Q: What can you see, what do you notice?	I can make observations of animals and plants around me WINTER- Frost Q: What can you see, what do you notice?	I understand growth, decay and how things change over time SPRING- Babies	I understand how my behaviour can affect the environment	I will show care and concern for living things SUMMER-Water
Linked texts	We are going on a bear hunt Stickman	Big pumpkin Hovis the hedgehog	Jack Frost Robin’s winter song	The chicken and the egg	Oi Frog Yucky worms	The ugly bug club Rosie’s glasses



	Storm The Gruffalo The squirrel who squabbled The veg patch party	Bats around the clock Poppy and the blooms The wind blew Stuck	The best nest Papa Penguin The weaver The day I met my shadow The Weaver	Bouquet of butterflies Planting a rainbow Sam plants a sunflower Festival of colours A fruit is a suitcase for a seed	Mad about mini beasts The bumble bear The extraordinary gardener	Too many bubbles The bad tempered ladybird The tiny seed
Me as a Scientist	I know how to operate simple equipment	I show skill in making toys work by pressing parts and lifting flaps to make sound, movements or new images	I can talk about why things happen	I can make observations of animals and plants, explain why some things occur and talk about changes. Planting vegetables- monitoring growth	With adult supervision, I can use the internet	I can create content such as videos recording and stories on screen
Computing	<b>SMART rules- 'S'</b> Self-Image & Identity Privacy and security (DL) <b>TECHNOLOGY IN OUR LIVES:</b> Devices around us which use the internet (IT) <b>MULTIMEDIA</b> : Photography (iPad camera app to make selfie photo puzzles)	<b>SMART rules 'T'</b> Online Bullying (Link with National 'Anti-bullying Week') (CS) <b>PROGRAMMING: Moving a toy/ character</b>  Verbal & Beebots Develop: 2Go simple	<b>SMART rules- 'M'</b> Online Reputation (DL) <b>TECHNOLOGY IN OUR LIVES</b> Torches	<b>SMART rules 'A'</b> Health, well-being, and lifestyle Copyright and ownership (IT) <b>HANDLING DATA</b> (2Investigate)	<b>SMART rules 'R'</b> Online Relationships (IT) <b>MULTIMEDIA</b> : Word processing (2Create a story)	<b>4Rs</b> Managing Online Information (CS) <b>PROGRAMMING</b> (Scratch Jr)
AF	Purple Mashcam-selfie 2paint- self portrait	Beebots Purple Mash 2go	Torches Purple mash simple city	2count	2 explore Use google to search	Scratch Jr Use ipad to take a video
Linked text	Goldilocks (hashtag a cautionary tale)	Once upon a time online	Chicken clicking	Websters friend	Troll Stinks	Penguinpig
Me as a Historian	I can talk about past and present events in my life and about my family Baby photos	I can describe special times and events for my family and friends Celebrations	I recognise similarities and differences between things that happened in the past and now.	I understand the past through settings, characters and books	I know that my friends do not always enjoy the same things, and I am sensitive to this Events	I show an interest in different occupations and understand their importance in society Police/ nurse

Learning Environment - Big Question Enhancements as a continuous display	Guess who-baby photos-changes It's OK to be different (book)	Take a photo of the class under the tree with Autumn leaves for timeline	Take a photo of the class under the tree with frost for timeline Photo of transport now and in the past and add to timeline	Take a photo of the class under the tree with blossom for timeline	Take a photo of the class under the tree with leaves and sun for timeline	Photo of police now and in the past and add to timeline
Diversity Texts	So Much! Rama and Sita	Mixed Rain before Rainbows Let's celebrate	Runaway Wok	Festival of colour	Astro girl	Rosie's glasses
Ongoing continuous Provision (third teacher)	Investigation area – magnifying glasses, magnets, loose parts, mud kitchen, gardening area, small world vehicles etc (Links to all other areas of provision)					

**Expressive Arts and Design**  
**(Creating with Materials and Being Imaginative and Expressive)**

*The development of children's **artistic and cultural awareness supports** their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.*

Focus artist		Kandinsky and Mondrain	Jackson Pollock	Van Gogh	Cezanne and Monet	Matisse
Linked Texts	The crayon man The dot	Noisy Kandinsky	Action Jackson	Vincent's colours Katie and the sunflowers	Monet paints a day Katie and the water lily pond	Henri's scissors Matisse's magical trail

**Adult Led Sessions**  
*What do we want the children to learn and know?*

Me as a sculptor	I can roll a sausage and a ball out of plasticine/ clay	I can pinch, pull, push and poke plasticine/ clay (thumb pot)	I can experiment with tools and select a tool	I can make a spiral out of one piece of clay (coil pot)	I can create a slip and join layers of clay	I can design, draw, label and make a model.
Me as a painter	I can use paint and brushes appropriately	I can mix colours and to use different size brushes	I can create different shades of colour and to create different effects	I can add white to create a shade and to choose the right tool for a piece of work	I can use colour for purpose by mixing and matching to artefacts	I can paint from imagination and create a detailed painting
Me as a Performer	I explore moving in a range of ways	I can listen attentively, move to and talk about music	I can sing in a group or own my own matching pitch and melody	I can develop storylines in play	I can watch and talk about dance and performances	I can explore and engage in music making dances

Ongoing continuous Provision	Selection of paper of different sizes and colours, paper plates, pens, pencils, crayons, ready mixed paint, powder paint, brushes, sponges, rollers, fabric, pipe cleaners, feathers, gems, pompoms etc					
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(third  
teacher)

Selection of musical instruments e.g. tambourines, shakers, drums, claves, castanets,