

Updated May 2025

Hamp Nursery and Infants School

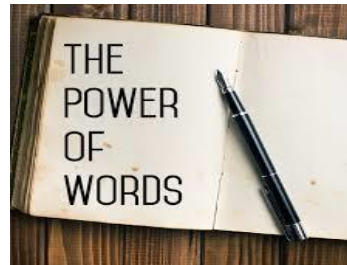
Curriculum 2025/2026



EYFS
KS1



Celebrating
Differences



The Power of Words



Our Community

At Hamp Nursery and Infants school, we have developed this curriculum to meet the specific needs of our pupils, to enhance and enrich the national curriculum, providing knowledge, skills and experiences to develop well-rounded, responsible young citizens. We have worked beyond the national curriculum, taking into account our pupils starting places, their own communities, and their individual needs and life experiences. This curriculum has been very carefully planned to build the children's skills and knowledge, embedding their learning, and to encourage them to become active participants in their own learning journey. We have a strong emphasis on Speaking and Listening, PSHE and reading. The curriculum embodies our school ethos and values:

Hamp Nursery and Infants school

"Where every child matters"

Happy healthy learners

Aspiring and achieving together

Motivated and making progress

Prepared for life's next steps!

Colour codes

Each curriculum page uses two font colours to distinguish between types of activities:

Black text indicates the statutory activities that must be included in planning for all pupils.

Blue text represents additional enrichment activities designed to enhance and embed learning. These should be included whenever possible. If time does not allow for them during the current term, they should be rescheduled for another point in the year. Please record the date when each activity is taught.

Our curriculum is very carefully planned using the National Curriculum. Our "Literacy Tree" stories are carefully matched and used as a starting point for learning. We have taken a topic-based approach, but are still very clear about subject knowledge and skills progression within each unit of work (known as story plans), within each year group, and then across the year groups; building from our Nursery provision through to year two. Each story has a question prompt based on the context of the story, to link directly to the "topic" areas, providing a main subject focus for each story from either science, history or geography, but then including all other subjects to enhance and embed the areas of learning. Teachers can and will teach their stories in different orders, as they have been planned to introduce, embed, practise and revisit skills and knowledge. However, there are some schemes that run alongside as they must be taught in a progressive order or are standalone e.g. Maths and Jigsaw (PSHE). These must be added into the relevant boxes on each story plan.

Literacy: Highlight **Literacy Tree story** focus/add **SPaG** focus.

Speaking and Listening: Hamp objectives (add objectives to story plan and MTP's)

Mathematics : **White Rose** blocks (add Unit to story plan and small steps to MTP's)

PSHE : **Jigsaw** Puzzles (add unit to story plan and pieces to MTP's)

RE : **AMV syllabus for Somerset** units (add unit to story plan and "lessons" to MTP's)

Music and PE are planned and taught by specialist teachers.

Each story plan has an additional music and PE enrichment lesson to be taught within the topic.

British Values at Hamp Nursery and Infant School

At Hamp Nursery and Infant School, we encourage children to be aware of the diverse world they live in, promoting the values of respect, tolerance and inclusivity. Children will be encouraged to develop themselves spiritually, morally, socially and culturally. Children will have opportunities to learn about and celebrate differences, helping them to become sensitive, compassionate and empathetic members of the school community and society as a whole. Children will be taught the fundamental British Values of democracy, the rule of law, individual liberty and the mutual respect for and tolerance of those with different faiths and beliefs. Every class has a British Value display for children to make reference to during the year and this is developed in line with the class story and historical events. A diverse range of cultural and religious festivals are celebrated through RE lessons, assemblies, display boards and celebration days.



Reception	Year 1	Year 2
<p>Children will:</p> <ul style="list-style-type: none"> - Be exposed to language; democracy, rule of law, individual liberty and mutual respect and tolerance. - Establish and follow school rules and reinforce these throughout the year. - Discuss right, wrong and fairness through conversations, PSHE, class rules and stories. - Experience real-life rules such as police visits and road safety awareness. - Vote for what equipment to have out, voting in maths to collect and record data and voting for a book to read. Voting to be in the form of names, hands up or objects. - Understand freedom and choice and encouraged to fulfil this right through making choices in independent learning. Understand and show 'respect' through conversations, PSHE, stories and cultural lessons. - Be encouraged to try new activities to build self-confidence and self-esteem. - Understand and celebrate the differences and similarities between themselves and others. - Be encouraged to positively contribute to the wider community. 	<p>Children will:</p> <ul style="list-style-type: none"> - Make some reference to language; democracy, rule of law, individual liberty and mutual respect and tolerance. - Reinforce and follow school rules and create own classroom rules. - Reflect on right, wrong and fairness through conversations, PSHE, class rules and stories. - Talk about real-life rules such as people who help us and road safety. - Vote for expression of interest within story and topic discussions. Vote to be in the form of names, hands up or objects. - Make own choices during topic, Literacy based inventions and rainbow time. - Discuss and represent 'respect' through conversations, PSHE, stories and cultural lessons. - Confidently try new activities to build self-confidence and self-esteem. - Understand and celebrate individualities within the school community. - Actively and positively contribute to the wider community. 	<p>Children will:</p> <ul style="list-style-type: none"> - Use correct vocabulary; democracy, rule of law individual liberty and mutual respect and tolerance. - Create and follow own rules across different classroom contexts such as group activities and specific subjects. - Explain right, wrong and fairness during conversations, PSHE, class rules and stories. - Suggest a real-life rule for the community. - Participate in vote that offers debate and form of opinion. Vote to be in written format. - Create a vote within social situations such as board games and playground activities. - Have opportunities to have their voices/ideas heard by using a suggestion box or discussing a change in school. - Take own responsibility during topic lessons, Literacy based inventions and rainbow time. - Model 'respect' throughout the school community. - Build self-confidence and self-esteem by making independent choices. - Promote and celebrate individualities within the school community. - Plan ways to positively contribute to the wider community.

Consistency Approach: Independence

Teaching "life-skills" is important to us at Hamp, all adults will support the teaching of the consistency approach. These objectives should be actively planned and taught, revisited and practiced so they are firmly embedded.

Reception	Year 1	Year 2
<ul style="list-style-type: none"> - Line up quietly - Begin to call all adults by name, using voice to gain attention - Hold a knife and fork - Try everything on their plate - Store their own belongings and be responsible for looking after them - Put their own letters and belongings into their own bag - Scrape their bowls / plates effectively - Use and respond to the behaviour management system - Follow the quiet areas of the school - Change for P.E. independently and then get dressed - Set up cutlery and cups at lunchtime - Sweep up - Tidy up resources and put them away in the correct place - Take the register to the office - Name own work - Use scissors safely - Put the lids on pens and glue sticks - By the end of the year, carry their own plate of food to their table 	<ul style="list-style-type: none"> - Know the quiet environments in the school - Find the next clean page in their books - Use and understand the behavior management system - Use a knife and fork correctly - Fold their clothes for P.E. - Take a message - Get out and distribute books - Use scissors to cut more complex shapes - To handle and carry all tools correctly - Use appropriate eye contact when communicating - Copy from the board - Put the lids on pens of the correct colour - Sharpen pencils - Safely stack chairs - Understand how to use a ruler - By the end of the year, write the short and long date 	<ul style="list-style-type: none"> - Model behavior in the quiet areas of school - Wash up the cups - Move around the school in the expected manner - Make themselves look presentable <ul style="list-style-type: none"> - tuck t-shirt in, collars out - Communicate a message - Be able to work in silence when appropriate - Write and underline the long date - Recognise that they are responsible for their own homework / reading - Call all adults in the school by name - Tie up their own hair - Tie their own laces




Experiences

This list was selected by the whole staff. Embrace it and actively plan for it!

Reception	Year 1	Year 2
Play in the snow (all years if it snows during school)		
Play hide and seek Get to know a tree Roll down a hill Go on a welly walk Use bikes/trikes/scooter Bring up a butterfly Blow dandelions Make a time capsule Make mud pies Blow bubbles Box sledging Press flowers Meet a farm animal Build sandcastles Visit a pond Feed ducks	Learn to play board games Learn to play a card game Fly a kite Play hopscotch Go on a picnic Wax crayon rubbings Play conkers Cinema/film experience Make a wild/flower crown Play pooh sticks Go paddling in water Go on a forest walk Post a letter Cloud watching Jump in puddles Jump in a pile of leaves Make tin can walkie-talkies Pyjama day Have a bedtime Story Read a book under a tree Wrap a present Have a birthday party Rope Swing	Go to the library Play capture the flag Make paper planes Go on a bus Build a den Visit a museum Skim a stone Fruit/veg picking Walk barefoot Use skipping ropes Hunt for fossils Bird watching Eat something we've grown Cook on a campfire (marshmallow) Dance in the rain Climb a tree Sell something we've made (raise money) Buy something Climb a tree Go to the park Water balloon fight Dig up a time capsule (from reception) Create a mural Create own whistle Learn how to make bird calls



Calendar of Events for 2025/2026

Term themes	 Autumn - "Celebrating Differences"	 Spring - "Power of Words"	 Summer - "Our Community"
Religious events	Rosh Hashanah (23.09.25) Harvest festival (06.10.25) Diwali (21.10.25) Winter solstice (21.12.25) Christmas (25.12.25)	Chinese New Year-Year of the Horse (17.2.26) Ramadan (17.2.26-18.3.26) Mothering Sunday (15.3.26) <i>Cards PM 13.03.26</i> Easter (03.04.26-06.04.26)	Cinco de Mayo (05.05.26) Shavuot (21.05.26) Eid -al - Adha (27.05.26) Summer solstice (21.6.26)
Other notable events	Bridgwater Fair (starts 24.09.2025) MacMillian Coffee Morning (26.09.25) Black History Month (October 2025) National Poetry Day (03.10.25) Remembrance day (11.11.25)	St Valentine's Day (14.02.24) Pancake day (17.02.26) <i>Falls during half-term so make pancakes w/c 13.2.26</i>	St George's Day (23.04.26) The London Marathon (26.4.26) Somerset Day (11.05.2026) Football World Cup (11.06.26 - 19.07.26) Father's day (21.06.26) <i>cards PM 19.06.26</i> Wimbledon (29.06 2026 - 12.7.2026) Tour de France (04.7.2026 - 26.7.2026)
Awareness days	World Mental Health Day (10.10.25) World Children's Day (20.11.25)	World Day of Peace (01.01.2026) International Women's Day (08.03.26) World Autism Awareness Day (02.04.2026)	May Day (01.05.26) International Day of Families (15.05.2026) World Environment Day (05.06.26)
<u>Theme weeks</u>	"Settling in" Theme week 03.09.25-05.09.25 "Celebrating Differences" Theme week 08.09.25-12.09.25 Bridgwater Fair Welly Walk/Picnic (24.09.25) "Christmas" Theme week 15.12.25-19.12.25	"Power of Words" theme week (05.01.26-09.01.26) "Children's Mental Health Week" (09.02.26 - 14.02.26) Including Dress to Express Day - 09.02.26, Safer Internet Day (10.02.2026), Chinese New Year (17.02.26, Chinese food on 12.02.26), Valentines Day links to friendship (14.02.26 cards on 13.02.26), Shrove Tuesday (17.02.26 Pancakes on 13.02.26) "Easter" (01.04.2026 -02.04.2026) Parent Crafting/Bonnet Parade - 01.04.26 PM	"Our Community" theme week (20.4.26-24.4.26) <i>Include St George's Day 23.04.26 and a community project.</i> "Transition" theme week (06.7.26 - 10.7.26) <i>includes whole school transition day to new classes.</i> "Celebration" theme week (13.7.26 - 17.7.26) <i>To include Leaver's Assembly (15.7.26) and picnic/party day (16.7.26.)</i>

Assemblies	St Andrew's Day (30.11.25) Church Assembly-Harvest Festival (08.10.25) Wear Autumn colours - raise funds for foodbank	Story Telling Week 02.02.2026 -06.02.26 (No assemblies - Story time activities all week) St David's Day (02.03.26) World Wildlife Day (04.03.26) International Women's Day (09.03.26) St Patrick's Day (17.03.26) World Autism Awareness day (30.3.26) Church Assembly-Easter (02.04.26 AM)	St George's Day (23.04.26) World Environment Day (05.06.26) International Day of Families (15.05.26) Church Assembly -Y2 Leavers (15.7.26)
Events	Christmas Decoration Day (Parents Craft/Non-Uniform Day/ collect for foodbank) - (05.12.25) Nativity Performances 8th and 10th December Christmas Pantomime 09.12.25 Christmas Jumper Day/Christmas Lunch 11.12.25 Toddler Nativity Performance 12.12.25 Christmas Funday - 19.12.25 School Fundraising event (17 th December) link to Christmas eg Movie night	World Book Day (05.03.26) Mothering Sunday (15.3.26) Cards PM 13.03.26 School Fundraising event (1 st April Easter Disco)	Walk to School Week (19.05.26 -23.05.26) School Fundraising event (June TBC) link to Football World Cup Father's day (21.06.26) cards PM 19.06.26 Year 2 Transition Day (01.07.26) Year 2 Trip (July TBC) Sport's Day (June/July TBC)
Charity events	MacMillian Coffee Morning (26.09.25) Harvest - raise funds for Foodbank (08.10.25) Children in need (15.11.25)	Comic relief (march 20 th - TBC)	

All events to be included in all teachers planning.

Key

Yellow - Off curriculum weeks

Blue - Donations from parents

Purple - Lunch changes

Green - Church assembly days TBC

Speaking and Listening

At Hamp Nursery and Infants school we place a higher emphasis on the development of Speaking and listening skills. As well as it's vital role in our literacy scheme starter activities this will be reflected in all areas of the curriculum, both in planning and in time allocation. As a whole staff we have worked on developing the teaching and practising of Speaking and Listening throughout the school. All lessons will, in some part, provide opportunity for speaking and listening development.

At the beginning of each new topic for the half term teachers will create a medium-term plan to show the areas of speaking and listening that will be taught during that topic area. These areas will then be taught and practised throughout the half term during planned activities and lessons.

Teachers will show where the planning of teaching and practising of Speaking and Listening will take place in lessons by highlighting the text in purple on their planning. Teachers will also produce a weekly speaking and listening plan which they will use at the beginning of each literacy session taught.

Teachers and TAs will at all times demonstrate good models of spoken English and good models of interpersonal communication through story-telling, reading aloud, class and group discussions and one to one conversation with children and with other staff.

We prioritise the development of speaking and listening for all pupils. All adults will take every opportunity to maximise learning opportunities.

Following the EYFS, we actively teach speaking and listening- see year group objectives- next two pages (also included in AfL pack).

Speaking and listening assessment for learning – Year One

<u>Starter activities</u>	<u>Literacy</u>	<u>Mathematics</u>	<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Computing</u>	<u>RE/PSHE</u>	<u>Art /DT</u>	<u>Music</u>
<u>Child led</u>	<u>Small group</u>	<u>Large group</u>	<u>Whole class</u>		<u>Child led</u>	<u>Small group</u>	<u>Large group</u>	<u>Whole class</u>	
Listening & understanding					Speaking/Presenting				
<ul style="list-style-type: none"> Listen to adults. Remember, tell you what was heard or do what was said. Concentrate and pay attention in groups/whole class. Follow simple instructions with two or three parts. Answer different types of questions appropriately. Make relevant comments. Say if I do not understand or help is needed. Know what “good listening” is. Maintain calmness and control over body movements and position. 					<ul style="list-style-type: none"> Speak in an audible voice. Speak in simple sentences. Use some joining words for compound sentences. Be able to hear the difference between speech sounds. Be able to say the different speech sounds. Organise my thoughts and ideas to communicate them clearly in order. Share an idea or opinion with someone I know. Make spontaneous comments in discussions. Describe an incident or tell a story from my own experience. Retell a familiar story in own words. Repeat a story. Order events using appropriate language. 				
Social interaction									
<ul style="list-style-type: none"> Recognise and talk about own feelings to my peers. Explain the smaller tasks that make up a large task. Work with other children to do something together. Organise a leader and sometimes take on that role. 					<ul style="list-style-type: none"> Understand the rules of conversation. Be able to join in a conversation with other children and be part of a group. Listen to and respect others opinions. Converse with peers asking and answering questions. Make appropriate eye contact with peers and adults in interactions. 				
Creativity					Vocabulary				
<ul style="list-style-type: none"> Understand imaginary and real. Talk about and describe my imaginary ideas. Show creativity and imagination in role-play, small world play etc. Take on a “role/character” within a drama or role-play. Use different appropriate “voices” for characters. Listen and respond to other “characters” within the drama or role-play. Talk about how a character or other person may feel. 					<ul style="list-style-type: none"> Pick up new words quickly and easily. Know the words for things within their experience. Understand and use a range of words related to time, shape, texture, size. Understand “categories” of words such as animals, toys, food. Make suggestions of new words to fit into different categories. Add description to words and use within sentences. Understand rhyming and opposites. 				

Speaking and listening assessment for learning – Year Two

<u>Starter activities</u>	<u>Literacy</u>	<u>Mathematics</u>	<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Computing</u>	<u>RE/PSHE</u>	<u>Art /DT</u>	<u>Music</u>
<u>Adult led</u>	<u>Small group</u>	<u>Large group</u>	<u>Whole class</u>		<u>Child led</u>	<u>Small group</u>	<u>Large group</u>	<u>Whole class</u>	
Listening & understanding					Speaking/ Presenting				
<ul style="list-style-type: none"> Listen to other children. Use active listening strategies to show I am listening to others. Focus on key points in a sentence in order to answer a question. Follow complex instructions with two or three parts. Ask questions to show active listening. Sustain attentive listening e.g. a longer presentation, whole story, video clip. Respond to different forms of presentations accurately recalling main features, events or highlights. Listen to adults talk - remember points and explain what I have heard/learnt. Ask for clarification if I do not understand or need further information. 					<ul style="list-style-type: none"> Speak with clarity. Use gesture, intonation & expression to aid meaning in stories, poems, NF, questioning. Use longer, compound sentences with a range of joining words. Use complex sentences that maintain order and have meaning. Demonstrate good grammar – consistent tenses, plurals. Demonstrate use of a wide range of adjectives and adverbs. Retell information and stories sequencing thoughts and ideas to retain clarity. Share my thoughts and ideas through speaking to groups of people I am familiar with. Speak clearly to an unfamiliar person or group of children expressing my meaning successfully. 				
Social interaction									
<ul style="list-style-type: none"> Recognise and talk about the feelings of my peers with them. Explain why teams are sometimes better than working by myself. Work with a team organising, supporting and respecting others roles and responsibilities. 					<ul style="list-style-type: none"> Sometimes take on the role of leader. Understand the need to talk in a different way to different people. Participate in conversations about topics initiated by others, showing interest and active listening skills. 				
Creativity					Vocabulary				
<ul style="list-style-type: none"> Link imagination to actual images, actions or texts seen. Act out or model own ideas. Sustain a role or character in a drama/role-play in conversation with other characters. Take on different roles in dramas/role-play. Develop a story or scenario from a starting point. Show creativity and imagination in structured drama scenarios. Use techniques such as hot seating, freeze frame to explore characters and emotions. 					<ul style="list-style-type: none"> Pick up new subject-specific words quickly and easily. Use words from one experience to link to other experiences. Compare words and choose a “best fit”. Explain the meanings of words. Understand categories of words such as nouns, pronouns, adjectives, verbs and adverbs. Use interesting and imaginative words to add style and flow to speech and writing. 				

Progression in Art

All classes must teach the following Artists, techniques and produce a final end of year project for display.

Children should all have an individual piece, and a class project to exhibit.

	Reception	Year 1	Year 2
Artists	Jackson Pollock Sand sculpture	Andy Goldsworthy William Morris	Kandinsky Banksy
Art techniques	Leaf printing Leaf rubbing Leaf art Colour mixing Drawing	Tree clay face Texture weaving Paper collage Colour mixing - painting animals Drawing	Watercolour painting Marbling 3D modelling - fruit bowl Drawing
Final project	Tile	Weaving	Canvas

All classes to use a variety of art mediums, including:

- Wax crayons
- Pastels
- Charcoal
- Chalk
- Felt tips
- Colouring pencils

We will have an art exhibition in school on the
parents day of July 10th.

Each class will need to display their finished products
with some photos/explanations.

Skills List: Art

Reception	Year 1	Year 2
<ul style="list-style-type: none">- Draw a simple person- Draw a simple face with features appropriately placed- Draw basic shapes- Draw a basic house using shapes- Draw an animal using shapes- Draw a basic tree- Draw a basic flower	<ul style="list-style-type: none">- Draw a person with body parts appropriately positioned- Draw a face with features that are proportional and the correct shape- Draw a house from observation- Draw various buildings from observation- Draw realistic animals- Make more detailed drawings of plants and trees	<ul style="list-style-type: none">- Draw a person in proportion with detailed clothing and specific facial features- Draw a cityscape- Draw a townscape- Draw animals based on observations- Draw animals from different positions / viewpoints- Scientific drawings of a leaf and a flower

Taught through Literacy Tree story plans, moving on progressively as children master each skill.

Geography - Barnaby Bear

To be taught through the following stories/topics *also included on story plans.*

Reception	Year 1	Year 2
<p><u>The Extraordinary Seed/The Tiny Seed</u></p> <ul style="list-style-type: none"> - Barnaby farm- daily jobs on the farm - Change settings - dress up Barnaby as a pirate / pirate ship <p><u>Naughty Bus/I Will Never Not Ever Eat a Tomato</u></p> <ul style="list-style-type: none"> - Different gardens, house garden, allotment, secret garden - Visit a garden centre - Barnaby could talk about eating healthy, talk about food groups. <p><u>Cave Baby/Bringing the Rain to Kapiti Plain</u></p> <ul style="list-style-type: none"> - Camp out in the wood Day/ night. - Woodlands, visit nocturnal animals/ hibernation, young and adult animals/ animal growth. Family of animals. <p><u>I am Henry Finch/Look Up!</u></p> <ul style="list-style-type: none"> - Town, look at different bridges, Local area, go on a walk round their houses. - Look at technology of different towns that he could have visit. <p><u>Billy and the Beast/I Want My Hat Back</u></p> <ul style="list-style-type: none"> - Visit different homes in our local area/ different countries/ Different types of homes. - Route to school and home, journey around our area. <p><u>Night Pirates/Lost and Found</u></p> <ul style="list-style-type: none"> - Ocean habitats; different types of homes under the sea, Go scuba diving - Sun safety - Visit a sand sculpture - Past and present- visit dinosaurs, bring back fossils to show the children. 	<p><u>Beegu/Pig the Pug</u></p> <ul style="list-style-type: none"> - History of bears, famous teddy bears Teddy Roosevelt - Visit the super-market - Visit the pond canal - Drawing animals - see bears in the wild <p><u>Stanley's Stick/Dinosaur and all that Rubbish</u></p> <ul style="list-style-type: none"> - Up Mount Everest with Edmund Hillary - Go to the vets - Seasonal change, different weather in different area of jungle. - Cultural awareness how the polar bear got his white fur. <p><u>The Sea Saw/The Odd Egg</u></p> <ul style="list-style-type: none"> - Visit the different types of tree - Visit a butterfly house/ Farm - Visit a wild field - talk about the different plants - Brings in some caterpillars <p><u>Where the Wild Things Are/Julian is a Mermaid</u></p> <ul style="list-style-type: none"> - Bears- explain they are wild. - Making boats - different between the river and land - Visit the Admiral Blake monument/ the museum/ Blake garden <p><u>Izzy Gismo/A Walk in London</u></p> <ul style="list-style-type: none"> - Visit a castle - Talk about clothing with weather - History of Bridgwater- visit the river and have a picnic <p><u>The Comet/Astro Girl</u></p> <ul style="list-style-type: none"> - Compare where different bears live, polar/ wild bear - Similarities and differences, within climates - Investigate shift workers/ fire station/ visit a hospital/ how he got treated in hospital. 	<p><u>The Last Stop on Market Street/The Journey Home</u></p> <ul style="list-style-type: none"> - Get lost - Go to a forest/ cave/ field/ etc - What different vehicles does he need to travel around the world aeroplanes, - Experience living/ dead - maybe the beach <p><u>The Minpins/The Bear Under the Stairs</u></p> <ul style="list-style-type: none"> - Visit another country - Different carnivals around the world- go to our carnival/ compare <p><u>Jim and the Beanstalk/We are Water Protectors</u></p> <ul style="list-style-type: none"> - He could go to a gallery - Visit Mexico/South Africa - Bring in some fruit- make some fruit salad, where did it come from? - Play some music from different countries <p><u>Lubna and Pebble/Tadpoles Promise</u></p> <ul style="list-style-type: none"> - Visits Habitats around the world - Impact on humans on the environment- polluted beach/non-polluted beach - News report- live report in a volcano <p><u>Ocean Meets Sky/Dear Earth</u></p> <ul style="list-style-type: none"> - Animation - computing - Put him in a rocket go to space <p><u>Rosie Revere Engineer/Iggy Peck Architect</u></p> <ul style="list-style-type: none"> - Bridges- different types of materials (Testing materials for Barnaby bear clothing) - River and canals - Visit Banksy artwork and Brunel - Bristol - Visit the SS Great Britain

Literacy Overview

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction
<p>Jack & Jill Nursery</p> <p>These units are taught in this order</p>	<p>Text We're going on a Bear hunt</p> <p>Genre Problem/resolution</p> <p>Focus Characters</p>	<p>Focus Shopping lists, Cards & invitations</p>	<p>Text This is the Bear and the scary night</p> <p>Genre Tale of lost & found</p> <p>Focus Dialogue through speech bubbles</p>	<p>Focus Dark & light</p>	<p>Text The Little Yellow Chicken</p> <p>Genre Quest tale</p> <p>Focus Settings</p>	<p>Focus Environment s & weather</p>	<p>Text The Gruffalo</p> <p>Genre Warning tale</p> <p>Focus Character describe with adjectives</p>	<p>Focus Cooking & recipe books</p>	<p>Text The Little mouse, the red ripe strawberry & the big hungry bear</p> <p>Genre Tale of Defeating the monster</p> <p>Focus Characters emotions</p>	<p>Focus Fruit & colours</p>	<p>Text The Train Ride</p> <p>Genre Family story</p> <p>Focus Sequencing</p>	<p>Focus The seaside</p>

Curriculum Map Texts and questions	Literacy texts One unit to be taught One text for Reading for Pleasure	Writing Outcome	Year group
What do you want to be?	The Extraordinary Gardener The Tiny Seed	Narrative inspired by the original Advice leaflets	Reception
How do plants grow?	Naughty Bus I Will Never Not Ever Eat a Tomato	Own adventure stories Stories about fussy eaters	Reception
What animals come out at night?	Cave Baby Bringing the Rain to Kapiti Plain	Narrative retelling Tourist information leaflet	Reception
Where do we live?	I am Henry Finch Look Up!	Guidebooks - How to Think Non-chronological reports	Reception
Who lives in a house like this?	Billy and the Beast I Want My Hat Back	Alternative 'defeat the monster' narrative Story sequels	Reception
What is under the sea?	Night Pirates Lost and Found	'How to be a Pirate' guide Own version of 'losing/finding' narratives	Reception

Curriculum Map Texts and questions	Literacy texts Both units to be taught	Writing Outcome	Year group
Where do you live?	Beegu Pig the Pug	Own version of 'alien' narrative 'How to' guides	Year 1
What is the world made of?	Stanley's Stick Dinosaur and all that Rubbish	Own version narratives Pamphlets	Year 1
How does your garden grow?	The Sea Saw The Odd Egg	Own version narrative Egg spotter's guide	Year 1
Have you seen the wild things?	Where the Wild Things Are Jullian is a Mermaid	Own version 'wild thing' narrative Three-verse poems	Year 1
What's it like in the United Kingdom?	Izzy Gizmo A Walk in London	Simple explanation 'A walk in...' tour guide	Year 1
When are you awake?	The Comet Astro Girl	Own version narratives Fact file about being an astronaut	Year 1
Curriculum Map Texts and questions	Literacy texts Both units to be taught	Writing Outcome	Year group
Where will you go?	The Last Stop on Market Street The Journey Home	Narrative writing Persuasive letters	Year 2
How does it make you feel?	The Minpins The Bear Under the Stairs	Own version narratives about bravery Information texts	Year 2
How does it grow?	Jim and the Beanstalk We are Water Protectors	Sequel stories Environmental campaign	Year 2
How can we help?	Lubna and Pebble Tadpoles Promise	Own version friendship narrative Own version narrative	Year 2
What is out there?	Ocean Meets Sky Dear Earth	Own version fantasy world narratives Information leaflet	Year 2
How do you get there?	Rosie Revere Engineer Iggy Peck Architect	Leaflet for local landmarks Fact files	Year 2

Further Areas to Develop if needed:

Year 1 - Book Reviews

Year 2 - Persuasion and Discussion.

All classes within each year group will follow the plan for their year, differentiating as appropriate for the needs of their children. The story, literacy focus and topic can all be differentiated accordingly. Split classes will usually work from the curriculum for the younger year group, differentiating as appropriate for the older children by including the corresponding focus from the older year group. However, depending on the needs of the pupils in each class, this will be discussed and agreed by SLT prior to the start of a new year.

All year groups will follow the story rotation. Within each year group, classes will be taught the same genre, focusing on the same outcome. However, the order in which the stories are taught will depend upon the specified rotation.

In addition, the curriculum to teach SPaG is set to follow a specific progression. Teachers should plan from the pupils starting points and the previous teacher's assessment for learning for the start of a year, then use ongoing formative assessment to move the SPaG objectives on as the children are ready, and not before. These must be added to each story plan as well as broken down into individual lessons for the MTP's. Teachers will also focus on the SPaG outcomes documented on the Literacy Tree schemes of learning. However, the focus of SPaG and the explicit teaching of different SPaG objectives must be taught in the specific progression document.



Literacy Framework

Literacy Tree Story Rotation - Whole school: 2024/2025

Autumn A	Spring A	Summer A
<p>Gruffalo Class - I am Henry Finch/Look Up!</p> <p>Snow Bears- Cave Baby/Bringing the Rain to Kapiti Plain</p> <p>The Very Hungry Caterpillars Class- Billy and the Beast/I Want My Hat Back</p> <p>Stardust - Beegu/Pig the Pug</p> <p>Percy the Park Keeper Class - Where the wild things are/Julian is a Mermaid</p> <p>Paddington Class - The Last Stop on Market Street/The Journey Home</p> <p>Night Pirate Class - The Minpins/The Bear Under the Stairs</p>	<p>Gruffalo Class - Night Pirates/Lost and Found</p> <p>Snow Bears- Billy and the Beast/I Want My Hat Back</p> <p>The Very Hungry Caterpillars Class- The Extraordinary Gardener/The Tiny Seed</p> <p>Stardust - Where the wild things are/Julian is a Mermaid</p> <p>Percy the Park Keeper Class - Izzy Gismo/A Walk in London</p> <p>Paddington Class - Rose Revere Engineer/Iggy Peck Architect</p> <p>Night Pirate Class - Jim and the Beanstalk/We are Water Protectors</p>	<p>Gruffalo Class - Cave Baby/Bringing the Rain to Kapiti Plain</p> <p>Snow Bears- Naughty Bus/I Will Never Not Ever Eat a Tomato.</p> <p>The Very Hungry Caterpillars Class-Night Pirates/Lost and Found</p> <p>Stardust - The Sea Saw/The Odd Egg</p> <p>Percy the Park Keeper Class - Stanley's Stick/Dinosaur and all that Rubbish</p> <p>Paddington Class - The Minpins/The Bear Under the Stairs</p> <p>Night Pirate Class - Rose Revere Engineer/Iggy Peck Architect</p>
Autumn B	Spring B	Summer B
<p>Gruffalo Class - The Extraordinary Gardener/The Tiny Seed</p> <p>Snow Bears- I am Henry Finch/Look Up!</p> <p>The Very Hungry Caterpillars Class- Cave Baby/Bringing the Rain to Kapiti Plain</p> <p>Stardust - Stanley's Stick/Dinosaur and all that Rubbish</p> <p>Percy the Park Keeper Class - Beegu/Pig the Pug</p> <p>Paddington Class - Lubna and Pebble/Tadpoles Promise</p> <p>Night Pirate Class - Ocean Meets Sky/Dear Earth</p>	<p>Gruffalo Class Naughty Bus/I Will Never Not Ever Eat a Tomato</p> <p>Snow Bears- - The Extraordinary Gardener/The Tiny Seed</p> <p>The Very Hungry Caterpillars Class- I am Henry Finch/Look Up!</p> <p>Stardust - The Comet/Astro Girl</p> <p>Percy the Park Keeper Class - The Sea Saw/The Odd Egg</p> <p>Paddington Class - Jim and the Beanstalk/We are Water Protectors</p> <p>Night Pirate Class - The Last Stop on Market Street/The Journey Home</p>	<p>Gruffalo Class - Billy and the Beast/I Want My Hat Back</p> <p>Snow Bears- Night Pirates/Lost and Found</p> <p>The Very Hungry Caterpillars Class- Naughty Bus/I Will Never Not Ever Eat a Tomato</p> <p>Stardust - Izzy Gismo/A Walk in London</p> <p>Percy the Park Keeper Class - The Comet/Astro Girl</p> <p>Paddington Class - Ocean Meets Sky/Dear Earth</p> <p>Night Pirate Class - Lubna and Pebble/Tadpoles Promise</p>

Literacy Tree - Role Play Areas

As agreed in staff meeting all role play areas need to be a real-life context that children can play in, in addition to supporting role-play and retelling of the actual story or NF text. All areas should have story/text displayed with the focus/genre and key vocabulary. The text title should be displayed in some way but also the role-play areas should also have a title for example "Prehistoric Vets" or "Space Station". Any other curriculum links should also be obvious- we would expect maths and topic links to be included in some way e.g. maybe WALT recognise coins in a shopping environment, or WALT weigh in the bakery, WALT recognise different kinds of homes in the castle.

All areas of learning must be fully supported with STC, story and context vocabulary, and wow words. The role-play area should have a heading, and the focus and learning objectives should be on display. The role-play area must include resources for imaginative play.

Nursery	
The little yellow chicken	Supermarket
This is the bear and the scary night	Park
We're going on a Bear Hunt	Beach
The Gruffalo	Natural environment
The little mouse, the red ripe strawberry and the hungry bear	Inside Mouse's house
The train ride	Train/railway station

Reception	
The Extraordinary Gardener The Tiny Seed	Garden centre and garden
Naughty Bus I Will Never Not Ever Eat a Tomato	Bus - places to visit
Cave Baby Bringing the Rain to Kapiti Plain	Night woods and cave
I am Henry Finch Look Up!	Our town - construction site
Billy and the Beast I Want My Hat Back	Home corner - cottage in the woods
Night Pirates Lost and Found	Under the sea

Year One	
Beegu Pig the Pug	Café
Stanley's Stick Dinosaur and all that Rubbish	Prehistoric vets
The Sea Saw The Odd Egg	Farm and barn
Where the Wild Things Are Jullian is a Mermaid	Home corner - Bedroom surrounded by a forest
Izzy Gizmo A Walk in London	Buckingham Palace - London bus tour
The Comet Astro Girl	Space Station

Year Two	
The Last Stop on Market Street The Journey Home	Outdoor market
The Minpins The Bear Under the Stairs	House in the countryside
Jim and the Beanstalk We are Water Protectors	A garden
Lubna and Pebble Tadpoles Promise	A campsite
Ocean Meets Sky Dear Earth	Travel agents
Rosie Revere Engineer Iggy Peck Architect	Laboratory - Inventions

Spelling, punctuation and grammar.

SPaG Move on as children secure.	Types of sentences Fit in with other SPaG & story focus as appropriate.	<p>The primary approach to teaching SPaG is through the Literacy Tree texts. This approach includes direct instruction of SPaG as well as opportunities to embed skills across the wider curriculum. Each Literacy Tree unit incorporates a range of SPaG objectives throughout the teaching sequence.</p> <p>In addition, to ensure key SPaG skills are consistently embedded, each year group should begin by teaching nouns and progress through the objectives as children become secure. This instruction should run alongside Literacy lessons and be integrated into your Literacy Tree planning.</p> <p>This progression will vary for each class depending on their starting points and pace of learning.</p> <p>Teachers to highlight areas taught and bring to Pupil Progress Meeting.</p>	
Nouns	<u>Writing a sentence:</u> <ul style="list-style-type: none"> - Independent composition - Ongoing spelling - Tricky Words 		
Adjectives			
Plurals			
Prefix			
Suffixes			
Word spaces			
Capital letters			
Full stops			
Year 1			Statements
Conjunctions			Questions
Question marks	Exclamations		
Exclamation marks	Commands		
Year 2			
Contractions			
Apostrophe for possession			
Adverbs			

Curriculum Overview – story and topic question.

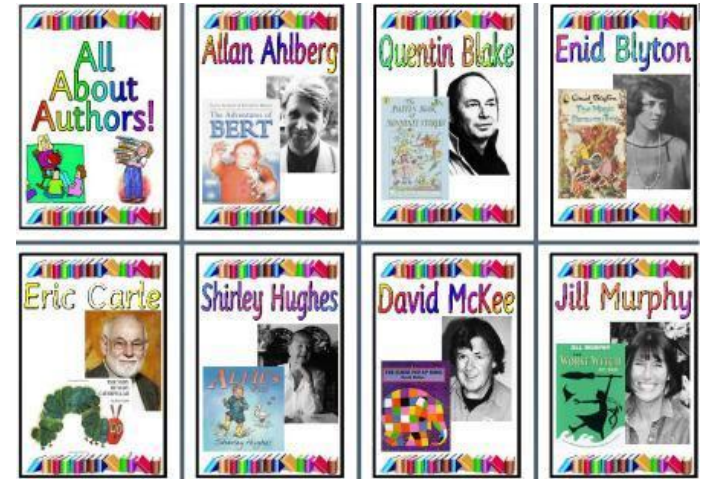
To be included within planning and displayed within classroom – used to introduce topic and create wordmat/mindmaps.

EYFS	Year 1	Year 2
Billy and the Beast I Want My Hat Back "Who lives in a house like this?"	Where the Wild Things Are Jullian is a Mermaid "Have you seen the Wild Things?"	Jim and the Beanstalk We are Water Protectors "How does it grow?"
I am Henry Finch Look Up! "Where do we live?"	The Comet Astro Girl "When are you wake?"	Ocean Meets Sky Dear Earth "What's out there?"
Cave Baby Bringing the Rain to Kapiti Plain "What animals come out at night?"	Izzy Gizmo A Walk in London "What is it like in the UK?"	Rosie Revere Engineer Iggy Peck Architect "How do you get there?"
Night Pirates Lost and Found "What is under the sea?"	The Sea Saw The Odd Egg "How does your garden grow?"	The Last Stop on Market Street The Journey Home "Where will you go?"
The Extraordinary Gardener The Tiny Seed "What do you want to be?"	Goldilocks "Where do you live?"	Lubna and Pebble Tadpoles Promise "How can we help?"
Naughty Bus I Will Never Not Ever Eat a Tomato "How do plants grow?"	Stanley's Stick Dinosaur and all that Rubbish "What is the world made of?"	The Minpins The Bear Under the Stairs "How does it make you feel?"

Author Focus

As agreed in the staff meeting each class will have a different author focus each half term. See table below for agreed authors for each year group. This does not mean that other year groups cannot read some of the other authors books - on the contrary, we should all be reading and returning to favourite books and authors continuously over the years.

Each class can study their authors in whichever order suits them but it may be a good idea to co-ordinate with year group colleagues so books can be shared. The author focus should be displayed in your reading corners, and although you will also read other books during each half term the focus should keep linking back to the author e.g. when reading David Mckee - Y1 might then also read NF elephant books or other stories set in a jungle, or follow the theme of diversity and understanding that it is good to be different.



<u>Nursery</u>	<u>Reception</u>	<u>Year One</u>	<u>Year Two</u>
Allan Ahlberg	Shirley Hughes	Dr Seuss	Oliver Jeffers
Julia Donaldson	Eric Carle	Lauren Child	Roald Dahl
Oliver Jeffers	Giles Andreae	Valerie Thomas	Kes Gray
Jill Murphy	Julia Donaldson	David Mckee	Jill Tomlinson
Shirley Hughes	Martin Waddell	Jill Murphy	Rhonda & David Armitage
Tony Ross	Roger Hargreaves	Anthony Browne	Michael Rosen

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Hamp Nursery and Infants School Curriculum 2024/2025

NURSERY

Overview

We are committed to ensuring every child has opportunities to follow their own interests and engage in first hand experimental learning experiences. Through effective continuous provision planning, high quality interactions and well-resourced environments, we aim to identify and plan for child-led interests and next steps. Our goal is to ensure learning is progressive, therefore we also plan topics across the nurseries where language, skills and knowledge progress within each nursery room and up to school.

Children engage with key events across the year such as:

- Birthdays
- Bonfire Night
- Remembrance Day
- Children in Need
- Christmas
- Chinese New Year
- Pancake day
- Easter

We place a high emphasis on children's mental health, therefore, we plan weekly mental well-being activities in accordance with the children's changing interest and needs.



2-3 Years



3-4 (some pre-school)



3-4 (Pre-school)

Animals

- Small world animals / role play
- Adult modelling play / sounds

Environments: Homes, House

- Small world play / role play
- Construction based play
- Name environments / rooms etc.
- Countryside's-introducing / modelling language through play
- Seaside-sandcastles, small world play, role play, modelling, introducing play

Families:

- Role-play, home corner, babies role play
- Introducing language , model play
- Sense of self
- Photos, stories from the past

Weather : Seasons

- Welly walks, sensory walks, puddle jumping
- Clothes for different weathers
- Windy, rainy, sunny day plays
- Introducing Language

Occupations

- Introduce, model language , non-specific gender
- Emergency services, role play, small world
- Parents jobs etc.

Humpty Dumpty



2-3 Years

All about me

- Starting to name basic body parts e.g. Head, shoulders.
- Keeping healthy, healthy foods
- Following instructions and moving around safely
- Dressing , coats, shoes, socks
- Self-help skills
- Recognizing pictures, boys, girls

Another country: North Pole

- Contrasting countries
- Small world play
- Introducing language
- Role play

Transport

- Introducing types of transport, vehicles
- Modelling language, play
- Safety, cars, road safety
- Where things come from? (Foods etc.)

Materials

- Introducing to wide range of different malleable based materials
- Modelling language

Emotions

- Recognise and regulate emotions(begin to)
- Modelling language, introduce language of emotions and feelings

Space

- Introducing,/ model language with small world , role play
- Day , night, morning, afternoon

Animals

- Small world / role play
- Learn animal sounds
- Use animal names independently
- Sort animals into their environments

Environments:

- Types of homes, content of rooms
- Town/countryside. Using language to compare
- Seaside-language to describe the environment e.a. rock pools

Families:

- Who lives in my house
- Able to recognise diversity
- New family members
- Family celebrations, Birthday parties
- My mum pictures
- Changes over time, baby, toddler

Weather : Seasons

- Appropriate clothing, sunny day play
- Exploring weather, jumping in puddles, windy day play, sunny day play
- Observing the changes in seasons during play
- Developing language for naming weather
- Explore natural objects

Occupations

- Model PC language, postal workers
- Occupations of parents- where they work, AM or PM
- Diversity of job roles
- Doctors, dentist - role play

5 Little Ducks



3-4 (some pre-school)

All about me

- Body parts, where our eyes are, nose
- Naming specific body parts, ankle, toe, wrist
- How do you keep your bodies healthy
- Self-help skills, getting dressed
- Pro-nouns- he, she
- Baby pictures, past and present and family pictures
- Stories and pictures of the past

Another country: China

- Chinese New Year
- Features of land- hills and mountains
- Land marks-Great Wall
- Food tastina

Transport

- Knowing whether a car goes on land, air or water. Thinking about lots of transport
- Safety- helmets, holding hands, crossings
- Where things come from e.g. food from a farm, lorry delivers to the supermarket

Materials

- Explore a range of materials
- Learn to identify some materials, wood, metal, plastic

Emotions

- Identify different emotions
- Giving a reason for an emotion e.g. hugs make us happy

Space

- Recognizing where we live 'earth' the sun and the moon
- Day/night/morning/afternoon, times of day
- Explore materials being able to identify some

Animals

- Learn animal sounds
- Use animal names independently
- Small world role play, knows which animals belong to which environment
- Identify some mother and baby animals, specifically farm, zoo, pond

Environments:

- Types of houses, town, country , seaside
- Family homes, house, flat, boat, tree house, straw house(different countries)
- Describe contents of rooms
- Look at a church, shop, different buildings
- Naming different aspect of the seaside, pebble, sand, sea, rock pool

Families:

- Who lives in my house
- Extended family, aunties, uncles, cousins
- Family Celebrations, christenings, weddings, birthdays
- My mum pictures
- Recognise diversity/ sense of self
- Change over time, grandparents, parents, baby photos- now and then
- Death , memories, customs, what they did for you

Weather : Seasons

- Identify clothing for different weather
- Welly walks / observational drawings
- Identify different types of weather, raining, windy, sunny, cold, warm, rainbow
- Name and explore different seasons, spring, summer, winter, autumn

Occupations

- Model language non -specific gender
- Emergency services
- Occupation of parents
- Shift pattern, day workers, night workers
- Diversity of job roles
- What job would we like to do
- Various role-play situations to jobs, supermarket, bakery, café, doctor, drivers , Postal workers, fire service, police , school jobs etc.

Jack and Jill



3-4 (Nursery Class)

All about me

- Photos and stories from the past
- Self-help skills, dressing
- Poring own drinks, feeding self , spoons, knives & forks
- Knowing the human body and naming body parts inside and outside the body, heart, brain, lungs, blood, bones , skeleton
- Gender pronouns, he , she
- Healthy eating and living choices, choosing a healthy snack
- Recognise own name and start to write it

Another country : Africa

- Africa, recap and extend
- China, recap and extend
- Africa , learn differences in houses, clothes and way of living

Transport

- Understand and name modes of transport and name appropriate places to travel
- Understand length of a journey
- Importance of safety, crossing the road, car seat and seat belts helmets
- Learning basic road signs, traffic lights, crossings, stop, go and speed warnings
- Process of things made/ grown , delivered by lorry to shop

Materials

- Explore a wide range of different malleable materials
- Explore and sort materials by property
- Talk about different properties of materials

Emotions

- Model language of emotions & feelings
- Recognise and regulate own emotions
- Being able to explain own emotions
- Identify different emotions in self and others

Space

- Model language
- Light, dark, day, night, hoe we make shadows
- Stars and planets
- The Earth, sun and moon
- Where we live - earth
- Why do we have day and night

Literacy Tree Story Rotation - Reception: 2024/2025

Autumn A	Spring A	Summer A
<p>Gruffalo Class - I am Henry Finch/Look Up!</p> <p>Snow Bears- Cave Baby/Bringing the Rain to Kapiti Plain</p> <p>The Very Hungry Caterpillars Class- Billy and the Beast/I Want My Hat Back</p>	<p>Gruffalo Class - Night Pirates/Lost and Found</p> <p>Snow Bears- Billy and the Beast/I Want My Hat Back</p> <p>The Very Hungry Caterpillars Class- The Extraordinary Gardener/The Tiny Seed</p>	<p>Gruffalo Class - Cave Baby/Bringing the Rain to Kapiti Plain</p> <p>Snow Bears- Naughty Bus/I Will Never Not Ever Eat a Tomato.</p> <p>The Very Hungry Caterpillars Class-Night Pirates/Lost and Found</p>
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Literacy focus: The Extraordinary Gardener or The Tiny Seed

Listening, Attention and Understanding: Speaking:

- Talk about experiences of visiting a farm, observing farm animals. Name and describe features of farm animals.
- Talk about the jobs that need to be done on the farm.
- Recite 'Farm' themed rhymes e.g. The five little ducks, the farmers in his den, Old McDonald had a farm.

UTW Past and Present

- Explore the role of a farmer.
- Pirates (Find out about the role of pirates in the past)
- Find out about different jobs that people do in our community.

EAD: Creating with Materials: Art/ DT

- Make farm machines e.g. tractors. -Explore textures to create muddy farm animals.
- Farm collages: Explore different natural materials e.g. straw, twigs. Create textures using tools and equipment e.g. forks, sponges, Printing with paints.
- Artist Focus: Jackson Pollack: **Colour splatting**
- Making a pirate ship using different construction equipment and junk modelling boxes.
- Make individual treasure maps. Make a pirate flag; skull and cross bones.
- Play 'Farmers in the den/' 'Old Mcdonald had a farm' circle game.

PSED:

- Explore what makes a good friend.
- Working as a team. Helping each other to get jobs done. Play team games. Work as a team to construct a model e.g. pirate ship. - Empathy towards others.
- Rules of how to behave when working together at school. Compromise our feelings.
- Importance of having a daily routine: self-care routines; taking care of ourselves; keeping clean: washing, brushing our teeth, brushing our hair.

Mathematics: White Rose

Number:

Numerical Patterns:

What do you want to be?



Ongoing curriculum

PSED: Jigsaw

Music:

RE:

PE:

Online Safety; Active Bytes (to be done first week)

UTW: Natural World

- Find out about a Farm setting.
- Name and describe farm animals and their young.
- learn names of the seasons of the year.
- Learn about farm jobs that take place during different seasons of the year.
- Find out about different types of weather.
- Explore what clothes we need to wear for weather conditions.
- Comparing environment/habitats: 'Ponds'. Walk to the local pond.
- Find out what the children observe e.g. ducks, geese, swans.
- Name and describe features of the creatures that live in a pond.
- Find out about the life cycle of a frog.
- Sequence pictures to show the growth.

UTW: People, Culture and Communities

- Daily jobs at the farm. Role-play jobs (Barnaby Bear)
- Find out about the role of a farmer/Farmer visit.
- Pirates (Find out about the role of pirates in the past)
- Explore the Caribbean culture related to pirates. Share stories with a Caribbean theme. **Dress up as pirates and role-play jobs that the pirates can do on the pirate ship e.g. scrub the deck, walk the plank, (Barnaby Bear)**
- Cosmic yoga.**

PD: Fine/gross motor skills

- Use gardening tools to role-play Farmer jobs on the farm e.g. digging up weeds, planting seeds/bulbs.
- Use tools to explore mark making to create textures for a farm scene setting e.g. forks and paints.
- Make animal footprints in the clay/dough.
- Play action games: Negotiating space, demonstrating strength, balance and co-ordination when playing.

Technology

- Work in small groups to program Beebots to travel in different directions to reach positions on a farm mat.
- Program the Beebots to travel to the pictures to sequence a life cycle. -Code-a pillar: Program to travel around the farm mat/pictures.

Literacy focus:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

EAD: Creating with Materials: Art/ DT

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Numeracy: White Rose learning objectives.

Number:

Numerical Patterns:

What do you want to be?

EYFS Reception Objectives

PSED:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

Ongoing curriculum:

PSED: Jigsaw RSHE/ PSHE curriculum objectives.

Music/RE:

UTW: Natural World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.

PD: Fine/gross motor skills

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, coordination and agility.
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

Literacy focus:

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters

- Write simple phrases and sentences that can be read by others

Listening, Attention and Understanding:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; -
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

UTW Past and Present

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

EAD: Creating with Materials: Art/ DT

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Numeracy: White Rose learning objectives.

Number:

Numerical Patterns:

What do you want to be?

EYFS ELG Objectives

PSED: Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
 - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly; -
 - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Ongoing curriculum:

PSED: Jigsaw RSHE/ PSHE curriculum objectives.

Music/RE:

UTW: Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

UTW: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.

PD: Fine/gross motor skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Technology

Online Safety

The Extraordinary Gardener/The Tiny Seed

Book List	Resources for learning boxes
<p>Action Jackson- J Greenberg (Jackson Pollack)</p> <p>Emma's Lamb Series - Kim Lewis (farming)</p> <p>Percy the Park Keeper -Nick Butterworth (garden)</p> <p>Oi, Frog- Kes Gray (Counting)</p> <p>Horray for Fish- Lucy Cousins (counting/sorting)</p> <p>Don't Count your Chickens - Simon Puttock (counting)</p> <p>Handa's Hen- Eileen Browne (addition, subtracting, counting)</p> <p>Days with Frog and Toad - Arnold Lobel (days)</p> <p>The Pirate's Next Door Jonny Duddle (sequencing/ combinations)</p> <p>Terrific Trains - Tony Mitton (transport/machines)</p> <p>Tremendous Tractors- Tony Mitton (transport/machines)</p> <p>Amazing Areophane's- Tony Mitton (transport/machines)</p> <p>Grandpa's Amazing Inventions- Richard Johnson (machines)</p> <p>Scaredy Squirrel- Melanie Watt</p> <p>The Lighthouse Keepers Lunch- Ronda Armitage (lighthouse, delivering lunch)</p> <p>The Three Little Pigs</p> <p>Variety of Life- Lorna Scobie (types of animals)</p> <p>The Secret of the Egg- Nicola Davies (Rhyming facts)</p> <p>Oh Dear- Rod Campbell (farm animals)</p> <p>My Best Friend Bob - George Ripper (Guinea Pigs)</p>	<p>Farm animals</p> <p>Farms</p> <p>Pirates</p>

Literacy focus: The Naughty Bus or I Will Never Not Ever Eat a Tomato

Listening, Attention and Understanding:

Speaking:

- Talk about how plants grow including the conditions plants need to grow.
- Use talk to explain where vegetables grow and why we eat vegetables. Participate in discussions about garden environments and jobs. Discuss the jobs that we need to do in order to take care of the garden e.g. pulling out weeds.

EAD: Being Imaginative and Expressive

- Explore fruit and vegetable/ healthy living songs.
- Explore plan/ healthy living poems and perform poem in small groups

EAD: Creating with Materials

Art/ DT

- Make observational drawings of plants/ vegetables. Use basic flower drawing skills.
- Explore vegetable printing
- Look at artist ' Guiseppe Arcimboldo and explore fruit/ vegetable print faces.
- Discuss what a self-portrait is and make a self-portrait, appropriately placing simple face features.
- Use real fruit and vegetables to make a self-portrait.
- Make turnip soup.
- Make a small world garden including growing grass, making shed, vegetable patch, bench, stepping stones.

PSED:

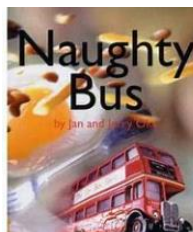
- Discuss healthy living when exploring fruit and vegetables. (Barnaby Bear)
- Understand the importance of healthy food choices.
- Use senses to taste fruit and vegetables
- Work as a team to pull a turnip out of the ground and use push and pull language.

Mathematics: White Rose

Number:

Numerical Patterns:

How do plants grow?



Ongoing curriculum

PSED: Jigsaw

Music:

RE:

PE:

Online Safety: Active Bytes (to be done first week)

UTW: Natural World

- Explore plants and talk about different parts.
- Plant flowers (sunflowers) Observe their growth.
- Plant vegetables (carrots and turnip).
- Discuss weather needed for plant and vegetable growth.
- Observe the decay changing state of vegetables.
- (Science) explore senses language when tasting fruit and vegetables
- Make a small world garden including growing grass, making shed, vegetable patch, bench, stepping stones.
- Explore what minibests are hiding under a leaf of a plant/ under the ground.
- **Gardening outdoors.**

UTW: People, Culture and Communities

- Discuss similarities and differences across garden environments (Barnaby Bear). Visit a garden centre (Barnaby Bear).
- Explore origins of food across different countries (cultural).
- Discuss role of a gardener.
- Discuss community ethos across schools, cultures and families.

PD: Fine/gross motor skills

- Use garden tools e.g. trowels, rakes. (Dig up weeds and prepare the soil for planting.)
- Control pencil during observational drawing of fruits and vegetables, plants and flowers.
- Explore pushes and pulls forces- pulling turnip out of the ground.
- Prepare vegetables for turnip soup. Use peelers and knives for chopping the vegetables.

Technology

- Take photographs of plant and vegetable growth.
- Use laptop programme to move shapes on a screen to make a picture e.g shed, turnip or garden related.
- Use paint programme to paint garden, plant or vegetable picture.
- Use the video camera/tablets to film a video of the children reciting a healthy living themed poem.

Literacy focus:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

EAD: Creating with Materials

Art/ DT

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Numeracy: White Rose learning objectives.

Number:

Numerical Patterns:

How do plants grow?

Reception Objectives

PSED:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

Ongoing curriculum:

PSED: Jigsaw RSHE/ PSHE curriculum objectives.

Music/RE:

- UTW

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.

PD:

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Combine different movements with ease and fluency.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, coordination and agility.

Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

Literacy focus:

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Listening, Attention and Understanding:

- Listen attentively and respond to what they hear with relevant questions,

UTW Past and Present

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

EAD: Creating with Materials Art/ DT

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development will:
- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Numeracy: White Rose learning objectives.

Number:

Numerical Patterns:

How do plants grow?

EYFS ELG Objectives

PSED: Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

- Explain the reasons for rules, know right from wrong and try to behave accordingly; -
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Ongoing curriculum:

PSED: Jigsaw RSHE/ PSHE curriculum objectives.

Music/RE:

UTW: Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

UTW: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.

PD: Fine/gross motor skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

The Naughty Bus/I Will Never Not Ever Eat a Tomato

Book List	Resources for learning boxes
<p>The Seed is Sleepy - Diana Hutts Aston Jack and the Beanstalk The Curious Garden- Peter Brown Because of an Acorn- Lola Schaefer Jasper's Beanstalk- Nick Butterworth Titch- Pat Hutchings Patten's Pumpkin- Chitra Soundar Eddie's Garden- Sarah Garland The Tiny Seed- Eric Carle Anno's Magic Seeds- Mitsumasa Ano Ten Seed- Ruth Brown (counting) Superworm- Julia Donaldson (minibeasts) How Many Seeds in a Pumpkin? - Margaret McNamara Pumpkin Soup- Susan Cooper Oliver's Vegetable Series - Vivian French Jim and the Beanstalk- Raymond Briggs Handa's Surprise- Eileen Browne (Nutrition) Leaves - Jeanette Lawler (Plants in Autumn) My Bean Diary- Rhona Jenkins (Plant Life Cycle) The Crunching, Munching Caterpillar's (Butterfly life cycle) The Hungry Catterpillar- Eric Carle (Make a fruit salad) The Secret of the Egg- Nicola Davies (Rhyming facts) You're Called What?- Kes Grey (unusual creatures) The Bad-Tempered Ladybird- Eric Carle Slow down- Rachel Williams Freya Hartas The Extraordinary Gardener- Sam Boughton</p>	<p>Plants Healthy Living Gardens Minibeasts</p>

Literacy focus: Cave Baby/Bringing the Rain to Kapiti Plain

Listening, Attention and Understanding:

Speaking:

- Talk about feelings and experiences of day and night. Use senses vocabulary to describe what you can see and hear during the night.
- Use descriptive vocabulary to describe the texture of materials.
- Describe the woodland setting and the animals in this habitat.
- Describe features of woodland animals.
- Use past and present tenses when exploring young and adult animals.
- Ask questions in relation to the woodland habitat and animals.

EAD: Being Imaginative and Expressive

- Name musical instruments and use various materials explored in art lessons to make own instruments. Make instruments to create woodland sounds and retell the story.

EAD: Creating with Materials

Art/ DT

- Explore clay texture and clay tools. Practise manipulating clay by making shapes and patterns. Build up skills in order to make a clay owl or tree.
- Talk about art mediums both natural materials and pastels, crayons, pencils, charcoal and wax. Make bark and leaf rubbing/ printing.
- Use charcoal, wax crayons etc. to make an observational drawing of a tree.
- Create a leaf art with focus on making a picture of a nocturnal animal or a feature of woodland habitat.
- Explore collage techniques including natural and man-made materials including tissue paper etc.
- Explore descriptive language related to texture and describe materials and textures.
- Use the light box to represent nighttime scene in the woodlands.

PSED:

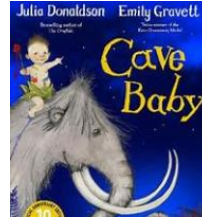
- Discuss feelings within the owl baby family and make links to our own feeling associated

Mathematics: White Rose

Number:

Numerical Patterns:

What animals come out at night?



Ongoing curriculum

PSED: Jigsaw

Music:

RE:

PE:

Online Safety; Active Bytes (to be done first week)

UTW: Natural World

- Discover nocturnal animals and describe features including owls, bats, badgers, hedgehogs and foxes.
- Discuss what a habitat is and talk about features of a woodland habitat. Discuss similarities and differences across habitats in relation to woodlands. Name and describe features of animals within a woodland habitat. (Barnaby Bear)
- Make observational drawings of trees and talk about tree growth.
- Talk about seasonal change including weather and tree changes.
- Talk about how to take care of the natural world.
- Discuss day/night and light/ dark.
- Name sources of light (science) including sun, torches, stars and lights.
- Engage in small world space (stars/ night).
- Participate in a 'camping' style activity where children can experience camping, den building, hot chocolates etc. (Barnaby Bear)

UTW: People, Culture and Communities

- Discuss trees in the immediate environment and similarities and differences across these.
- Talk about the family connections within the owl babies story and discuss similarities and differences across our families.
- Look at young and adult animals within families. Match young and adult animals. Talk about growth and make links to features of animals.

PD: Fine/gross motor skills

- Thread string through leaves.
- Thread natural resources within a forest school environment.
- Use small tools to manipulate clay.
- Control scissors when cutting natural materials and collage art materials.

Technology

- Follow online safety programme. Talk about e-safety and how to stay safe online by not clicking on things you are unsure about and understanding who a trusted adult is.
- Data handling:**
 - Use the internet to research owls, look at owl photos, sounds and videos.

Literacy focus:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

EAD:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Develop storylines in their pretend play.

Ongoing curriculum

PSED: Jigsaw RSHE/ PSHE curriculum objectives.

Music/RE:

Numeracy: White Rose learning objectives

Number:

Numerical Patterns:

What animals come out at night?

EYFS Reception Objectives

PSED: -safety

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

Technology

Online Safety

UTW

- Talk about members of their immediate family and community.
- Compare and contrast characters from stories, including figures from the past.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.

PD: Fine/gross motor skills

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, coordination and agility.
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

Literacy focus:

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Listening, Attention and Understanding:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions: -

Make comments about what they have heard and ask questions to clarify their understanding;

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

EAD: Being Imaginative and Expressive

- ELG: Being Imaginative and Expressive
- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

EAD: Creating with Materials

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Numeracy: White Rose learning objectives

Number:

Numerical Patterns:

What animals come out at night?

EYFS ELG Objectives

PSED:

Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

- Explain the reasons for rules, know right from wrong and try to behave accordingly; -
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Ongoing curriculum

PSED: Jigsaw RSHE/ PSHE curriculum objectives.

Music/RE:

UTW: Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

UTW: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

PD: Fine/gross motor skills

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing;
- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Cave Baby/Bringing the Rain to Kapiti Plain

Book List	Resources for learning boxes
<p>Hello, Goodbye David Lloyd (habitats)</p> <p>The Mixed- Up Chameleon Eric Carle (habitats)</p> <p>The Very Sleepy Sloth Eric Carle (habitats)</p> <p>Stickman- Julia Donaldson</p> <p>I Can Only Draw Worms - Will Mabbit (Imagination)</p> <p>The Owl who was Afraid of the Dark - Jill Tomlinson</p> <p>White Owl Barn Owl- Nicola Davies</p> <p>Animals and Their Young Series- Lynn M Stones</p> <p>Where's my Mummy?- Jo Brown</p> <p>A Nest in Noisy Series- Diana Hutts Aston</p> <p>Day Monkey, Night Monkey- Julia Donaldson</p> <p>Hundred Billion Trillion Stars- Seth Fishman</p> <p>How to Catch a Star- Oliver Jeffers</p> <p>One Snowy Night- Nick Butterworth</p> <p>WOW said the Owl- Tim Hopgood</p> <p>Draw me a Star- Eric Carle</p> <p>Out and About Shirley Hughes</p> <p>First Book of Animals- Nicola Davies</p> <p>King of the Sky- Nicola Davies</p> <p>Into the Forest- Anthony Browne</p> <p>Because of a Acorn- Lola Schaefer (lifecycle)</p> <p>I don't want to go to bed - Julie Sykes (nocturnal animals)</p> <p>Swirl by Swirl- Joyce Sidman (Spiral in nature)</p>	<p>Woodland</p> <p>Nocturnal animals</p> <p>Trees</p> <p>Seasons</p>

Literacy focus: I am Henry Finch/Look Up!

Listening, Attention and Understanding:

Speaking:

- Express ideas and feelings using full sentences
- Use past, present and future tenses when exploring their home town
- Use conjunctions when describing their home town

UTW Past and Present

- Invent and adapt a story with other children and adults
- Explore beat and rhythm related to the story
- Move in different ways to music, focusing on moving in time to music
- Perform the story with peers to recount

EAD: Creating with Materials

Art/ DT

- Explore colour mixing techniques
- Make a puppet from the story, utilizing a variety of materials e.g. card, felt, paper. Use the puppet when retelling the story
- Build a bridge collaboratively, paying attention to function
- Make a bird.
- Design own bird, sharing the creation and describing the process,
- Talk about the need for safety when using tools

PSED:

- Talk about trust and who to trust
- Talk about friendship, showing an understanding of others feelings and sensitivity
- Name and talk about feelings
- Talk about own abilities, self-confidence and resilience
- Set and work towards own goal over the half term
- Work and play cooperatively when building a group bridge

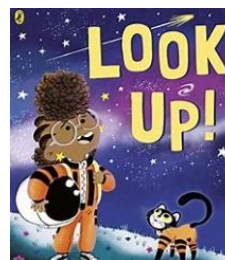
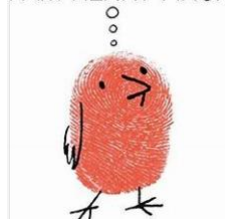
Numeracy: White Rose

Number:

Numerical Patterns:

Where do we live?

I AM HENRY FINCH



Ongoing curriculum

PSED: Jigsaw

Music:

RE:

PE:

Online Safety: Active Bytes (to be done first week)

UTW: Natural World

- Experience: local town walk, looking at bridges, Friday market (Barnaby Bear)
- Talk about the features of environments, including towns
- Talk about own experiences of their immediate environment
- Recognise features of towns from aerial views
- Compare and contrast environments (similarities and differences), including towns
- Talk about how to look after the environments, such as recycling
- Understand the importance of changing states, such as melting

UTW: People, Culture and Communities

- Experience: local town walk, looking at bridges, Friday market (Barnaby Bear)
- Look at towns from different countries, drawing on stories and maps to make comparisons
- Describe where we live, making observations and looking at maps
- Talk about our community, looking at the similarities and differences between cultures in our area
- Talk and describe the rivers and bridges in Bridgwater
- Look at markets in Bridgwater and different countries, using this to explore similarities and differences

PD: Fine/gross motor skills

- Running races and other energetic movements, such as skipping, hopping etc.
- Scissor skills for making a puppet
- Use a range of paintbrushes: fine and thick, rollers
- Talk about water safety
- Talk about road safety

Technology

- Programme Beebots over a bridge (Barnaby Bear)
- Use the Internet to look at pictures of bridges and rivers
- Use the Internet to look at maps and aerial views

Literacy focus:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

EAD:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Develop storylines in their pretend play.

Numeracy: White Rose learning objectives

Number:

Numerical Patterns:

Where do we live? EYFS Reception Objectives

PSED:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

Ongoing curriculum

PSED: Jigsaw RSHE/ PSHE curriculum objectives.

Music/RE:

UTW:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

PD: Fine/gross motor skills

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, coordination and agility.
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style, which is fast, accurate and efficient.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

Technology

Online Safety

Literacy focus:

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

- Anticipate key events in stories

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs

- Read words consistent with their phonic knowledge by sound-blending

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing

- Write recognisable letters, most of which are correctly formed

- Spell words by identifying sounds in them and representing the sounds with a letter or letters

- Write simple phrases and sentences that can be read by others

Listening, Attention and Understanding:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

- Make comments about what they have heard and ask questions to clarify their understanding;

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

- Offer explanations for why things might happen, making

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

EAD: Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;

- Sing a range of well-known nursery rhymes and songs;

Perform songs, rhymes, poems and stories with others, and try to move in time with music.

EAD: Creating with Materials

Art/ DT

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

- Share their creations, explaining the process they have used;

- Make use of props and materials when role playing characters in narratives and stories.

Numeracy: White Rose learning objectives

Number:

Numerical Patterns:

Where do we live?

EYFS ELG Objectives

PSED:

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

- Explain the reasons for rules, know right from wrong and try to behave accordingly

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others

- Form positive attachments to adults and friendships with peers

- Show sensitivity to their own and to others' needs

UTW: Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

UTW: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.

PD: Fine/gross motor skills

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;

- Use a range of small tools, including scissors, paint brushes and cutlery;

- Begin to show accuracy and care when drawing.

Technology

Online Safety

Ongoing curriculum

PSED: Jigsaw RSHE/ PSHE curriculum objectives.

Music/RE:

I am Henry Finch/Look Up!

Book List	Resources for learning boxes
<p>The Smartest Giant in Town - Julia Donaldson (size, building materials)</p> <p>Charlie and the Chocolate Factory - Roald Dahl (food)</p> <p>Chocolate Mousse for Greedy Goose - Julia Donaldson (food)</p> <p>The Three Billy Goats Gruff (bridges)</p> <p>Arghh Spider! - Lydia Monkton (puppets)</p> <p>Little Blue and Little Yellow - Leo Lionni (colour mixing)</p> <p>Only One You - Linda Kranz (friendship)</p> <p>Mix it up - Herve Tullet (colour mixing)</p> <p>A Million Chameleons - James Young (colours)</p> <p>The Big Pancake - Ladybird / Cambridge (mixing colours)</p> <p>The Journey - Aaron Becker</p> <p>The Gruffalo - Julia Donaldson</p> <p>The Colour Monster - Anna Llenas (emotions)</p> <p>I Ain't Going to Paint No More - Beaumont / Catrow (colour mixing)</p> <p>The Great Race - Emily Hiles</p> <p>Bake Me a Story - Nadiya Hussain</p> <p>Paper Dolls - Julia Donaldson (making)</p> <p>Jack and the Flum Flum Tree - Julia Donaldson (floating / sinking)</p> <p>A Planet Full of Plastic - Neal Layton (environmental issues)</p> <p>My Granny went to Market - Barefoot books (counting)</p> <p>Marathon Mouse - Amy Dixon (running)</p> <p>How cities work - James Gulliver Hancock</p> <p>The World Around Me - Charlotee Guillian and Oliver Averill</p>	<p>Bridges</p> <p>Rivers</p> <p>Towns</p> <p>Bridgwater</p>

Literacy focus: Billy and the Beast or I Want My Hat Back

Listening, Attention and Understanding:

Speaking:

- Talk about what a family is and make comparisons between them. Describe features of homes. Use directional language to explain route to school.
- Use past, present and future tenses when explaining own history and future life.
- Ask questions about their peers house and family life.
- Use evaluation language when making homes.

UTW Past and Present

- Talk about the lives of people around us (links with PCC)
- Talk about Billy at a young age and growing up. Look at pictures of children's past growing up. Talk about change. Sequence pictures of our lives.
- Talk about Billy growing up and make links to our own lives of what we want to do when we grow up.

EAD: Creating with Materials

Art/ DT

- Draw different parts of a home linking to language explored on local walk e.g drawing windows, doors, bricks etc. using pencils. Talk about shapes of different features.
- Draw a home and name different parts and materials. Use shape language.
- Name materials and learn descriptive vocabulary to describe texture/ properties.
- Name different joining techniques and explore this before final produce.
- Use various materials to make 3D homes.
- Create homes collaboratively: sharing ideas and resources including construction objects and materials.
- Use charcoal to draw a house (homes from the past).
- Draw a map of the Billy's journey.
- Final product: making a tile at the brick and tile museum.

PSED:

- Talk about feelings linked to families and change (growing up)
- Work co-operatively to build homes.
- Show resilience and perseverance through home building.
- Rules within the home and talk about respecting relationships.

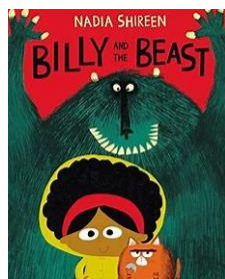
Numeracy: White Rose

Number:

Numerical Patterns:

Shapes: Naming 2D and 3D shapes on homes.

Who lives in a house like this?



Ongoing curriculum

PSED: Jigsaw

Music:

RE:

PE:

Online Safety: Active Bytes (to be done first week)

UTW: Natural World

- Talk about hot and cold environments and houses. Look at Antarctica and icy environments.
- Talk about ice features and the changes states of matter. Ice experiments linked to igloos
- Ice play
- Explore how light travels through materials when making our homes.
- Talk about natural homes including homes for animals.

UTW: People, Culture and Communities

- Talk about what a home is using photographs and name the different types of homes. Look at similarities and differences across the home.
- Take photograph on own home to put on own 3D home model.
- Talk about homes from different cultures and countries e.g igloos.
- Go on local walk to discover different homes in our local area and name external features of a home (Barnaby Bear)
- Experience: brick and tile museum
- Define families and feelings/ experiences associated with families. Talk about different families, including families from different traditions and cultures,
- Look at roles and cultural expectations within families
- Look at similarities and difference between own families, children to bring in pictures.
- Look at examples of maps and learn map language. Look at a map showing route to school and draw on map to school, looking at left, right, near, far
- Draw map of the Beast's journey
- Talk about roles in society within our school and local area e.g. police, fire service, doctors, teachers. Make links to our story- who keeps us safe etc.
- Home corner

PD: Fine/gross motor skills

- Participate in obstacle courses related to our map and journey work. Discuss what an obstacle course is and language associated with this such as over, under, forwards, backwards relating to maps and journeys
- Show good control of using tools for joining and making a tile.
- Using scissors to cut materials.

Technology

- Technology in our lives: looking at technology uses in home and school(Barnaby Bear)
- Name different technologies and how we can use this to capture our learning e.g cameras for photographs and ipads for filming. What is a film? Make a film Billy's journey.

Literacy focus:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

EAD:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Develop storylines in their pretend play.

Numeracy: White Rose learning objectives

Number:

Numerical Patterns:

Who lives in a house like this?

EYFS Reception Objectives

PSED:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

Ongoing curriculum

PSED: Jigsaw RSHE/ PSHE curriculum objectives.

Music/RE:

UTW

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.

PD: Fine/gross motor skills

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, coordination and agility.
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

Technology

Online Safety

Literacy focus:

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Listening, Attention and Understanding:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

UTW: Past and Present

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

EAD: Creating with Materials

Art/ DT

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories

Numeracy: White Rose learning objectives

Number:

Numerical Patterns:

Who lives in a house like this?

EYFS ELG Objectives

PSED:

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs

Ongoing curriculum

PSED: Jigsaw RSHE/ PSHE curriculum objectives.

Music/RE:

UTW: Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

UTW: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.

PD: Fine/gross motor skills

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Technology

Online Safety

Billy and the Beast/I Want My Hat Back

Book List

The Three Billy Goats Gruff (Bridge building)
Little Red Riding Hood (journey)
There's a Hippopotamus on my Roof - Hazel Edwards
Penguin and Pinecone- Salina Yoon
The Lost Penguin- Claire Freedman
Lost and Found- Oliver Jeffers
Walk with a Wolf- Janni Howker
Snow Bears- Martin Waddell
Rosie's Walk- Pat Hutchins
Mr Wolf's Pancakes- Jon Fearley
Mr Wolf's Week- Colin Hawkins
The Patchwork Cat- Nicola Bayley
Building a Home- Polly Faber Klasfahlen

People who help us books:

The Jolly Postman- Allan Ahlberg

Resources for learning boxes

Families
Homes (local/ UK, homes in different countries, igloo)
Antarctica
Materials
People who help us

Literacy focus: Night Pirates or Lost and Found

Listening, Attention and Understanding:

Speaking:

- Use past and present tenses to talk about seaside experiences.
- Use conjunctions to explain the ocean habitat.
- Give explanations about how we keep safe near the water and in the sun.

UTW: Past and Present

- Talk about what we mean by the past. Explore seashores from the past and talk about the differences across the seashores.
- Explore fossils and talk about dinosaurs through storytelling.
- Talk about own experiences of seashores,

EAD: Creating with Materials

Art/ DT

- Explore sand sculpture artist (to be confirmed)
- **Make a sand sculpture and create patterns in the sand using a variety of tools.**
- Use various resource mediums to make a drawing of an under the sea creature/ under the sea e.g collage tissue paper, wax, pastels, crayons, charcoals, water colours.
- Share drawings and paintings, talking about the processes used.
- Use drawing/painting techniques to make an observational painting/ drawing of ocean objects e.g shells, seaweed, pebbles.

PSED:

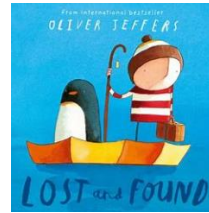
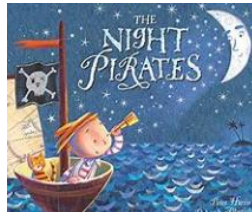
- Talk about how we stay safe in Summer including sun safety, appropriate clothing (Barnaby Bear).
- Talk about safety at the seaside including water safety.
- Talk about the concept of sharing and ways we can share, focusing on how to regulate emotions when we need to share and make a compromise
- Play turn taking games

Numeracy: White Rose

Number:

Numerical Patterns:

What is under the sea?



Ongoing curriculum

PSED: Jigsaw

Music:

RE:

PE:

Online Safety: Active Bytes (to be done first week)

UTW: Natural World

- Recognise environments that are different to the one in which we live in, making comparisons between environments.
- Explore ocean habitats, drawing pictures of under the sea animals.
- Talk about how sea animals adapt to the ocean.
- Talk features of 'Summer' including weather changes, trees, school environment, seashores etc (Barnaby Bear).
- Discuss dinosaurs and past habitats, relating to changing states of matter
- **Participate in a 'seaside' day experiencing summer beach clothes, ice creams, seaside games and puppet shows.**

UTW: People, Culture and Communities

- Talk about ocean pollution and the importance of recycling.
- Explore Summer cultures and traditions e.g school fetes, bbq, sports days, holidays. Including making comparisons between experiences within the class.
- Make comparisons to Summer in Australia and the great barrier reef, exploring under the sea animals (Barnaby Bear).

PD: Fine/gross motor skills

- Pencil control during drawing, focusing on holding it effectively.
- Paint brush control.
- Use various tools when making sand sculptures and patterns, including spades, spoons etc.
- Increase accuracy and care when drawing.

Technology

- Photograph own sand sculptures.
- Use the internet to look at under the sea creatures.
- Filming under the sea small world.
- Use paint programme to paint under the sea creatures.
- Online Safety

Literacy focus

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

EAD:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Develop storylines in their pretend play.

Numeracy: White Rose Objectives

Number:

Numerical Patterns:

What is under the sea?

EYFS Reception Objectives

PSED:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

Ongoing curriculum

PSED: Jigsaw RSHE/ PSHE curriculum objectives.

Music/RE:

Technology: Online Safety

UTW:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.

PD: Fine/gross motor skills

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, coordination and agility.
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

Literacy focus

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Listening, Attention and Understanding:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; -

Make comments about what they have heard and ask questions to clarify their understanding;

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Numeracy: White Rose Objectives

Number:

Numerical Patterns:

What is under the sea?

EYFS ELG Objectives

PSED:

Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

- Explain the reasons for rules, know right from wrong and try to behave accordingly; -
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

UTW: Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

UTW: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - -
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.

UTW: Past and Present

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; -

Understand the past through settings, characters and events encountered in books read in class and storytelling.

PD: Fine/gross motor skills

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing;
- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

EAD: Creating with Materials

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Ongoing curriculum

PSED: Jigsaw RSHE/ PSHE curriculum objectives.

Music/RE:

Technology: Online Safety

Night Pirates/Lost and Found

Book List

The Rainbow Fish - Marcus Pfister (PSHE) Sharing
The Snail and the Whale - Julia Donaldson (Going on a journey)
The Singing Mermaid - Julia Donaldson (PSHE: Friendships)
Mister Seahorse - Eric Carle (Sea creatures)
Clem and Crab - Fiona Lumbers - (PSHE) Take care of the beach.
The Storm Whale Series - Benji Davies (Habitats)
Commotion in the Ocean - Giles Andreae (Traits of sea creatures)
Sally and The Limpet - Simon James (Sea creatures)
Arikani and the giant snake- Nicola Davies (Under the sea)
Swirl by Swirl - Joyce Sidman (Spirals in Nature)
The Sea Book - Charlotte Milner
Is a blue whale the biggest thing there is? - Robert Wells
Ten reasons to love a turtle - Catherine Barr
Dolphin Boy - Michael Foreman (Environmental issues)
Octopus Shocktopus - Peter Bently & Steven Lenton
Fair Shares - Pippa Goodhart & Anna Doherty
The Fish who could wish - John Bush & Korky Paul
Who sank the boat? - Pamela Allen
Non-Fiction texts:
How long is a whale? - Alison Limentani (Measure/comparing lengths/sizes)
The Big Book of the blue - Yuval Zomme

Resources for learning boxes

Ocean
Summer
Sculptures
Dinosaurs

Literacy Tree Story Rotation - Year 1: 2024/2025

Autumn A	Spring A	Summer A
<p>Stardust - Beegu/Pig the Pug</p> <p>Percy the Park Keeper Class - Where the wild things are/Julian is a Mermaid</p>	<p>Stardust - Where the wild things are/Julian is a Mermaid</p> <p>Percy the Park Keeper Class - Izzy Gismo/A Walk in London</p>	<p>Stardust - The Sea Saw/The Odd Egg</p> <p>Percy the Park Keeper Class - Stanley's Stick/Dinosaur and all that Rubbish</p>
Autumn B	Spring B	Summer B
<p>Stardust - Stanley's Stick/Dinosaur and all that Rubbish</p> <p>Percy the Park Keeper Class - Beegu/Pig the Pug</p>	<p>Stardust - The Comet/Astro Girl</p> <p>Percy the Park Keeper Class - The Sea Saw/The Odd Egg</p>	<p>Stardust - Izzy Gismo/A Walk in London</p> <p>Percy the Park Keeper Class - The Comet/Astro Girl</p>

The split Reception/Y1 class to follow Reception story rotation.

The split Y1/Y2 class to follow Year One story rotation.

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Literacy focus:

Beegu - Own version of 'alien' narratives

Pig the Pug - 'How to' guides

Speaking and Listening:

Drama - acting out the story, using different voices and taking on different characters.

Numeracy: White Rose

Money- tills in role-play/cafe area. Recognising coins.

Measurement

Subtraction

Counting in multiples

(Repeating patterns - links to art and DT.)

Science:

Materials:

What objects are there in our school - what are they made from? Name everyday materials and describe their properties. Group different materials based on physical properties. Look at how materials for toys has changed over the years. Look at how a teddy bear may be made from a range of different materials.

Senses and the human body:

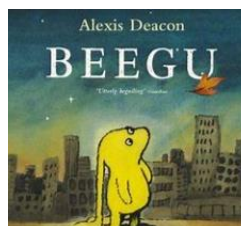
Which part of the body is associated with each sense? Demonstrate all 5 senses being used.

Kitchen science, dissolving and absorbency.

History

Significant People in History: Teddy Roosevelt. Look at the history of Teddy Bears. Origins as toys circa 1900, how do they compare to the bears we have now? How have they changed? What are/were they made of? Are they more/less popular now than originally? Famous teddy bears (Rupert, Winnie-The-Pooh, Paddington, etc.) (Barnaby Bear)

Where do you live?



Geography

Our local area - find out where we live in Bridgwater (aerial photos) and investigate human features of the area (shops.)

Going on a local area walk around Hamp; visiting the pond, canal and/or supermarket, creating maps (Barnaby Bear)

Link with computing - Codapillar

Directional language including north, south, east and west, near, far.

Art

Collage - use appropriate materials, scissor control, correct colours.

Bodies - draw a body with more body parts appropriately positioned. Draw faces with features in proportion, correctly shaped.

Basic shapes- observational house drawings & different buildings.

Animals- realistic animal (Bears-Barnaby Bear).

Observational - more plants and trees.

Cultural awareness

Social rules - manners, stealing, sharing.

Class rules/creating class rules.

Our community and local area - who lives here?

Ongoing curriculum

PSHE: Jigsaw- Social rules- manners, stealing, sharing (links to cultural awareness)

Music: Stomp - kitchen orchestra.

RE:

PE: Yoga bear

Online Safety: Active Bytes (to be done first week)

DT

Food tasting - café food. Cook it in school. Different meals/snacks. Set the classroom up as a restaurant with table cloths and battery candles and be waited on by the teachers.

Computing

Counting my information - (DH- Core) link to science- materials.

My moves on screen (P- Choice) moving a beebot/ codapillar around a town map.

Beegu/Pig the Pug

Book List	Resources for learning boxes
<p>Where's bear? - Emily Gravet (habitats and living things.)</p> <p>Traction Man - Mini Grey (best materials to use.)</p> <p>Bear in a square - Stella Blackstine (shapes.)</p> <p>Going on a bear hunt - Michael Rosen (habitats, positional language.)</p> <p>Eddie's kitchen - Sarah Garland</p> <p>The bumble bear - Nadia Shireen (Bear)</p> <p>Q pootle 5 - Nick Butterman (design & build.)</p> <p>Peace at last - Jill Murphy (time, bedtimes)</p> <p>The three little pigs (materials.)</p> <p>Thomas bakes a cake - Gunilla Wolde (Food)</p> <p>Home - C. Ellis</p> <p>A chair for baby bear - Kay Umansky</p> <p>The junkyard dragon - Beth Webb (materials/food.)</p> <p>You choose - Nick Sharratt (buildings)</p> <p>Revoltng recipes - Roald Dahl (food tech)</p> <p>Charlie and the chocolate factory - Roald Dahl (changing state/cooking/anti-gravity/cupcakes.)</p> <p>George's marvellous medicine - Roald Dahl (food etc.)</p> <p>Paper dolls - Julia Donaldson (making - creating - link with loss/death/bullying.)</p> <p>Old bear - Jane Hussey (select materials, build structures, pulleys.)</p>	<p>Materials</p> <p>Senses</p> <p>Community</p> <p>Food</p> <p>Human Body</p> <p>Toys (Teddies)</p>

Literacy focus:

- Stanley's Stick - Own version narrative
- Dinosaur and all that Rubbish - Pamphlets

Speaking and Listening:

Work together in a team to set up recycling points.

History

Significant People in History: Edmund Hillary. Thinking about what an explorer is. Comparing differences between equipment needed then and now.

Art

Use a range of techniques for pattern and texture to investigate fossils and shells. **Creating spiral patterns to resemble a tortoise's shells.**

DT

To make paper collage including spirals using different paper. **Team building - creating and using pulleys and cogs.** **Making puzzles using shapes e.g., hexagons and creating tessellation patterns.**

Numeracy: White Rose

Geometry - shape.

Recognise, name and sort 2D & 3D shapes. Make patterns with 2D & 3D shape. Use technical vocabulary for shape, symmetry in 2D shapes, recognise 2D shapes on the surface of 3D shapes. Look at tessellations for the tortoise's shell (link with Art & DT).

What is the world made of?



Ongoing curriculum

PSHE: Jigsaw

Music: Multicultural story through sound.

RE:

PE: Orienteering and obstacle courses.

Online Safety: Active Bytes (to be done first week)

Science: Seasonal change

To name the four seasons and identify features of each one. Observe changes across the seasons: autumn, winter, spring and summer. E.g., go outside to observe changes to trees in outdoor area. Link seasons to geography. **Also embedding/introducing jungle animals and pets needs and care. E.g., investigating vets, discussing wild and domestic animals. (Barnaby Bear).**

Geography

Compare weather in our local area with weather in mountain environments. Look at physical features of our local area and mountain areas of the UK **compare to Everest (Edmund Hillary).** Use geographical language including cliff, mountain, sea, ocean, hill, river, pond, canal, beach, coast, soil, valley, town, village. **What different weather patterns and environments would Edmund Hillary have come across? (Barnaby Bear)**

Cultural awareness

Reduce, reuse, recycle, e.g., setting up recycling food box in classroom, reusing paper in different ways. Multicultural and animal stories e.g., Tinga tales. Comparing different places and lifestyles including Arctic and Antarctic (North and South Poles) (Barnaby Bear). British values: Morals, rule of law, democracy, mutual tolerance and respect, individual liberty.

Computing

Describe my toys (M- Core)- teachers can change this unit to describe my animal and then present their final product to another class. **Sharing my learning (TIL- Choice) -** Discuss what technology Edmund Hillary might have used and compare to what would be used today. Video chat with another class to share learning.

Stanley's Stick/Dinosaurs and all that Rubbish

Book List	Resources for learning boxes
<p>Just a dream - Chris Van Allsbury (Pollution)</p> <p>Runaway pea - Kjarten Poskett- (Recycling)</p> <p>Why can't I fly? - Ken Brown (adaptations)</p> <p>Swirl by swirl - Joyce Sidman</p> <p>Dr dog - Babette Cole</p> <p>Ten reasons to love a turtle - Catherine Barr</p> <p>A planet full of plastic - Neal Layton (environmental issues.)</p> <p>Snowbear - Tony Mitton</p> <p>Dear zoo - Rod Campbell (Animal and biology.)</p> <p>Sharing a shell - Julia Donaldson</p> <p>Giraffes can't dance - Giles Andreae (animals and habitats.dear)</p> <p>Poles apart - Jeanne Willis</p> <p>Variety of life - Lorna Scobie</p> <p>The unhealthy wolf - David Bedford (healthy lifestyle.)</p> <p>Wallace & Gromit: cracking contraptions - Derek Smith (design own contraptions - gears/pulleys etc.)</p> <p>Lots - Nicola Davies</p> <p>Pandora - Victoria Turnbull</p> <p>Lost and found - Oliver Jeffers (boat building and sails.)</p> <p>The iron man - Ted Hughes (pulleys and levers.)</p>	<p>Explorers</p> <p>Mountains/mountaineers</p> <p>Fossils</p> <p>Shells</p> <p>Reduce, re-use, recycle</p> <p>Weather</p> <p>Seasons/time</p>

Literacy focus:

- The Sea Saw - Own version narrative
- The Odd Egg - Egg spotter's guide

Speaking and Listening:

Use subject specific vocabulary to identify plants and how they grow. To work collaboratively by communicating and sharing with others. Order and sequence the story.

History

Significant People in History: To introduce William Morris, his life and his work using textiles (links with ART).

Art

To identify who William Morris is by exploring his work with textiles. To identify repeating patterns by butterfly printing and repeating leaf prints. Using polystyrene blocks, print repeating patterns on fabric to make tea-towels or aprons.

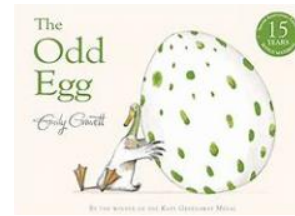
DT

To explore moving pictures by understanding the process of levers and sliders e.g., a bird moving through the sky. To make a variety of bug houses by using junk modelling. To explore a range of healthy food by tasting food that we have grown (See science). To sort unhealthy and healthy food (See science).

Numeracy: White Rose

Position and direction - describe turns, describe position. North, South, East, West, whole turn, half turn, quarter turn, under, over, through, forwards & backwards. (link with codapillars in computing).

How does your garden grow?



Ongoing curriculum

PSHE: Jigsaw- Sharing food (links to cultural awareness)

Music: Listen to rain and water music and draw how it makes me feel.

RE:

PE: Spiders web activity.

Online Safety: Active Bytes (to be done first week)

Science

Plants: To grow our own tomatoes and lettuce and identify healthy foods by looking at the story. To understand how seeds and bulbs grow into mature plants by planting different types of seeds. To name a variety of wild and garden plants e.g. Go outside for a walk and identify what flowers and plants we have in our school grounds. Name the parts and the structure of a flower e.g., by labelling pictures. Understand why plants need water, light, suitable temperature to grow and stay healthy. To name the types of trees within the school environment by going on a walk around the grounds. To describe the different parts of a tree (Barnaby Bear throughout all areas of science).

Geography

Local school environment-trees and growth - see science.

Cultural awareness

To look at the story and understand the importance of healthy eating e.g., have a range of food types and children discuss why they are healthy or not. To identify the importance of sharing food with others e.g., by trying different healthy foods. To understand different economic circumstances. To think about how we could share food within our community by exploring food banks. (Barnaby Bear). and how some people need support to have food. To organise a charity, bake sale.

Computing

Move my Beebot or Codopillar (P- Core) - experience using technology on the WOW starter day. To use the codapillar to move through the story by visiting different places or to use the program to create and draw pictures.

The Sea Saw/The Odd Egg

Book List	Resources for learning boxes
<p>Jack and the beanstalk - (Growing plants)</p> <p>The curious garden - Peter Brown (Plants)</p> <p>Leaf Man - Lios Ehlert (Life cycles)</p> <p>Eddie's garden - Sarah Garland (Plants)</p> <p>Jody's Beans - Malachy Doyle (Growing)</p> <p>Oliver's vegetables series - Vivian French (Food)</p> <p>From acorn to oak tree - Emma Carlson-Berne (Life cycle / habitat)</p> <p>Handa's surprize - Eileen Brown (Nutrition)</p> <p>Lorax - Dr Suess (Plant growth)</p> <p>The magic and mystery of trees - Jen Green (Growing plants)</p> <p>Jasper's beanstalk - Nick Butterworth (Growing plants)</p> <p>The tiny seed - Eric Carle (Seed Life cycle)</p> <p>The crunching munching caterpillar - Sheridan Cain (Butterflies life cycle)</p> <p>I will never not ever eat a tomato - Lauren Child (Food, healthy eating, where food comes from, packaging)</p>	<p>William Morris</p> <p>Healthy Food</p> <p>Levers</p> <p>Trees/plants</p> <p>Seeds</p> <p>Gardening</p>

Literacy focus:

- Where the Wild Things Are - Own version 'wild thing' narrative
- Julian is a Mermaid - Three-verse poems

Speaking and Listening:

Use specific language to explain the types of materials when making our own boats (see science). To explore the role play area by acting out the story and taking turns.

History

Significant People in History: To explore Admiral Blake and why he was a significant person to our local area. How did he shape our modern world? **To think about the differences in clothes worn during the time period and compare with clothes worn now. Investigate the different types of transport which have evolved since Admiral Blake, to help us move around the world.** (Barnaby Bear)

Art

Explore the work of Andy Goldsworthy and why he is significant. Look at his work using natural materials to create sculptures. e.g., **clay tree faces, leaf and stick sculptures** (Barnaby Bear).

DT

To explore different materials (see science) to make and join 3D boats. To use different types of material to build dens and shelters, thinking about how to secure the material.

Numeracy: White Rose

Subject specific language for floating and sinking.

To explore capacity using non-standard units then ml/l, knowing what measurement to use and solve word problems related to capacity. Does the amount of water in a container help something float better? How much water can a container take before it sinks.

Have you seen the wild things?



Ongoing curriculum

PSHE: Jigsaw- Also importance of charity (being kind)

Music: Body percussion

RE:

PE: Bikes & Scooters.

Go on a walk and find natural materials. Make a wild flower crown.

Online Safety: Active Bytes (to be done first week)

Science: Floating and sinking

Name and describe a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the properties of everyday materials. To compare and group together a variety of materials on the basis of their physical properties. What materials would Max use to make a boat? What materials would not be suitable? Why? Make a variety of boats from a variety of materials to see which one float the best. Can they still float with a load? (Barnaby Bear)

To explore the five sense and the human body, including food tasting.

Geography:

To explore the school grounds for natural materials. How many different materials can we find? What materials would be better for making sculptures? (See Art).

Cultural awareness

To explore different Birthday's within the class and understand birthday parties (Barnaby Bear).

To understand the importance of charity by giving old toys/clothes away.

British Values

Computing

Technology and my toys (TIL- Choice) link to Max's bedroom and what technology/ toys might be in there.

Literacy focus:

-Izzy Gizmo - Simple explanation
-A Walk in London - 'A walk in...' tour guide

Speaking and Listening:

Use specific vocabulary when naming the different types of weather and location of castles and cities in the UK. Speak clearly in an audibly voice when recording the weather forecast.

History

Explore the local history of Bridgwater through learning about Bridgwater castle. Visit the town and where the castle used to stand- links to geography castles in the UK capital. Learn about how Bridgwater grew around the docks and the river. Name the river Parrett, learn about where its starts and ends. Visit the river and have a picnic (Barnaby Bear).

Significant People in History: - Queen Elizabeth II. Learn about who she is, and explore the significant events on her life e.g. when she was born, when she became the queen. Explore Homes and how they have changed over time. How did people make food and what they ate before electricity or gas.

Art

Stained glass windows - tissue paper, painting cellophane/cling film, coloured cellophane.
Weather pictures - links to science
Design and make a coat of arms - links to cultural awareness.

DT

Weaving e.g. weaving ribbon in fences, weaving paper, fabrics, natural objects.
Junk modelling castles
Sewing bags for Izzy Gizmo
Baking bread - links to history

Mathematics: White Rose

Height/Length - how tall is the tower? Measure it using non-standard units and then cm/m.

Time- how long does it take walk to different places in London? Routine times.

Science

Weather

Identify the seasonal and daily weather patterns of the UK. Name the different types of weather and discuss changes observed. Record the changes observed through keeping a weather diary. Explore weather by making and using equipment to gather information e.g. rain gauges, sun dials, wind socks or flags.

Record a weather forecast/report - Links to computing. (Include Barnaby Bear across the areas)

Geography

Explore, locate and name the seas around the UK. Name and find the 4 countries of the UK on a map. Name and find the 4 capital cities of the UK on map. Explore the castles in these cities - Cardiff, Windsor, Edinburgh, Belfast - link to history and Bridgwater castle. (Barnaby Bear).

Cultural awareness

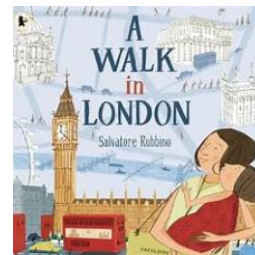
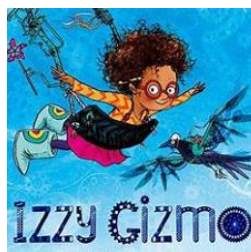
Explore birth and naming celebrations from different cultures and countries e.g. Christenings.
Explore children's own family experiences and who is in their families through drawing family circles. Celebrate the differences between families - links to art making coat of arms.

Computing

Filming in the background (M- choice) - Links to science by making a weather report.

Present my weather (DH- choice) - Links to science by making a weather report.

What's it like in the United Kingdom?



Ongoing curriculum

PSHE: Jigsaw Stranger Danger

Music: County dancing, maypole, Listen to different types of music. Children to use ribbon sticks to make a dance.

RE:

PE: Country dancing, medieval dance and sports, playground games

Online Safety; Active Bytes (to be done first week)

Izzy Gismo/A Walk in London

Book List	Resources for learning boxes
<p>The elves and the shoemaker (Sewing) Haritos bed - Camilla Ashford (Designing and making) Room on the broom - Julia Donaldson (Building for different purposes) The patchwork quilt- Jerry Pinkey (Textiles) Incredible cross sections - Stephen Biesty (Design/ build models/ interiors/ structures) See inside famous buildings - Usborne (Building design) Cool architecture - Simon Armstrong (Buildings) How to train your dragon - Cressida Cowell Tell me a dragon- Jackie Morris- (Multiplication, problem solving, and addition) Journey- Aaron becket (Building)</p>	<p>Castles Bridgwater Queen Elizabeth II Homes/Houses Weaving The UK (Geography) Weather</p>

Literacy focus:

- The Comet - Own version narratives
- Astro Girl - Fact file about being an astronaut

Speaking and Listening:

Working in collaboration with others and taking turns.

History

Significant People in History: Jane Goodall - link to jungle animals - Gorillas. What environment did she work in? What did she do? Unusual job. She writes books including children's books. Also promotes climate change.

Art

Link to idea of light and dark by extending colour mixing to name and explore different shades of the same colour. Use colour and shades to create jungle backgrounds e.g. Different shades of green for plants, fading pictures. Do observational drawings of jungle animals.

Bodies - Draw bodies, including different body parts. Draw faces with features in proportion, correctly shaped. Basic shapes- observational house drawings & different buildings.

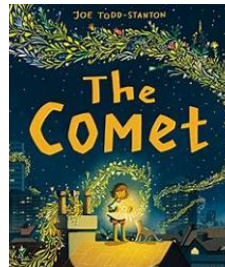
DT

Moving Pictures - Link to jungle animals and discussion of animals in science to create moving animals using split pins. Extend by using strings to move parts. When contrasting the external features of animals, make jungle animal masks. Focus on skills of cutting and tying.

Mathematics: White Rose

Time, days of the week, sequencing, bedtimes. Minutes in an hour, hours in a day & months of the year. Telling the time to the hour and half hour. Day and night (link to science).

When are you awake?



Ongoing curriculum

PSHE: Jigsaw

Music: Carnival of Animals: Sounds of the Jungle. Listen to jungle sounds with eyes closed. What can you hear?

RE:

PE: African Dance

Online Safety: Active Bytes (to be done first week)

Science

Day and night observations - Look at the differences between light and dark. Changes that occur between night and day. Investigate shadows.

Animals - Link to day and night processes by looking at nocturnal and diurnal animals. Name a variety of common animals. Children to investigate the features of animals E.g. How do you know this is a bird? How do you know this is a reptile? Describe and compare the external features across a variety of animals. Understand the terms carnivores, herbivores or omnivores. Sort common animals into categories based on what they eat.

Geography

Compare setting to local area: Compare the jungle to their local area. E.g, differences/ similarities in climate, weather, animals, plants.

Link to science by looking at jungle animals in terms nocturnal/diurnal and carnivore/herbivore/ omnivore (Barnaby Bear-habitats)

Cultural awareness

Link the idea of day and night by looking at different job roles. Discuss people who work at night and people who work in the day - make to link to their own families. E.g. shift workers, NHS, fire services, police. Talk about a local care home as an example of shift workers in their local area. Write a job description.

When looking at jungle environments focus on Africa and the cultural difference they might observe when compared to their own setting. (Barnaby Bear through all areas).

Computing

Discovering Technology (TIL- Core) link to cultural awareness how different job roles use technology.

My Soundscapes (M- Choice) - link to science by looking day sounds and night sounds.

Practise keyboard skill by typing up their job descriptions when looking at job roles.

The Comet/Astro Girl

Book List

The journey home - Fran Preston (Endangered animals)
There's a rumble in the jungle - Giles Andreaes (Animals)
Elmer - David McKee (Textiles/ colour and patterns)
Creaturpedia - Adrienne Barman (Types of animals)
Variety of life - Lorna Scobie (Types of animals)
Who are you calling weird? - Marilyn Singer (Features of strange animals)
I don't want to go to bed - Julie Sykes (Nocturnal animals)
One day on the savannah - Ella Bailey (African animals)
Doing the animal bop - Jan Ormerod (Dance and movement)

Resources for learning boxes

Gorrillas/apes
Animals
Africa - jungles
Jobs
Day and night

Literacy Tree Story Rotation - Year 2: 2024/2025

Autumn A	Spring A	Summer A
<p>Paddington Class - The Last Stop on Market Street/The Journey Home</p> <p>Night Pirate Class - The Minpins/The Bear Under the Stairs</p>	<p>Paddington Class - Rose Revere Engineer/Iggy Peck Architect</p> <p>Night Pirate Class - Jim and the Beanstalk/We are Water Protectors</p>	<p>Paddington Class - The Minpins/The Bear Under the Stairs</p> <p>Night Pirate Class - Rose Revere Engineer/Iggy Peck Architect</p>
Autumn B	Spring B	Summer B
<p>Paddington Class - Lubna and Pebble/Tadpoles Promise</p> <p>Night Pirate Class - Ocean Meets Sky/Dear Earth</p>	<p>Paddington Class - Jim and the Beanstalk/We are Water Protectors</p> <p>Night Pirate Class - The Last Stop on Market Street/The Journey Home</p>	<p>Paddington Class - Ocean Meets Sky/Dear Earth</p> <p>Night Pirate Class - Lubna and Pebble/Tadpoles Promise</p>

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Literacy

- The Last Stop on Market Street - Narrative writing
- The Journey Home - Persuasive letters

Speaking and Listening:

History

Significant Individuals: Henry Ford - Cars: Find out about how Henry Ford produced cars. What did he do? How did he do it? When was it? Where? Etc. Look at cars through the past and over time, how have they changed? Look at how cars have changed from then and now.

[Remembrance Day](#). [Stonehenge](#), [Mary Anning - fossils](#).

Art

Watercolor Pictures - picture of animals: Look at the pictures of the book that have been drawn and painted in watercolours. Discuss and investigate how to use watercolours, adult to model and show the children how to use them. Allow children to experiment with watercolours. Children to draw and paint different animals and create pictures of different animals.

[Remembrance Day pictures](#). [Sketching views on travel](#).

Design and Technology

Making a vehicle: Explore and investigate different types of vehicles. Look at and observe the different parts of a vehicle including wheels, axle.

Design a car to go on a specific journey, think about what vehicle would be suitable for each journey e.g., jeep for a safari, car for a beach trip. (Barnaby Bear- journeys of different types/transport).

Investigate the different materials and tools that are needed to create and make these vehicles. Use and investigate using saws to cut wood, different ways of piercing holes for wheels, joining the different materials together etc.

[Junk modelling a house](#).

Mathematics: White Rose (if appropriate)

Time: Link time to the journey. When did they leave? How long to get to the grass? Etc.

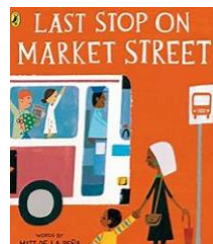
Tell and write time to the quarter hour and draw hands on the clock.

Tell and write the time to five minute intervals and draw hands on the clock.

Calculate time durations of whole hours, half hours or quarter hours.

Compare and sequence intervals of time e.g. days and months, minutes and hours.

Where will you go?



Ongoing curriculum

PSHE: Jigsaw. [Courage, perseverance, overcoming obstacles](#), [family & relatives](#).

Music: [Making a journey](#). [Going on an outing](#). [Making music - transport](#).

RE:

PE: [Obstacle course - gymnastics equipment](#). [Obstacle course](#). [Orienteering](#). [Dance \(Have previously done with reception\)](#)

Online safety: [Active Bytes \(to be done the first week back\)](#)

Science: Animals.

Recap Animals from Year 1 - naming animals, carnivore/herbivore/omnivore, describe external features. Link this to the animals that are in the story and use this to create drawings and watercolour paintings of different animals found in each place.

Find and describe the basic needs of animals including humans for survival (water, food and air). Look at animals in the story and how they get what they need in each place.

Make observations of growth in humans and animals in the story and then extend to other animals and plants that could be in different setting. Match offspring to animals including humans.

Explore and compare the differences between things that are living, dead and things that have never been alive. Look at the different places that are in the story and identify these things e.g., dead leaves, living animals, never been alive things like the bags that they take on the journey etc.

[Weather](#). [Forest Animals](#). [Seasons](#). [Minibeasts](#). [States of matter](#).

Geography

UK physical feature - forests, beaches, rivers, [caves](#). Talk about what all these are and where they are found. Look at other places around the world that could be used for innovating and inventing the story. [Create a 'going on a bear hunt' map](#).

[Barnaby Bear - visits above places](#).

Cultural awareness

Family, leisure outings: Talk about the Last Stop on Market Street journey that a family went on. What other leisure activities do we do in this country? Explore ideas. Look at how other countries around the world and the leisure activities that they carry out.

(Barnaby Bear- leisure & safety-what would happen if BB got lost?)

Computing

Sorting my animals (Data Handling / Core): Use branching database to identify animals. Talk about types of data, make a paper decision tree. Use a branching database online. Generate questions to be answered. Collect, record and present data. Compare different ways of presenting information. Talk about how the branching database was made and make a paper decision tree. Collect and present data on habitat of animal using a chart.

The Last Stop on Market Street/The Journey Home

Book List

The Gruffalo - Julia Donaldson
The Tiger who came to tea
Duck in a truck
Oi Frog (oi series)
Rumble in the jungle
Where my wellies take me
Mr gumpys motar car
Lord of the jungle
There was an old man who painted the sky

Resources for learning boxes

Animals
Living things
Transport
Henry Ford
Beaches
Caves
Watercolour painting
Fossils
Mary Anning
Stongethenge
Forests
Forest animals

Literacy focus:

- The Minpins - Own version narrative about bravery
- The Bear Under the Stairs - Information leaflets

Speaking and Listening:

Drama - Using the puppets children have made, create a carnival puppet show.

History

Local history: Link to our exploration of colour by discussing important people from China and red is historically an important colour to Chinese people.

Look at the use of red in Chinese festivals and carnivals. Link this to local history: Bridgwater Carnival. Look at the history of Bridgwater carnival and costumes. Compare the carnivals in our country and different countries around the world. (Barnaby Bear throughout all areas).

Art

Equipment and resources used by an artist - **End project = Painting on Canvas.** Link to colour by looking at different artists who have painted observational paintings of flowers *eg. White Vase with Flowers* by Redon, *Bouquet of Roses* by Renoir, *Still Life with Irises* by Van Gogh.

Practise observational drawings of flowers and move to using different mediums. Create a final piece on a canvas to be kept for end of year art exhibition.

[Ink wash painting - Traditional Chinese Prints](#)

[Free painting](#)

DT

Sewing - Project linked to carnivals. Design a puppet wearing a carnival costume. Practise sewing skills and learning stitches. Look at other ways to join materials. Make a carnival costume for your puppet based on the research done e.g. Feathers, sequence, use of colour.

[Create crowns that could be work by the Minpins.](#)

Mathematics: White Rose (if appropriate)

Money - Know the value of different coins. Look at real coins and exchange them in the market to buy produce. Add and subtract using a combination of all coins. Buy things using different coins, Take Barnaby Bear shopping. Find different combinations of coins that equal the same amounts of money. How many different ways can you pay for something at the market. Give change in a simple exchange. Solve word problems involving more than one step.

Science

Exploring colour through science. Explore the spectrum of colour, rainbows and conduct various kitchen experiments with a colour focus e.g. walking water experiment to create a rainbow, Skittles experiment.

Geography

Locate China on the globe or world atlas. Talk about where China is in relation to where we live. Is it near or far, how would we get there? How long would it take etc.? (Barnaby Bear)

[Take a closer look at Chinese culture: Lanterns, Dragons, Chinese writing, Cities, Food, Festivals](#)

How does it make you feel?



Ongoing curriculum

PSHE: Jigsaw. Also look at kindness and helping others

Music: Listening to music and painting what you hear. Sound colours.

RE: Chinese New Year

PE: Dance

Online Safety: Active Bytes (to be done the first week back)

Cultural awareness

Poverty - Discuss themes of poverty. Link to charity and bullying. Talk about how others are less fortunate than us. Compare things of relevance to the children e.g. school life, toys homes etc.

Look at Chinese New Year. Identify people who help others - e.g. Mother Theresa, Marcus Rashford.

Computing

My Internet Search - use the internet to research China and carnivals. Create a poster or presentation about these. Look at key skills of computing.

Use paint to design puppet and costumes.

The Minpins/The Bear Under the Stairs

Book List

The day the colours quit - Drew Daywalt
The colour of home - Mary Hoffman
Mix it up - Herve Tullet
The race for the Chinese zodiac - Gabrielle Wang
I am an artist - Marta Altes
The Artist who painted a blue horse - Eric Carle
The paper dolls - Julia Donaldson
Elmer
Winnie the Witch
The mixed up chameleon - Eric Carle
Sky Colour - Peter H. Reynolds

Resources for learning boxes

China
Artists
Colour (science)
Chinese Festivals
Carnivals
Art

Literacy focus:

- Jim and the Beanstalk - Sequel stories
- We are Water Protectors - Environmental campaign

Speaking and listening

Use subject specific vocabulary to explain the process of plants growth.

Mathematics: White Rose (if appropriate)

Fractions - link to fruit and finding different fractions for the pieces of fruit. Recognise, find and name fractions $\frac{1}{3}$, $\frac{2}{4}$, and $\frac{3}{4}$ ($\frac{1}{2}$ and $\frac{1}{4}$ taught in year one) of a shape, object or quantity using pictorial representations. Read and write fractions as above. Know all parts of a fraction must be equal parts of the whole. (EXP2) Find and compare fractions of amounts. Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Begin to use mental methods to calculate fractions of a quantity. Write simple fraction number sentences e.g. half of 6=3.

Science

Plants

Planting potatoes and beans. Observe and describe how seeds and bulbs mature into plants. Create a diary of the seed that they are growing and how it changes over time. Find out and describe how plant need water, light and suitable temperature to grow healthy. Conduct an experiment where seeds are planted and not given these things, observe what happens. Name and explain the functions of different parts of plants.

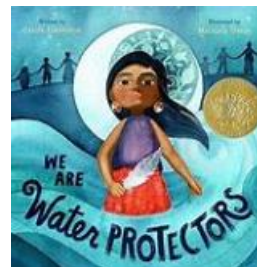
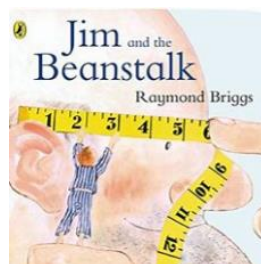
Healthy Eating

Describe the importance for human of exercise, eating the right amount of different types of food and hygiene. Look at food pyramid. Does Barnaby Bear have a balanced diet? Healthy lifestyle?

History

Link to Frida Kahlo - brief introduction to who she was and look at her life and work. When creating observational drawings and looking at Mexico introduce her and what she does.

How does it grow?



Art

End Project: Making fruit bowls out of clay or Modroc. Explore the different resources that could be used to create bowls and experiment so decision can be made about the best material. Observational drawings of fruit in the fruit bowls they have made. Look at skills of observational drawing. Thinking about keeping in proportion etc.

Looking at the art of Frida Kahlo (Mexican artist, paints fruit) - link to history.(Barnaby Bear - visit a gallery).

Ongoing curriculum

PSHE: Jigsaw Kindness

Music: Samba / Samba Dancing

RE:

PE: Races and Dance Link

Online Safety: Active Bytes (to be done the first week back)

Geography

Exploring the continent of North America - with a focus on Mexico. Find and locate on a map. Look at photos and identify the differences. Comparing the UK with Mexico (Barnaby Bear). Looking at where fruit comes from and how it gets from food to fork (Barnaby Bear visits a farm.)

Cultural awareness

Learning about North American traditional dishes. Look at the food that they eat and how they cook and collect the food that is needed to create food. Compare to here and how we do this, discuss similarities and differences.

Samba - link to music. Samba music and dance. (Barnaby Bear-music from different countries).

DT

Food and cooking - preparing a fruit salad. Name and identify a variety of different fruits from around the world that children may not have experiences. Draw and observe them, look at the differences between them. Use tools to prepare and cut fruit to create and make a fruit salad. Follow /create instructions for making a fruit salad. (Barnaby Bear-where is the food from?)

Computing

Technology in my life (core) - Identify the technology that is used in their lives and homes, looking at how much time is spent online. Think about different environments where they live and how technology would be used in these places. Link to the people in the story and how these characters would use technology.

Do I Trust My internet Search (choice) - Could that really happen to Jim? Think about misinformation on the internet.

Online Safety - People can be anyone online.

Jim and the Beanstalk/We are Water Protectors

Book List	Resources for learning boxes
<p>Jack and the beanstalk James and the giant peach Each, peach, pear, plum Titch Oliver's Vegetables The enormous turnip The tiny seed The hungry caterpillar The bad tempered ladybird Jasper's Beanstalk The unhealthy wolf Supertato The runaway pea</p>	<p>Healthy living Planting Pottery Fruit and vegetables Frida Kahlo Mexico Planting fruit/vegetables Where does food come from</p>

Literacy focus:

- Lubna and Pebble - Own version friendship narrative
- Tadpoles Promise - Own version narrative

Speaking and Listening:

Work collaboratively with others to create a news report.

Mathematics: White Rose (if appropriate)

Statistics - Collect information on the number of animals found in a habitat etc.

Collect data and present and record it in a ...

- Simple list,
- Tally chart,
- Simple pictogram,
- Block diagram.

Construct own tables to present data as above

Interpret and draw simple conclusions about the data collected.

Answer problem solving and reasoning questions such as How many more...?

Science

Habitats: Link the whale's journey around the world to look at a variety of habitats. Identify and name plants and animals in their habitat. Discuss how different habitats are suited to particular plants and animals based on their needs. Look at eco system and how plants and animals within an environment can be codependent. Move on to discuss food chains - how to plants and animals get food from one another. Name sources of food and represent this in a simple food chain. [Link food chains to the importance of protecting the environment and how extinction can lead to the collapse of a food chain/ ecosystem.](#) Endangered animals and protected habitats.

History

Charles Darwin - Galapagos Island, theory of evolution

Look at important people who advocate for the environment. E.g Greta Thunberg, Rachel Carson, David Attenborough

Extinction events from the past e.g. Dinosaurs, Dodo Birds

Art

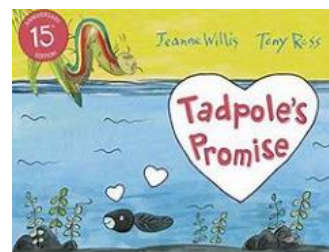
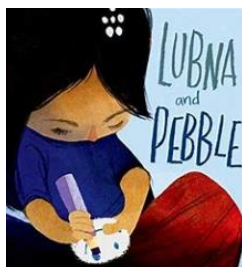
Artist Focus - Kandinsky: Link to spirals on snail shells by looking at the art work of Kandinsky. [Create a Kandinsky inspired sea scape to make a save the world poster.](#) This could be used as part of the news report.

DT

Build props to be used in the news report. E.g. [Microphone, camera, costumes](#) [Watch a documentary film.](#) (Barnaby Bear).

Junk modelling - use recyclable materials to build and make crafts. E.g. Build boats, make volcanoes.

How can we help?



Geography

Link habitats to other countries and oceans around the world. E.g. Which countries have deserts, forests, grassland etc. (Barnaby Bear).

Look at the impact of humans on the environment. Discuss different types of pollution. E.g. Sea pollution, Global Warming. Endangered animals and protected habitats.

Look at volcanoes and layers of the Earth - how do they form?

(Include Barnaby bear throughout).

Cultural awareness

World community - Looking after our planet. What can we do to support the natural world - recycling, litter picking, reduce, reuse, limiting single use plastics.

Ongoing curriculum

PSHE: Jigsaw. Looking after our planet, friendship, helping others, teamwork.

Music: Make instruments from recycled materials.

RE: Stories from the Bible - Jonah and the whale, Noah's Ark

PE:

Online safety: Active Bytes (to be done the first week back)

Computing

Multimedia:

News report - present my information (Core)

My news report (choice)

Save my world (choice)

Link to destruction of habitats and talk about the importance of protecting the planet, world community, preventing sea pollution. Final project to create a news report about the frog in the Tadpole's Promise.

Lubna and Pebble/Tadpoles Promise

Book List	Resources for learning boxes
<p>Clean up! - Nathan Bryon Dear Greenpeace - Simon James Someone swallowed Stanley - Sarah Roberts Tidy! - Emily Gravett The trouble with dragons - Debi Glori The Journey Home - Frann Preston Gannon What a Waste - Jess Frence Old enough to save the planet - Anna Taylor A planet full of plastic - Neal Layton The extraordinary life of Greta Thunberg - Devika Jina The bear in the stars - Alexis Snell Charlie and Lola: look after your planet - Lauren Child Water protectors - Carole Lindstrom If all the world were... - Joseph Coelho Little Green hen - Allison Murr</p>	<p>Habitats Pollution Recycling Food chains Endangered animals / extinct animals Global warming Helping others/teamwork News reports Volcanoes Kadinsky Charles Darwin Greta Thunberg Rachel Carson</p>

Literacy focus:

- Ocean Meets Sky - Own version fantasy world narrative
- Dear Earth - Information leaflet

Speaking and Listening:

Working in collaboration with others and taking turns.
Communicate and sharing ideas with others.

Mathematics: White Rose (if appropriate)

Geometry - Order and arrange combinations of mathematical objects in patterns and sequences. Use shapes to create rockets, space ships. Look at how shapes fit together like the oceans and continents. Know and describe properties of 3d shapes, including the number of edges, vertices and faces. Link to the shape of the planets and the world. In 2d shapes, Identify, describe and compare symmetry in a vertical line, and the number of sides. Describe and compare similarities and differences of 2D and 3D shape using their properties. Look for shapes around our world / environment and describe and compare them

Science

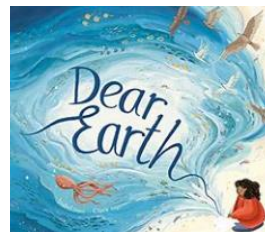
Day and night processes - find out why is it dark at night and light in day through exploration of the planet's rotation. Investigate how the planets of the solar system all rotate around the sun. Create an act out how the planets rotate around the sun.
- This will link to the animation project.
Exploration of the difference between planets and moons.
Dinosaurs / evolution
Dark den building
(Send Barnaby Bear to Space).

History

Significant People in History: Neil Armstrong: Who was Neil Armstrong? Why is he important? Find out about the significance of the moon landing in 1969, watch the footage from the moon landing.

Explore more recent space exploration e.g. the Mars rovers. Research and discuss Female space explorers and Captain Cook - sea explorers.

What is out there?



Geography

Learn to name and locate the world's 7 continents and countries that are of interest to the children or are of relevance to world events at the time of teaching. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Barnaby Bear) Using maps, atlas and globes to identify countries. Introduce and use Grid map reading to identify different countries and places around the world.
See DT globe activity. 5 oceans. Compare different countries around the world.

Art

Marbling - exploration of technique of using marbling inks to then create planets. Observation of the surfaces of the planets to select appropriate colours.

The planets to be kept to use in the animation project.

Create splatter paint/galaxy paintings. Create some nature art - using resources around the outdoor area to create different pictures and patterns etc.

DT

Create and make a model Solar System (Winding Mechanism).

When learning about the continents and oceans of the world create and make a globe (e.g. paper mâché) and draw/paint on continents and oceans.

Baking moon cakes. Create and make Moon vehicles/Space rockets. Create a Plasticine planet earth - core, mantle, crust, cut in half to see the layers.

Ongoing curriculum

PSHE: Jigsaw

Music: Create space sounds, music technology/animation music

RE: Look at different religions around the world

PE:

Online Safety: Active Bytes (To be done first week)

Cultural awareness

Explore different creation stories from different cultures and around the world - Christian, Hindu and Chinese. Book that may be of relevance and may help - Myth Atlas. Act out creation stories that we have learnt and compare the difference between the two. Look at and discuss different religions around the world

Computing

Animation - Animate My Animal (Multimedia: Choice): Use this unit to create a stop motion animation of either the rotation of the planets or moon landing. Refer to the use of programming and algorithms (Barnaby Bear).

Use J2E code to introduce animation before beginning the stop motion project.

Use the internet to Research fact about different planets and make a document of this information. Adding in pictures and text, using the computing skills to create and produce a document.

Ocean Meets Sky/Dear Earth

Book List	Resources for learning boxes
<p>Look up! - Nathan Bryon How to catch a star - Oliver Jeffers The way back home - Oliver Jeffers Aliens love underpants - Field trip to the moon - Jean Willis Whatever next? - Jill Murphy The Skies above my eyes - Charlotte Guillain The marvelous moon map - Teresa Heapy and David Litchfield A journey through space - Steve Parker and John Haslam A Cat's guide to the night sky - Stuart Atkinson Beegu - Alexis Deacon Mr Men trip to the moon The Smeds and the Smoos - Julia Donaldson</p>	<p>Space/Space exploration Neil Armstrong Night and Day Continents Oceans Dinosaurs</p>

Literacy

- Rosie Revere Engineer - Leaflet for local landmarks
- Iggy Peck Architect - Fact files

Speaking and Listening:

Using vocabulary to explain and describe direction. Ensure that events are retold in the correct order to ensure that we are giving directions in the correct sequence. Using scientific vocabulary to describe the properties of materials.

History

Significant Individual - Brunel: Look at 'Clifton Suspension Bridge'. Find out information and facts about the bridge. Look at how it was designed, what it is made from, how it was built. Compare to bridges that are made now. (Barnaby Bear)

Significant Place - Bridgwater Docks: Explore the significance of the docks to Bridgwater. How they were used in the past, what it bought to Bridgwater. Link to the creation of the canal and how Bridgwater was a market town. Local history for background.

Look at different mythical creatures

Art

Focus Artist: Banksy.

Talk about graffiti art, link to bridges - common place for graffiti art. Look at a variety of graffiti art. Talk about urban art. Discuss how Bristol is a city. Banksy is an artist whose art originates in Bristol. Look at his work and create own graffiti / stencils. (Barnaby Bear visits a city - Bristol).

Create clay trolls / sculptures.

Observational drawing of river when visiting.

DT

Link to making bridge in science when exploring suitability of materials.

Create and build bridges for beebots to move over and under.

Design and create a jacket for three goats.

Make beebot mats for beebots to move around and follow.

(Include Barnaby Bear testing clothing or bridges).

Mathematics: White Rose (if appropriate)

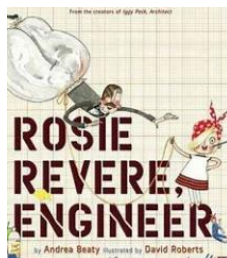
Measurement: Link to making bridges measure length and height how much weight it can hold. What is the capacity of the river below? What is the temperature of the river water?

Identify and use the appropriate standard units to estimate and measure in: length, height, mass, capacity, temperature

Read scales and divisions of 1s, 2s, 5s, and 10s in practical situations where all numbers on the scale are given.

Read scales and divisions of 1s, 2s, 5s and 10s in practical situations where not all numbers on the scale are given.

How do you get there?



Ongoing curriculum

PSHE: Jigsaw bullying, solving problems, standing up for yourself

Music: storytelling through music

RE:

PE: bridges (gymnastics)

Online Safety: Active Bytes (to be done the first week back)

Science

Materials (The Bridge): Identify suitability of materials to create and build bridges. Link to uses of materials in the stories. Compare and discuss the suitability of materials e.g., why is paper not suitable for a bridge? Talk about and identify how the different uses of the same materials e.g., what else are bricks used for? Discuss that the same objects e.g., bridges can be made from different materials - wooden bridges, metal bridges etc. Find out how shapes of materials can be changed when different things go over the bridges e.g., squashing, bending, twisting.

Compare uses of everyday materials in different environments.

Investigate, design and test suitable materials to create a waterproof jacket. Find out about people who have developed useful materials e.g., John Dunlop, Charles Macintosh.

Living Things: Discuss and describe the importance of exercise and hygiene to keep healthy. Link to the stories. Talk about digestion and how the body uses food to get what it needs.

Geography

River: Name the river in Bridgwater - The Parratt. Locate where it starts and where it ends. Find out facts about it e.g., how long. Visit the river and carry out observations, record how fast it flows etc. Have a picnic by the river. (Barnaby Bear)

Canal: Locate where it starts and where it ends. Find out facts about it e.g., how long. Discuss and understand the difference between a river and a canal. Visit the canal. (Barnaby Bear).

Look at find out basic information about. Trolls in Scandinavia. Identify river animals **Water play**

Cultural awareness

Elderly people and loneliness: Explore generations and elderly people. Discuss how they may need additional support. Identify charities that help and support them. Carry out a task to help and support the elderly or lonely. Connection to local care homes.

Computing

Light up my Lightbot (Programming / Core): Use the program to introduce / reinforce the use and creation of algorithms, to direct the lightbot around the course.

Explore my topic with floor robot - Beebot (Programming / Choice): Create bridges when investigating materials in science and rivers when learning about rivers. Use these to create a floor map and direct the beebot to go around and over the bridges. Create a bridge that is strong enough and suitable for a beebot.

Design a bridge using paint program.

Rosie Revere Engineer/Iggy Peck Architect

Book List	Resources for learning boxes
<p>*other traditional tales - princess and the pea, little red riding hood, elves and the shoemaker, goldilocks and the three bears</p> <p>On the way home - Jill Murphy</p> <p>Because - Mo Willems</p> <p>One fine day - Nonny Hogrogian</p> <p>Mixed up fairy tales - Hilary Robinson</p> <p>Gobbly Goat Axel Scheffler</p> <p>Goat in a boat - Lesley Sims</p> <p>A tale of two goats - Jamie Rix</p> <p>Stuck - Oliver Jeffers</p> <p>Be a friend - Selina Yoon</p> <p>Traction man</p> <p>The unhealthy wolf - David Bedford</p> <p>Up in a tree - Margaret Atwood</p> <p>The journey of a cucumber sandwich</p>	<p>Materials</p> <p>Loneliness</p> <p>Hygiene</p> <p>Bridges</p> <p>Banksy</p> <p>Bristol</p> <p>Brunel</p> <p>Trolls</p> <p>River animals</p> <p>Mythical creatures</p>