



Acorns Primary School

Class plan - Little Acorns Cycle A



Me and My Community

Personal, social and emotional development

Companions

- Exploring Autumn

Understanding the world

Planned term

Autumn 1

Key texts

A Kissing Hand Once there were Giants Lost & Found People Who Help Us Leaf Man Pumpkin Soup

Memorable experience

A walk around school to meet the people in our school community. An autumn walk in our school grounds.

Communication and language

Nursery Speaking and listening activities Developing vocabulary Nursery rhymes Stories and discussion Pretend play Reception Speaking and listening activities Explicit teaching and retrieval of new vocabulary Class and group discussion and partner work Answering and asking questions Retelling stories and experiences Poetry Basket: A basket of Apples Me and My Community Children talk about activities that they like to do at school. They learn each other's names and talk about their friends. Children introduce themselves to members of our school community and ask questions to find out what they do and how they help us. Using photographs from home, children talk about themselves, their families, friends and pets, their hobbies, favourite places and favourite foods. Children explore similarities and differences between themselves and their friends, using language to compare eye colour, hair colour, height and age. Children develop their vocabulary to describe different scents and talk about what they like and dislike. . Children find out about people who help us in the wider community, listening carefully to information and asking questions to find out more. Exploring Autumn Children develop vocabulary as they describe the look, feel and smell of autumnal resources. Children develop storylines in their pretend play using language related to shopping in a seasonal fruit and vegetable stall. Children are encouraged to tell their own stories.

Oracy

In Nursery, children develop the following physical, linguistic, cognitive and social and emotional aspects of oracy (the ability to articulate ideas, develop understanding and engage with others through spoken language) across the curriculum areas. Physical: to speak so that others can hear, to look at who they are talking to, to show others what they are talking about. Linguistic: to link thoughts together using and or because, to use vocabulary based on things that are important to them, to show an understanding of who, what, where, when and when and where questions, to use a range of tenses. Cognitive: to retell a simple event in the correct order, to use talk to pretend, predict and recall. Social and emotional: to take turns talking with one other person, to listen to what is being said, to use talk to share ideas with friends. In Reception, children develop the following physical, linguistic, cognitive and social and emotional aspects of oracy (the ability to articulate ideas, develop understanding and engage with others through spoken language) across the curriculum areas. Physical: to speak clearly at an appropriate volume, to look at who is talking and who is being spoken to whilst sitting or standing still, to begin to use gesture to support delivery of talk. Linguistic: to express themselves in fully formed sentences, to use specific vocabulary, to respond to what they hear with relevant comments, questions or actions, to begin to use past, present and future forms accurately, to use joining conjunctions (and, because, so, when, if, or, but) for longer sentences. Cognitive: to give answers that match what has been asked, to retell stories and experiences, to ask simple questions of peers. Social and emotional: to understand the concept of turn taking when talking, to listen and respond appropriately to simple questions, to begin to build friendships through talk, to use language to express needs and feelings.

Personal, Social and Emotional Development

Introduce 3Bs and values Focus value: Compassion Behaviour blueprint Mood Meter STOP (Several Times On Purpose, Start Telling Other People) No Outsiders: You Choose OSBOX online safety activities 1, 2 and 3 Me and My Community Children learn to see themselves as individuals and talk about themselves in positive terms. They explore rules and are supported to work collaboratively and cooperatively. Children learn about their emotions and are encouraged to try new activities and manage their personal hygiene needs. They identify trusted adults and are supported to create positive relationships with adults and peers. Exploring Autumn Keeping safe in the dark.

Physical Development - Gross Motor

Teacher-led gross motor session each week Marathon kids sessions Daily access to the outdoor area, including climbing frame and side, climbing cubes and tunnel, log stepping stones, mud hill, bikes and trikes, wooden hollow blocks, planks, tyres, crates, bricks, large chalkboard and whiteboard, mud kitchen for pouring, stirring, mixing, mashing and lifting, sand tray with wet or dry sand and a range of containers, spades, rakes, sieves and vehicles, water tray with pump and containers, pipes and guttering with stands, pipettes, funnels and tubing, pull along carts, sack truck, ride on tractors, pushchair, trolley, bats, balls, stilts, ropes, hoops, bean bags, Gonge stepping stones, large digging spades for mud hill, watering cans and brooms. PE lessons delivered by Onside Coaching: Working with others

Physical Development - fine motor

Daily teacher/TA led fine motor skills sessions Daily access to fine motor resources indoors and outside, including playdough, plasticine, clay, brushes, sponges and printing resources, loose parts, tweezers, construction toys (Duplo, Lego, wooden bricks, Mobilo, Lasy, cogs and wheels, Big Builder, Waffle), pencils, crayons, felt tips, whiteboard pens, scissors, threading, puzzles, small world toys. Nursery Fine motor activities and puzzles Dough Disco Clever Fingers fine motor programme Pencil control skills Scissor

skills Reception Fine motor activities and puzzles Introduce name writing Pencil control skills Scissor skills Handwriting patterns taught Daily letter formation in phonics as sounds are taught and revised including joining digraphs

Maths

Nursery Number songs and rhymes Comparison Block 1 More than, fewer than, same Shape, Space and Measure Block 1 Explore and build with shapes and objects Pattern Block 1 Explore repeats Counting Block 1 Hear and say number names Reception Getting to know you Baseline Number rhymes Counting Match, sort and compare Match objects Match picture and objects Identify a set Sort objects to a type Explore sorting techniques Create a sorting rule Compare amounts Talk about measure and patterns Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns It's me 1, 2, 3 Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 Mastering Number Autumn 1 & 2 Children will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Children will:

- identify when a set can be subitised and when counting is needed
- subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- spot smaller numbers 'hiding' inside larger numbers

Literacy

Nursery Rhythm and rhyme Environmental sounds Language skills Understanding simple stories Recognising first name Reception Jolly Phonics Step 1 Letter recognition: Group 1 - 3 sounds taught (s,a,t,i,p,n,c,k,e,h,r,m,d,g,o,u,l,f,b) through songs, actions and stories. Daily revision using flash cards, games and individual sound books (at school and home). Letter formation: Taught as sounds are introduced and revised daily. Blending: Oral blending, blending simple words with known letter sounds, blending words to read simple captions and sentences. Word Boxes 1-6 for blending practise at home. Identifying sounds in words: Hearing and saying sounds in words, oral segmenting, dictation of letter sounds, dictation of simple words. Reading books: Wordles books, Jolly Phonics Read and See Books, Jolly Phonics Little Word Books, aligned pink level books. Name writing Me and My Community Children choose stories that they would like to have read to them. They look at books and use the pictures to tell their own stories. Children talk about the characters in a story and how they are feeling. Together, they create a checklist for being a good friend. Children ask and answer questions about stories that are read to them. Reception children begin to use sounds to build words. They match pictures with initial sounds. Children draw their family inside their house, adding labels with support if they would like to. Children use their mark making skills to write friendship recipes and create thank you cards for people who help us. Exploring Autumn Children recall key events from a story. They answer questions about key texts. They sequence a story and explain their favourite part. Children act out a story using role play masks and props. Children use a range of resources for mark making. Children are provided with the opportunity to record recipes in their play.

Understanding the World

Exploring the school grounds Exploring seasonal change Family history How we have changed since we were babies People who help us Plants and animals in the local environment Harvest

RE

How can people show they belong together? - Where do I belong? - What groups can people be part of? - How do some people show their world views?

Expressive arts and design

Colour mixing Self portraits Family portraits Printing with autumn leaves Threading with autumnal resources Clay hedgehogs Constructions kits to create vehicles Seasonal food

Music

Calypso Music Singing, listening, performing, pulse/beat, rhythm, pitch, composing.

Sustainable Development Goals

Good Health and Well-being



Once Upon a Time

Literacy

Companions

- Sparkle and Shine **Personal, social and emotional development**

Planned term

Autumn 2

Key texts

Goldilocks Little Red Riding Hood The Three Billy Goats Gruff The Three Little Pigs Cinderella Diwali The Jolly Christmas Postman

Memorable experience

Share experiences of celebrations

Communication and language

Nursery Speaking and listening activities Developing vocabulary Nursery rhymes Stories and discussion Pretend play Reception Speaking and listening activities Explicit teaching and retrieval of new vocabulary Class and group discussion and partner work Answering and asking questions Retelling stories and experiences Nativity play lines and songs Once Upon a Time Children join in with the repeated refrains of familiar stories. They retell stories through small world play, puppets and role play. Children talk about the different characters in a story. Children develop their questioning skills through a game of Who's Who? Children use pictures to tell stories to others. Children develop their vocabulary when describing everyday materials and natural resources. Children share their ideas of who might live here, they listen to the ideas of others and build upon these. Children use talking buttons to record messages. Sparkle and Shine Using pictures from home, children talk about celebrating special events in their lives. They discuss their own experiences of celebrations and ask questions to find out more about how other people celebrate significant events. Children make comparisons between their own lives and those of others.

Personal, Social and Emotional Development

3Bs Focus value: Compassion Behaviour blueprint Mood Meter STOP No Outsiders: Red Rockets and Rainbow Jelly OSBOX online safety activities 4 and 5 plus Smartie the Penguin Protective Behaviours 4 lessons (Reception only) Anti-bullying Week Revisit STOP (Several Times On Purpose, Start Telling Other People) Firework safety Road Safety talk Once Upon a Time Children build on skills learned in Me and My Community and play games that encourage sharing and taking turns. They develop their understanding of emotions, exploring why story characters act the way they do and how they might be feeling. Sparkle and Shine Children explore the theme of celebration and consider the similarities and differences between cultural and religious communities.

Physical Development - Gross Motor

PE lessons delivered by Onside Coaching: Movement Development

Physical Development - fine motor

Nursery Fine motor activities and puzzles Dough Disco Clever Fingers fine motor programme Pencil control skills Scissor skills Reception Fine motor activities and puzzles Name writing Pencil control skills Scissor skills Lowercase letter formation taught Daily letter formation in phonics as sounds are taught and revised including joining digraphs

Maths

Nursery Number songs and rhymes Counting Block 2 Begin to order number names Subitising Block 1 I see 1, 2, 3 Pattern Block 2 Join in with repeats Shape, Space and Measure Block 2 Explore position and space Reception Circles and triangles Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position 1, 2, 3, 4, 5 Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1 - 5 Shapes with 4 sides Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night

Literacy

Nursery Rhythm and rhyme Language skills Memory Understanding simple stories Recognising first name Reception Jolly Phonics Step 1 Letter recognition: Group 4 - 7 taught (ai, j, oa, ie, ee, or, z, w, ng, v, oo/oo, y, x, ch, sh, th/th, qu, ou, oi, ue, er, ar) through songs, actions and stories. Daily revision of all sounds using flash cards, games and sound books. Letter formation: Taught as sounds are introduced and revised daily. Joining digraphs as they are taught. Blending: Oral blending, blending simple words with known letter sounds, blending words to read simple captions and sentences. Word Boxes 7-18 for blending practise at home. Identifying sounds in words: Hearing and saying sounds in words, oral segmenting, dictation of letter sounds, dictation of simple words. Tricky words: Words 1-12 taught for reading and spelling: I, the, he, she, we, me, be, was, to, do, all, are Reading books: Wordless books, Jolly Phonics Read and See Books, Jolly Phonics Little Word Books, aligned pink level books. Weekly News writing Once Upon a Time Children discuss the order of events in a story and the actions of the characters. They make predictions about what might happen next. Children compare different versions of familiar tales and talk about which stories are their favourite and why. They retell stories using masks, props, puppets and small world figures. Children listen to stories and join in with repeated refrains. Reception children read simple words from familiar stories. Children extend rhyming strings with really and made up words. Reception children use their emergent writing skills to write a card, add labels to a poster, complete speech bubbles and begin to compose simple sentences for a story. Sparkle and Shine Children write letters and cards in response to celebrations using their mark making and emergent writing skills.

Understanding the World

Creating maps to represent places and journeys Celebrations around the world Kings and queens and life in the past The properties of materials Reflective materials

RE

How can people show they belong together? - What times do people celebrate together? - Which places are special? - How does it feel to be part of a group?

Expressive arts and design

Collage Fire work paintings and pastel pictures Christmas art and craft Structures for imaginary worlds Puppets Diva lamps Seasonal food

Music

Calypso Music Singing, listening, performing, pulse/beat, rhythm, pitch, composing.

11 things before 11

Perform in a concert



Starry Night

Understanding the world

Companions

- Winter Wonderland
- Understanding the world

Planned term

Spring 1

Key texts

Whatever Next! Peace at Last Owl Babies How to Catch a Star Gruffalo's Child

Memorable experience

Astronomy Visit Winter walk

Communication and language

Nursery Speaking and listening activities Developing vocabulary Nursery rhymes Stories and discussion Pretend play Rhyme Challenge Nursery 1 (Five rhymes for the children to learn by heart) Nursery 2 (Ten rhymes for the children to learn by heart) Reception Speaking and listening activities Explicit teaching and retrieval of new vocabulary Class and group discussion and partner work Answering and asking questions Retelling stories and experiences Rhyme Challenge (Ten more rhymes for the children to learn by heart) Starry Night Children talk about how familiar locations are the same and different during the day and at night. Children make observations of the night sky and ask questions to find out more. Children talk about their bedtime routines and favourite bedtime stories. Children develop their vocabulary when finding out about nocturnal and diurnal animals. Children listen carefully to play games that require them to follow verbal instructions. Children are supported to develop their vocabulary as they use small world and role play resources. Winter Wonderland Children listen carefully to information from nonfiction books and ask questions to find out more. Children talk about their learning and activities they have enjoyed. Children talk about differences in texture as they learn about changing states.

Personal, Social and Emotional Development

3Bs Focus value: curiosity Behaviour blueprint Mood Meter STOP No Outsiders: Blue Chameleon OSBOX online safety activities 7, 8 and 9 plus Digiduck Online Safety Week Starry Night Children continue to learn about the importance of good oral hygiene and the importance of sleep. Winter Wonderland Suitable clothing, wrapping up warm. Putting on coats, hats, gloves and scarves. Managing fastenings

Physical Development - Gross Motor

PE lessons delivered by Onside Coaching: Fitness

Physical Development - fine motor

Nursery Fine motor activities and puzzles Dough Disco Clever Fingers fine motor programme Pencil control skills Scissor skills Reception Fine motor activities and puzzles Name writing Pencil control skills Scissor skills Lowercase letter formation revised Daily letter formation in phonics as sounds are taught and revised including joining digraphs

Maths

Nursery Number songs and rhymes Subitising Block 2 Show me 1, 2, 3 Counting Block 3 Move and label 1, 2, 3 Shape, Space and Measure Block 3 Explore position and routes Pattern Block 3 Explore patterns Reception Alive in 5 Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5 Mass and Capacity Compare mass Find a balance Explore capacity Compare capacity Growing 6, 7, 8 Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs - odd and even Double to 8 Combine two groups Conceptual subitising Mastering Number Spring 1 & 2 Children will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Children will: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal g

Literacy

Nursery Hearing and saying initial sounds Memory Understanding longer stories Recognising first name Reception Jolly Phonics Step 1 revision Step 2 Letter recognition: Unit 2.1 y (as ee) Unit 2.2 Short vowels Unit 2.3 ck Unit 2.4 Double letters Alternative spellings and Group 1-7 letters revised daily. Letter formation: Daily dictation. Joining digraphs as they are taught. Blending: Blending words with known letter sounds, blending longer words. Reading sentences. Identifying sounds in words: Daily word dictation, weekly dictation of sentences, dictation lists sent home for those who have completed Word Boxes Tricky words: Revision of reading and spelling of words 1-12. Tricky words 13-20 taught for reading and spelling (you, your, some, come, said, here, there, they) Reading books: Jolly Phonics Red Books (once first 12 tricky words are known), aligned red books. Weekly News writing Starry Night Children talk about the actions of characters in a story and make predictions. Children map out the main parts of a story. They join in with everyday sounds and actions. Children use puppets and soft toys to retell stories. Children use their own ideas to suggest alternative solutions to a problem in a story. Reception children record their ideas by writing simple captions or sentences. They read simple statements and decide if they are true or false. Children match pictures and words. They draw and label pictures and write simple factual sentences. Winter Wonderland Children listen to stories and join in with repeated refrains. They talk about how the characters behave and discuss the meaning of the word 'brave'. Reception children map out a character's journey adding labels. Reception children write words, captions and simple sentences to describe wintry pictures.

Understanding the World

Exploring the night sky Winter and wintery weather People who work at night Astronauts and the first moon landing Nocturnal animals
Everyday materials Space Melting and freezing

RE

Who are the people in special stories and why might they still be important today? - What makes a story special? - Why are stories about Jesus important to Christians? - How does the nativity story affect me?

Expressive arts and design

Painting - mixing tints and shades and creating night sky scences using a variety of resources. Environmental art using ice and natural resources Cuddly pets using textiles

Music

Calypso Music Singing, listening, performing, pulse/beat, rhythm, pitch, composing.

Sustainable Development Goals

Life on Land Climate Action

11 things before 11

Star gazing



Ready Steady Grow

Understanding the world

Planned term

Spring 2

Key texts

The Gigantic Turnip Jack and the Beanstalk Oliver's Vegetables Rosie's Walk The Little Red Hen

Memorable experience

Farming workshop

Communication and language

Nursery Speaking and listening activities Developing vocabulary Nursery rhymes Stories and discussion Pretend play Rhyme Challenge Poetry basket: Mrs Bluebird Reception Speaking and listening activities Explicit teaching and retrieval of new vocabulary Class and group discussion and partner work Answering and asking questions Retelling stories and experiences Rhyme Challenge Poetry Basket: A Little Seed Children talk about their experiences of food shopping. They talk about foods they like and dislike, using their senses to describe the look, feel, taste and smell. Children talk about what happens on a farm using photographs, small world characters and real life experiences to support their explanations. They ask questions to find out more. Children develop their vocabulary naming and describing fruits and vegetables and learning the names of farm animals and their babies. Children use role play cafes and shops, taking on different roles.

Personal, Social and Emotional Development

3Bs Focus value: curiosity Behaviour blueprint Mood Meter STOP No Outsiders: The Family Book OSBOX online safety activity 10 Dental Nurse visit Ready Steady Grow Children learn to look after their personal needs as they explore the importance of a healthy diet and regular exercise.

Physical Development - Gross Motor

PE lessons delivered by Onside Coaching: Throwing & Catching

Physical Development - fine motor

Nursery Fine motor activities and puzzles Dough Disco Clever Fingers fine motor programme Pencil control skills Scissor skills Reception Fine motor activities and puzzles Name writing Pencil control skills Scissor skills Lowercase letter formation revised and uppercase letter formation taught Daily letter formation in phonics as sounds are taught and revised including joining digraphs

Maths

Nursery Number songs and rhymes Counting Block 4 Take and give 1, 2, 3 Shape, Space and Measure Block 4 Match, talk, push and pull Subitising Block 3 Talk about dots Comparison Block 2 Compare and sort collections Reception Length, height and time Explore length Compare length Explore height Compare height Talk about time Order and sequence time Building 9 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 Make arrangements of 10 Doubles to 10 Explore even and odd Explore 3-D shapes Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment

Literacy

Nursery Hearing and saying end sounds Memory Understanding longer stories Oral retelling of stories Recognising first name Reception Jolly Phonics Step 2 Letter recognition: Unit 2.5 Long vowels and magic e Unit 2.6 Long vowels and magic e Unit 2.7 ay, oy Unit 2.8 ea Unit 2.9 y, igh Unit 2.10 ow (as ou and oa) Alternative spellings and Group 1-7 letters revised daily. Letter formation: Daily dictation. Joining digraphs as they are taught. Blending: Blending words with known letter sounds, blending longer words. Reading sentences. Identifying sounds in words: Daily word dictation, weekly dictation of sentences, dictation lists sent home for those who have completed Word Boxes Tricky words: Revision of reading and spelling of words 1-20. Tricky words 21-34 taught for reading and spelling (go, no, so, my, one, by, only, old, like, have, live, give, little, down Reading books: Jolly Phonics Yellow books and aligned yellow books. Weekly News writing Ready Steady Grow Children join in with repeated refrains from familiar stories. They retell and act out stories, and sequence stories using picture cards. Children make predictions about what they think might happen next and make suggestions for alternative solutions to a problem. Children use story maps to show events in a story adding labels to prompt them. They use their phonic knowledge to read clues and read simple captions and sentences related to the topic. Children follow a recipe and write their own recipes, instructions, lists, labels and stories. Puddles and Rainbows Children identify rhyming words and generate their own rhyming strings using real words and nonsense words. Children read simple sentences and demonstrate their understanding by following an instruction they have read. They use their phonic knowledge to spell rhyming words.

Understanding the World

Planting and growing Seasonal change Rainbows Farming in the past Farm animals and their babies

RE

Who are the people in special stories and why might they still be important today? - Can stories teach people how to behave? - What can people in sacred stories teach us about the importance of making a good choice? - What qualities does a good leader have? - Who helps us to make good choices today?

Expressive arts and design

Transitional art using natural materials Printing Recipes and healthy snacks

Music

Calypso Music Singing, listening, performing, pulse/beat, rhythm, pitch, composing.

Sustainable Development Goals

Good Health and Well-Being Life on Land

11 things before 11

Interact with an animal



Puddles and Rainbows

Understanding the world

Planned term

Spring 2

Key texts

The Colour Monster

Memorable experience

Welly walk

Communication and language

Puddles and Rainbows Children talk about their favourite colours and what they like to wear as they explore a range of dressing up outfits. Children talk about different colours as they engage in paint mixing and bubble play. They develop their knowledge of colour names, including some tints and shades.

Personal, Social and Emotional Development

Puddles and Rainbows Children build on their knowledge of emotions as they select vocabulary and pictures to describe their own and others feelings and continue to explore the relationship between colours and emotions.

Expressive arts and design

Colour mixing Rainmakers

Sustainable Development Goals

Climate Action



Sunshine and Sunflowers

Understanding the world

Companions

- Shadows and Reflections

Understanding the world

Planned term

Summer 1

Key texts

Shark in the Park! Errol's Garden My Butterfly Bouquet Jump and Shout! Through the Magic Mirror

Memorable experience

Garden walk Exploring our reflections

Communication and language

Nursery Speaking and listening activities Developing vocabulary Nursery rhymes Stories and discussion Pretend play Rhyme Challenge Reception Speaking and listening activities Explicit teaching and retrieval of new vocabulary Class and group discussion and partner work Answering and asking questions Retelling stories and experiences Rhyme Challenge Poetry Basket: Under a Stone Five Little Peas Sunshine and Sunflowers Children talk about activities they enjoy outside. Children explore rhyming words, predicting rhymes and noticing when a pair or string of words rhyme. Children name the body parts of different insects, such as butterflies, and explain the stages in their lifecycle. Children talk about flowers, naming the parts of a plant and using their senses to describe them. Children listen to seasonal poems and learn poems to recite. Children use role play florists and mud kitchen barbeques, taking on different roles. They are supported to develop their language through seasonal small world play. Shadows and Reflections Children talk about their reflections and how their reflections change when they dress up in funny clothes and look in distorted mirrors. Children talk about what a reflection is as they look for reflections in different surfaces. Children talk about shadows and how they are made and changed. They learn the vocabulary transparent, translucent and opaque.

Personal, Social and Emotional Development

3Bs Focus value: courage Behaviour blueprint Mood Meter STOP No Outsiders: Mommy Mama and Me OSBOX online safety activity 11 Sunshine and Sunflowers Children further develop their knowledge of basic hygiene needs and learn about the importance of sun safety. Shadows and Reflections Children continue to build on their knowledge of emotions as they make faces to depict emotions.

Physical Development - Gross Motor

PE lessons delivered by Onside Coaching: Ball Skills

Physical Development - fine motor

Nursery Fine motor activities and puzzles Dough Disco Clever Fingers fine motor programme Pencil control skills Scissor skills Introduce name writing activities (N2) Reception Fine motor activities and puzzles Name writing Pencil control skills Scissor skills Upper and lowercase letter formation revised and joining of digraphs practised Daily letter formation in phonics as sounds are taught and revised including joining digraphs

Maths

Nursery Number songs and rhymes Pattern Block 4 Lead on own repeats Shape, Space and Measure Block 5 Start to puzzle Pattern Block 5 Making patterns together Subitising Block 4 Make games and actions Reception To 20 and beyond Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns How many now? Add more How many did I add? Take away How many did I take away? Manipulate, compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes Sharing and grouping Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles Mastering Number Summer 1 & 2 Children will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Children will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2

Literacy

Nursery Oral blending and segmenting Understanding longer stories Oral retelling of stories Sequencing a story Recognising first name Tracing first name Reception Jolly Phonics Step 2 Letter recognition: Unit 2.11 ir, ur Unit 2.12 ew Unit 2.13 aw, au, al (as or) Alternative spellings and Group 1-7 letters revised daily. Letter formation: Daily dictation. Joining of digraphs, tricky words and other letter joins as taught. Blending: Blending words with known letter sounds, blending longer words. Reading sentences. Identifying sounds in words: Daily word dictation, weekly dictation of sentences, dictation lists sent home, tricky word spelling sent home for those who have completed dictation lists. Tricky words: Revision of reading and spelling of words 1-34. Tricky words 37-40 taught for reading and spelling (what, when, why, where, who, which) Reading books: Jolly Phonics yellow books and aligned yellow books. Weekly News writing Sunshine and Sunflowers Children give reasons for their answers. They join in with repeated phrases and identify rhyming words in stories. Children make predictions and relate what they have read to their own experiences. They listen to fiction and non-fiction texts. Children identify action words and act them out. They read sentences and follow instructions. Children read simple sentences from fiction and nonfiction texts. They begin to write their own poems. Children write simple sentences to sequence a life-cycle, and write captions and sentences for speech bubbles. Shadows and Reflections Children use props to retell a story. They use

shadow puppets to make up their own stories or retell one they are familiar with. Children write sentences to describe pictures that they have drawn.

Understanding the World

Plants, gardens and the local environment Features of plants What plants and animals need to grow and survive Insect life cycles Light, shadows and reflections Opaque and transparent materials

RE

How do people know how to treat each other? - What are values? - How do our values affect the way we live and work together? - Where do values come from? - What is the golden rule?

Expressive arts and design

Seasonal environmental art and painting techniques involving flowers and gardens. Watercolours Observational drawing Sun hats and crop protectors Suncatchers

Music

Calypso Music Singing, listening, performing, pulse/beat, rhythm, pitch, composing.

Sustainable Development Goals

Life on Land



Big Wide World

Understanding the world

Companions

- Splash!

Understanding the world

Planned term

Summer 2

Key texts

Penguin on Holiday Our World: A First Book of Geography All Are Welcome Under the Same Sky Clean Up! Commotion in the Ocean Water

Memorable experience

Bike and scooter morning Paddling pool fun

Communication and language

Nursery Speaking and listening activities Developing vocabulary Nursery rhymes Stories and discussion Pretend play Rhyme Challenge Reception Speaking and listening activities Explicit teaching and retrieval of new vocabulary Class and group discussion and partner work Answering and asking questions Retelling stories and experiences Rhyme Challenge Poetry Basket: A Little Shell Transition: Getting to know their new teacher and teaching assistant, speaking confidently about themselves and meeting new children. Big Wide World Children talk about their holidays and journeys that they have been on. They name items they would pack in a case and explain why they would be useful. Children listen to fiction, nonfiction and poetry to learn about other countries and cultures. They share their own experiences and ask questions to find out more. Through small world play, they learn and talk about different habitats. They compare the similarities and differences between places around the world. Children use positional language to describe a route. Splash Children talk about their experiences of visiting a beach and develop their vocabulary through a beach themed role-play area and under the water small world scenes. They name and describe sea creatures and talk about the properties of water in different states. They predict and explain why some items float and others sink.

Personal, Social and Emotional Development

3Bs Focus value: courage Behaviour blueprint Mood Meter STOP OSBOX online safety Recap Relationships and Sex Education 3 lessons (Reception only) Transition Big Wide World Children are supported to explore similarities and differences between people and cultures worldwide, building on learning about celebrations. Splash Continue to develop their knowledge of looking after their hygiene as they explore the importance of handwashing.

Physical Development - Gross Motor

PE lessons delivered by Onside Coaching: Fun and Games

Physical Development - fine motor

Nursery Fine motor activities and puzzles Dough Disco Clever Fingers fine motor programme Pencil control skills Scissor skills Name writing activities (N2) Reception Fine motor activities and puzzles Name writing Pencil control skills Scissor skills Upper and lowercase letter formation revised and joining of digraphs practised. (R) Daily letter formation in phonics as sounds are taught and revised including joining digraphs Sewing with a needle

Maths

Nursery Number songs and rhymes Counting Block 5 Show me 5 Pattern Block 6 My own pattern Counting Block 6 Stop at 1, 2, 3, 4, 5 Comparison Block 3 Match, sort, compare Reception Visualise, build and map Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations Make connections Deepen understanding Patterns and relationships Consolidation

Literacy

Nursery Oral blending and segmenting Understanding longer stories and making a prediction Oral retelling of stories Sequencing a story Wordless reading books (N2) Recognising first name Writing first name Reception Jolly Phonics Revision of Step 1 and 2 Letter recognition: Alternative spellings and Group 1-7 letters revised daily. Letter formation: Daily dictation. Joining of digraphs, tricky words and other letter joins as taught. Blending: Blending words with known letter sounds, blending longer words. Reading sentences. Weekly comprehension activity. Identifying sounds in words: Daily word dictation, weekly dictation of sentences, dictation lists sent home, tricky word spelling sent home for those who have completed dictation lists. Tricky words Revision of reading and spelling of words 1-40. Reading books: Jolly Phonics Green books and aligned green books. Weekly News writing Big Wide World Children make comparisons between two texts. They listen to stories from around the world and identify similarities and differences between life in the UK and elsewhere. They read simple facts and listen to stories about travelling. Children write simple sentences to describe their pictures and share their ideas. Splash Children match upper and lower case letters. They create their own version of a story we have shared, writing simple sentences. Children read simple sentences. They write and reveal secret messages and write their own recipes.

Understanding the World

World maps and globes Journeys Looking after our environment Significant historical figures Life and transport in the past Common features of animals Animal habitats Floating and sinking

RE

How do people know how to treat each other?- What do stories from sacred texts tell us about how to treat others? - How do people know what is right and what is wrong? - What have religious worldviews shown us about how to treat others? - How do non-religious people decide how to treat each other? - How do I want to treat people and why?

Expressive arts and design

Patterns Large scale art including weaving and using recycled materials Construction kits and junk modelling vehicles Following a recipe Ice lollies

Music

Calypso Music Singing, listening, performing, pulse/beat, rhythm, pitch, composing.

Sustainable Development Goals

Climate Action Clean Water and Sanitation Life Below Water

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