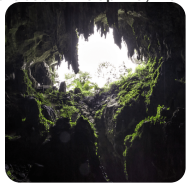




# Acorns Primary School

## Class plan - Little Acorns Cycle B



# Let's Explore **Understanding the world**

## Companions

- Build It Up **Understanding the world**

## Planned term

Autum 1

## Key texts

We're Going on a Bear Hunt The Way I feel In Every House, on Every Street Mini Rabbit Not Lost Mr Gumpy's Outing Explorers - My First Heroes What We'll Build The Three Little Pigs

## Local Links

Exploring the school grounds Looking at the local area on Google Maps

## Sustainability

Litter Food waste

## Engage stage

Exploring the school grounds Exploring how bricks are made

## Communication and Language

Children are encouraged to share their ideas during collaborative tasks. They learn to use positional language as they play, such as under, over and through. Children talk about their houses and homes and familiar places in the local area. They use directional language to plan a simple route. Children describe places they would like to visit. They describe objects and discuss how they would be useful on a journey. Using their senses, children describe what they can see, hear, smell and touch in the school environment. They use walkie talkies, pretend telephones, talking tins and talking tubes to communicate with each other. Children find out and talk about how buildings are made. They ask questions to find out more. During their play they use recently learned vocabulary. They retell The Three Little Pigs using language and repeated refrains from the story. They compare different versions of this traditional tale.

## Physical development

Games (Val Sabin) Unit 1 Focus on using beanbags Unit 2 Focus on using a ball Introduce daily name writing (R) Puzzles/fine motor activity Dough Disco Pencil control skills Scissor skills Handwriting patterns (R) Daily letter formation in phonics as sounds are taught and revised including joining digraphs (R)

## Personal, Social and Emotional Development

Introduce: Respect Code Behaviour blueprint Mood Meter RULER STOP No Outsiders: You Choose Children explore and recognise a range of familiar emotions and understand how to communicate their feelings. Children develop an understanding of lives that are different to their own and that we are all unique.

## Literacy

Jolly Phonics Children identify rhyming words in stories as they are read. They join in with repeated refrains in familiar stories. Children use picture cards to sequence a story and orally retell the events. Children use mark making skills to communicate their ideas. Children talk about characters in a story and the places they visit. They sequence a story using pictures and oral retell the events. Children join in with repetitive phrases and use these when retelling a story with puppets and masks. They use mark making skills to communicate their ideas and read and spell simple words

## Mathematics

Nursery Counting rhymes Counting Subitising Positional language Comparing size Pattern 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

## Understanding the world

Children explore significant people from the past as they find out about famous explorers. Children conduct fieldwork to find out about their immediate and local environment. They explore and create sketch maps to represent real and imaginary journeys and use Google Maps to explore aerial photographs of the local area. They begin to explore the physical features of our local environment by looking at photographs. They use world maps and globes, identifying the UK and making comparisons between locations. Children explore their local environment to find out about living things and the places in which they live. They are introduced to language related to their senses. Children explore, name and sort materials according to their properties.

## Expressive arts and design

Children create their own peg label and use handprinting (N) or a painted self-portrait (R) to personalise their Learning Journal. Children learn to draw the human form from observation or memory. They are introduced to painting techniques and supported to paint images from observation, memory or their imagination. Children create simple structures using various resources and construction kits. Children are introduced to recipes and use seasonal produce they have harvested. Children develop their printing skills. They print brick patterns, buildings and their features from observation, memory or their imagination. Children build on learning from Let's Explore and work collaboratively and independently to build structures using various resources and construction kits. They look at existing structures to inspire their creations and test and adapt their ideas.

### **Computing**

OSBOX online safety activities 1, 2 and 3 Programmable toys

### **Music**

Daily singing and rhymes Autumn/harvest songs Calypso Music Singing - find their singing voice, sing entire songs, create their own songs, sing along with the teacher, other children and recorded music. Listening - recognise the sound of percussion instruments, explore how instruments make a sound, recognise what family percussion instruments belong to (tapping, scraping, shaking...), change sound (faster/slower, loud/soft and high/low), hear a pulse/steady beat, recognise high and low, recognise fast and slow, recognise loud and soft, say when I like/dislike music. Performing - join in with songs, add actions to songs, explore and play instruments, sing entire songs/nursery rhymes, play instruments, make sounds for different purposes, respond to changes in music, add actions, dance and/or instrumental accompaniments, talk about my performance. Pulse/beat - move to the pulse by copying the teacher, move in different ways to the pulse (march, jump, creep, clap), find the pulse with body percussion and on instruments. Rhythm - make repetitive and rhythmical sounds, copy back single words and two syllable patterns, copy back phrases from nursery rhymes and songs, play rhythms with body percussion, play rhythms with instruments. Pitch - recognise high and low sounds, recognise high and low voices, recognise high and low percussion sounds, recognise high and low on tuned instruments. Composing - add a simple untuned percussion accompaniment to songs and nursery rhymes, choose instruments or sound makers to create sound effects to a story or poem, create a rhythm with one pitched note to accompany a steady beat, create a two pitched note pattern.

### **Innovate stage**

Digital classroom tours Designing and building shelters

### **Express stage**

Sharing classroom tours



# Marvellous Machines Understanding the world

## Companions

- Puppets and Pop Ups Expressive arts and design

## Planned term

Autumn 2

## Key texts

What Do Machines Do All Day? Car, Car, Truck, Jeep Mrs Armitage Queen of the Road No Bot, the Robot with No Bottom! The Gingerbread Man Puppets

## Engage stage

Finding out about Marvellous Machines Puppet shows

## Communication and Language

Children talk about machines they are familiar with and the jobs they do. They name and describe machines they have at home and think about how they make their lives easier. They consider what life would be like without these machines. Children find out about different machines and explain how they work. They describe machines that they construct themselves and explain how they work too. Children use technology to make videos showing and talking about the things they enjoy doing at school. Children talk about technology they use at home. They revisit their learning on communication devices and make their own telephones. Children use puppets to tell stories, including traditional tales and stories from their imaginations. They practise making the puppet's mouth move as they speak. They work collaboratively with others to devise and tell stories.

## Physical development

Gymnastics (Val Sabin) Introductory Unit and Unit A Travelling Daily name writing R Puzzles/fine motor activity Dough Disco Pencil control skills Scissor skills Lowercase letter formation (R) Daily letter formation in phonics as sounds are taught and revised including joining digraphs (R)

## Personal, Social and Emotional Development

Respect Code Behaviour blueprint Mood Meter RULER STOP No Outsiders: Red Rockets and Rainbow Jelly Protective Behaviours 4 lessons (Reception only) Anti-bullying Week Road Safety Week Revisit STOP (Several Times On Purpose, Start Telling Other People) Children develop their understanding of people's roles in society as they learn about the emergency services. Children show empathy when a puppet is hurt or upset and think of ways to resolve problems.

## Literacy

Jolly Phonics Weekly news writing Children identify rhyming words in stories and add to a rhyming string, showing an understanding of onset and rime. They join in with repeated refrains. Children make predictions about what might happen in a story. They create story maps as they recall events in order. Children draw pictures and add labels using their phonic knowledge to spell simple words with support. They listen to and talk about poems that they like, spotting and predicting rhyming words. Children use environmental sounds as inspiration for a class poem. Children use finger puppets and hand puppets to retell familiar traditional tales. They talk about the characters and describe what they do and how they act. They join in with repeated refrains and use these in their own story telling. Children make up their own stories using puppets.

## Mathematics

Nursery Counting rhymes Counting Subitising Numbers to 5 2d shapes Positional language Sorting and matching 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 Total Recall badges

## Understanding the world

Children explore objects from the past and observe how everyday machines and vehicles have changed over time. Children explore battery operated toys and how to make simple circuits. They learn about the properties of materials including magnetism. Children explore stories from the past, including traditional tales. Children explore shadows using shadow puppets.

## Expressive arts and design

Children use paint programmes to create artwork. They explore how to use 2-D and 3-D objects to create transitional art and 3D models. They develop their drawing skills and are encouraged to look closely at objects as they draw. Children make vehicles with wheels and axles. They explore products that need electricity to make them work. Children develop their understanding of the design process as they construct models and are supported to adapt and refine their work. Children explore a variety of joining techniques. They create puppets and explore existing products to inspire their creations. They build on skills in Marvellous Machines to draw designs, select resources and adapt their work as they create. Children use their printing skills to create a Nativity scene. Children use the pop up skills taught to create Christmas cards and calendars.

## Computing

OSBOX online safety activities 4 and 5 plus Smartie the Penguin Programmable toys Everyday technology

## Music

Daily singing and rhymes Nativity songs Calypso Music Singing - find their singing voice, sing entire songs, create their own songs, sing along with the teacher, other children and recorded music. Listening - recognise the sound of percussion instruments, explore

how instruments make a sound, recognise what family percussion instruments belong to (tapping, scraping, shaking...), change sound (faster/slower, loud/soft and high/low), hear a pulse/steady beat, recognise high and low, recognise fast and slow, recognise loud and soft, say when I like/dislike music. Performing - join in with songs, add actions to songs, explore and play instruments, sing entire songs/nursery rhymes, play instruments, make sounds for different purposes, respond to changes in music, add actions, dance and/or instrumental accompaniments, talk about my performance. Pulse/beat - move to the pulse by copying the teacher, move in different ways to the pulse (march, jump, creep, clap), find the pulse with body percussion and on instruments. Rhythm - make repetitive and rhythmical sounds, copy back single words and two syllable patterns, copy back phrases from nursery rhymes and songs, play rhythms with body percussion, play rhythms with instruments. Pitch - recognise high and low sounds, recognise high and low voices, recognise high and low percussion sounds, recognise high and low on tuned instruments. Composing - add a simple untuned percussion accompaniment to songs and nursery rhymes, choose instruments or sound makers to create sound effects to a story or poem, create a rhythm with one pitched note to accompany a steady beat, create a two pitched note pattern.

**RE**

Which stories are special and why? Which people are special and why?

**Innovate stage**

Designing a new machine Making puppets

**Express stage**

Puppet shows



## Long Ago **Understanding the world**

### Companions

- Stories and Rhymes **Literacy**

### Planned term

Spring 1

### Key texts

The Elves and the Shoemaker Rosie's Hat The Baby's Catalogue Peepo! Coming to England Alfie stories Major Glad, Major Dizzy Toys Then and Now Children's favourite stories from home Humpty Dumpty Sing a Song of Sixpence 10 Green Bottles Horsey, horsey Miss Polly had a Dolly Sing a Rainbow

### 11 B4 11

Perform in a concert

### Sustainability

Traffic restrictions outside our school Saving water

### Engage stage

Life in the past Favourite stories from home

### Communication and Language

Children explore non-fiction texts about the past and ask questions to find things out. Children discuss black and white photos from the past, comparing life (clothing, toys, machines and vehicles) with their lives today. Children talk about a teddy bear they have brought from home and make comparisons with teddy bears from the past. Children join in with teddy bear nursery rhymes. Using photographs, they talk about how they have changed since they were a baby, about significant events and their parents and grandparents. Children listen carefully to stories and join in with repeated refrains. They share and explain their ideas for helping different nursery rhyme characters. They sing nursery rhymes and act them out using resources in different areas of the provision. Children practise and perform their favourite rhymes.

### Physical development

Dance (DDMix) Daily name writing (R) Puzzles/fine motor activity Dough Disco Pencil control skills Scissor skills Lowercase letter formation revised and Uppercase letters taught (R) Daily letter formation in phonics as sounds are taught and revised including joining digraphs (R)

### Personal, Social and Emotional Development

Respect Code Behaviour blueprint Mood Meter RULER STOP No Outsiders: Blue Chameleon Children learn how they have changed since they were babies. Children learn about Chinese New Year. Children share resources and cooperate with others as they complete challenges to help nursery rhyme characters.

### Literacy

Jolly Phonics Weekly news writing Children compare different versions of traditional tales and talk about how the characters might be feeling. They use the pictures and text in stories to consider how life was different in the past. Children name and describe objects from the past and present. They create their own non-fiction text by selecting pictures and adding labels and short phrases. Children label members of their family with support and add images to their own family tree. They write phrases or sentences describing how they have changed since they were a baby. Children share their favourite stories, giving reasons for their choices. They read aloud simple sentences and books that are consistent with their phonic knowledge. Children join in with rhyming stories, spotting and predicting rhyming words. They sequence instructions for a simple recipe and write a sentence for each picture. They use pictures and labels to record ideas for an investigation and perform poems and rhymes.

### Mathematics

Nursery Counting rhymes Counting Subitising Numbers to 5 Heavier and lighter Full and empty Long and short 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 Total Recall badges

### Understanding the world

Children talk about events in their lives and lives of family members. They use stories and non-fiction books to find out about life in the past and make comparisons to their lives. Children use the vocabulary of time to talk about and order familiar events. Children examine pictures of everyday objects from the past, including clothes, toys and vehicles and how those objects have changed over time, building on learning from Marvellous Machines. They look at pictures and share stories about significant historical figures, including kings and queens. Children continue to explore and describe the properties of materials. Children build on their knowledge of life in the past as they look at and discuss illustrations in nursery rhymes and traditional tales.

### Expressive arts and design

Children experiment with chalk, pastel, pen and pencil to make marks using black on white and white on black. They explore colouring mixing and make tints and shades by adding white and black to coloured paint. They build on their knowledge of the human form and draw and paint portraits of themselves and their families. They explore the properties of clay by rolling, shaping and marking. Children develop their understanding of colouring mixing using primary colours. Children follow recipes building on their skills from Let's Explore.

### **Computing**

OSBOX online safety activities 7, 8 and 9 plus Digiduck Online Safety Week

### **Music**

Daily singing and rhymes Rhyme Challenge Calypso Music Singing - find their singing voice, sing entire songs, create their own songs, sing along with the teacher, other children and recorded music. Listening - recognise the sound of percussion instruments, explore how instruments make a sound, recognise what family percussion instruments belong to (tapping, scraping, shaking...), change sound (faster/slower, loud/soft and high/low), hear a pulse/steady beat, recognise high and low, recognise fast and slow, recognise loud and soft, say when I like/dislike music. Performing - join in with songs, add actions to songs, explore and play instruments, sing entire songs/nursery rhymes, play instruments, make sounds for different purposes, respond to changes in music, add actions, dance and/or instrumental accompaniments, talk about my performance. Pulse/beat - move to the pulse by copying the teacher, move in different ways to the pulse (march, jump, creep, clap), find the pulse with body percussion and on instruments. Rhythm - make repetitive and rhythmical sounds, copy back single words and two syllable patterns, copy back phrases from nursery rhymes and songs, play rhythms with body percussion, play rhythms with instruments. Pitch - recognise high and low sounds, recognise high and low voices, recognise high and low percussion sounds, recognise high and low on tuned instruments. Composing - add a simple untuned percussion accompaniment to songs and nursery rhymes, choose instruments or sound makers to create sound effects to a story or poem, create a rhythm with one pitched note to accompany a steady beat, create a two pitched note pattern.

### **Innovate stage**

When I was younger/Now I am Older Nursery Rhyme presentation

### **Express stage**

Performance of favourite rhymes and sharing artwork with parents



# Dangerous Dinosaurs Understanding the world

## Planned term

Spring 2

## Key texts

Dear Dinosaur Dinosaur Roar! Little Kids First Big Book of Dinosaurs Cave Baby

## 11 B4 11

Historical site / museum visit

## Engage stage

Museum visit

## Communication and Language

Children learn and share facts about dinosaurs, fossils and prehistoric animals. They listen carefully to information and ask questions to find out more. Children consider whether different animals are dinosaurs or not and give reasons for their answers. Children listen to stories and join repeated refrains. They act out parts of stories to help them understand new vocabulary. Children explore the difference between fiction and non-fiction texts. In collaborative tasks, children communicate with their peers and present their work to the class.

## Physical development

Gymnastics (Val Sabin) Unit B Stretching and Curling Unit C Travelling and taking weight on different body parts Puzzles/fine motor activity Dough Disco Pencil control skills Scissor skills Upper and lower letter formation revised and joining of digraphs practised. (R) Daily letter formation in phonics as sounds are taught and revised including joining digraphs (R)

## Personal, Social and Emotional Development

Respect Code Behaviour blueprint Mood Meter RULER STOP No Outsiders: The Family Book Children develop their understanding of cooperation and sharing.

## Literacy

Jolly Phonics Weekly news writing Children identify describing words and action words in stories that are read to them. They join in with actions as stories are read. Children use their own questions to help them compose a letter. They use their phonic knowledge to read clues. Children show an awareness of alliteration and use it to create their own dinosaur names. They learn about the features of non-fiction books and how they are different from stories. Children read sentences and match these to pictures using their comprehension skills. Children break words into syllables and clap each syllable in polysyllabic words.

## Mathematics

Nursery Counting rhymes Counting Subitising Numbers to 5 Shape Spatial awareness Pattern 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 Total Recall badges

## Understanding the world

Children share stories and non-fiction books to learn about life in the past. Children build on their geographical knowledge of map making as they create imaginary dinosaur island maps. They build on their knowledge of positional language to give directions for journeys. Children revisit shadows and shadow making. They are introduced to the terms 'carnivore' and 'herbivore' when studying the diets of animals.

## Expressive arts and design

Children develop their drawing skills and explore line, including zig-zags, spirals, straight lines and curvy lines.

## Computing

OSBOX online safety activity 10

## Music

Daily singing and rhymes Rhyme Challenge Calypso Music Singing - find their singing voice, sing entire songs, create their own songs, sing along with the teacher, other children and recorded music. Listening - recognise the sound of percussion instruments, explore how instruments make a sound, recognise what family percussion instruments belong to (tapping, scraping, shaking...), change sound (faster/slower, loud/soft and high/low), hear a pulse/steady beat, recognise high and low, recognise fast and slow, recognise loud and soft, say when I like/dislike music. Performing - join in with songs, add actions to songs, explore and play instruments, sing entire songs/nursery rhymes, play instruments, make sounds for different purposes, respond to changes in music, add actions, dance and/or instrumental accompaniments, talk about my performance. Pulse/beat - move to the pulse by copying the teacher, move in different ways to the pulse (march, jump, creep, clap), find the pulse with body percussion and on instruments. Rhythm - make repetitive and rhythmical sounds, copy back single words and two syllable patterns, copy back phrases from nursery rhymes and songs, play rhythms with body percussion, play rhythms with instruments. Pitch - recognise high and low sounds, recognise high and low voices, recognise high and low percussion sounds, recognise high and low on tuned instruments. Composing - add a simple untuned percussion accompaniment to songs and nursery rhymes, choose instruments or sound makers to create sound effects to a story or poem, create a rhythm with one pitched note to accompany a steady beat, create a two pitched note pattern.

**RE**

What places are special and why? What times are special and why?

**Innovate stage**

Junk modelling dinosaurs

**Express stage**

Dinosaur gallery



## Signs of Spring **Understanding the world**

**Planned term**

Spring 2

**Key texts**

The Bog Baby The Teeny Weeny Tadpole

**Local Links**

Spring Walk

**Engage stage**

Looking for signs of spring

**Communication and Language**

Children share their knowledge about eggs. They talk about why they think eggs are different sizes and colours. They compare eggs cooked in different ways and talk about what they like and dislike. Children listen to spring-themed poems, stories and non-fiction texts. They find out about, recall and describe the life-cycle of a frog.

**Personal, Social and Emotional Development**

Children learn about spring celebrations and traditions worldwide, including Easter and Holi.

**Literacy**

Jolly Phonics Weekly news writing Children look at story settings. They use descriptive language to describe characters from a story. They draw and label pictures and add a description. Children sequence the events in a lifecycle and add labels and sentences to describe each stage. Children explore rhyming and non-rhyming poems. They use their phonic knowledge to read words and sort words into things they can hear and see. Children create their own poems.

**Understanding the world**

Children carry out fieldwork to explore the changes during spring and the effect of springtime weather on our local environment. Children plant vegetable seeds and care for the seedlings.

**Expressive arts and design**

Children are introduced to watercolours. Children create mixed media pictures and talk about their artwork and describe the skills and techniques they used. Children use mixed media to create Mother's Day cards and Easter crafts.

**Music**

Calypso Music Singing - find their singing voice, sing entire songs, create their own songs, sing along with the teacher, other children and recorded music. Listening - recognise the sound of percussion instruments, explore how instruments make a sound, recognise what family percussion instruments belong to (tapping, scraping, shaking...), change sound (faster/slower, loud/soft and high/low), hear a pulse/steady beat, recognise high and low, recognise fast and slow, recognise loud and soft, say when I like/dislike music. Performing - join in with songs, add actions to songs, explore and play instruments, sing entire songs/nursery rhymes, play instruments, make sounds for different purposes, respond to changes in music, add actions, dance and/or instrumental accompaniments, talk about my performance. Pulse/beat - move to the pulse by copying the teacher, move in different ways to the pulse (march, jump, creep, clap), find the pulse with body percussion and on instruments. Rhythm - make repetitive and rhythmical sounds, copy back single words and two syllable patterns, copy back phrases from nursery rhymes and songs, play rhythms with body percussion, play rhythms with instruments. Pitch - recognise high and low sounds, recognise high and low voices, recognise high and low percussion sounds, recognise high and low on tuned instruments. Composing - add a simple untuned percussion accompaniment to songs and nursery rhymes, choose instruments or sound makers to create sound effects to a story or poem, create a rhythm with one pitched note to accompany a steady beat, create a two pitched note pattern.

**Innovate stage**

Spring is... (signs of Spring)

**Express stage**

Presenting Spring poems



# Animal Safari **Understanding the world**

## Companions

- Creep, Crawl and Wiggle **Understanding the world**

## Planned term

Summer 1

## Key texts

A First Book of Animals Little Red and the Very Hungry Lion Hello, Hello Dear Zoo The Very Hungry Caterpillar Snail Trail

## 11 B4 11

Interact with an animal

## Sustainability

No mow zone Bug hotel

## Engage stage

Meet the animals (virtual safari) Minibeast safari

## Communication and Language

Using photographs, children talk about pets they have at home. Children describe why an animal would be unsuitable as a pet and retell stories using repeated refrains. They describe animals that they have seen and share fascinating facts that they have found out, listening and responding to what their friends have said. They are encouraged to add detail when describing events. Children learn to ask questions to find out more, including who, why, what, when, where and how questions. They name their favourite animals and describe why they like them. Children use directional language to plan a route and through small world toys make up their own animal stories. Children talk about mini-beasts and where they might live. They make predictions about minibeasts favourite food and share the results of their investigation. Children find out about, recall and describe the life-cycle of a butterfly. They explore non-fiction books and ask questions to find out more.

## Physical development

Athletics Name writing activities (N2) Puzzles/fine motor activity Dough Disco Pencil control skills Scissor skills Joining introduced as appropriate to each child's development (R) Daily letter formation in phonics as sounds are taught and revised including joining digraphs (R)

## Personal, Social and Emotional Development

Respect Code Behaviour blueprint Mood Meter RULER STOP No Outsiders: Mommy Mama and Me Children build on their knowledge about people's roles in society explored in Marvellous Machines, as they learn about the people who look after animals and find out about the jobs that animals do to assist humans. They learn about the importance of looking after our local environment and the wider world. Children continue to learn about the importance of looking after our local environment and the wider world.

## Literacy

Jolly Phonics Weekly news writing Children make predictions about a text. They explain their ideas and explore descriptive vocabulary. Children read information from non-fiction texts and match the information to a picture. Children compare familiar stories with different characters and settings. They create and use story maps to retell a story. Children talk about characters, settings and events in a story. Children show an awareness of alphabetical order and letter names. They read descriptions and match these to pictures. Children draw and write about animals that they see. Children sequence pictures from a story and use these to retell the events. They sequence the life-cycle of a butterfly and label their pictures with words and sentences to describe the events. Children make predictions about a text. They create a story map and use this alongside small world props to retell the story. Children explore non-fiction books and share exciting facts and pictures that they find.

## Mathematics

Nursery Counting rhymes Counting Subitising Numbers to 5 and beyond 2d shapes Positional language 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 Total Recall badges

## Understanding the world

Children carry out fieldwork to explore the plants and animals in our local environment. They build on their knowledge of worldwide locations from the Let's Explore topic and compare and contrast unfamiliar environments with their own. Children develop their knowledge of animals. They explore how animals survive in the wild and understand what all animals need to survive. They observe the features of animals and learn about the similarities and differences between different animal groups. They learn about unfamiliar animals worldwide and understand the term 'habitat.' Children explore our local environment and what lives there. Children develop their knowledge of animal features as they compare the features of invertebrates. They explore our local environment to learn about the animals that live there and learn about invertebrate life cycles.

## Expressive arts and design

Children create artwork on the theme of animals. They look carefully at animals and their features to make observational drawings. They revisit printing introduced in Marvellous Machines and create animal pattern inspired prints. Children explore The Snail by Henri Matisse. Children create models from clay.

**Computing**

OSBOX online safety activity 11

**Music**

Daily singing and rhymes Animal songs Calypso Music Singing - find their singing voice, sing entire songs, create their own songs, sing along with the teacher, other children and recorded music. Listening - recognise the sound of percussion instruments, explore how instruments make a sound, recognise what family percussion instruments belong to (tapping, scraping, shaking...), change sound (faster/slower, loud/soft and high/low), hear a pulse/steady beat, recognise high and low, recognise fast and slow, recognise loud and soft, say when I like/dislike music. Performing - join in with songs, add actions to songs, explore and play instruments, sing entire songs/nursery rhymes, play instruments, make sounds for different purposes, respond to changes in music, add actions, dance and/or instrumental accompaniments, talk about my performance. Pulse/beat - move to the pulse by copying the teacher, move in different ways to the pulse (march, jump, creep, clap), find the pulse with body percussion and on instruments. Rhythm - make repetitive and rhythmical sounds, copy back single words and two syllable patterns, copy back phrases from nursery rhymes and songs, play rhythms with body percussion, play rhythms with instruments. Pitch - recognise high and low sounds, recognise high and low voices, recognise high and low percussion sounds, recognise high and low on tuned instruments. Composing - add a simple untuned percussion accompaniment to songs and nursery rhymes, choose instruments or sound makers to create sound effects to a story or poem, create a rhythm with one pitched note to accompany a steady beat, create a two pitched note pattern.

**Innovate stage**

New animals painting/collage Mini beast clay models and descriptions

**Express stage**

Sharing artwork



# On the Beach Understanding the world

## Companions

- Move It Physical development
- Moving On Personal, social and emotional development

## Planned term

Summer 2

## Key texts

Lucy and Tom at the Seaside Who's Hiding at the Seaside? Somebody Swallowed Stanley Come Away from the Water Shirley Up and Down Kicking a Ball The Hare and the Tortoise

## Engage stage

What can you do at the beach? Transition sessions

## Communication and Language

Using seaside stories children talk about the events and characters in the stories and make connections with their own lives. Children use descriptive language and newly introduced vocabulary as they retell stories. Children listen carefully to radio programmes about the seaside and life at sea. They answer questions to demonstrate their understanding. Using small world scenes children create their own seaside stories. Children use seaside role play areas to develop vocabulary, use social phrases and practise turn taking. Children think and talk about things they have enjoyed this year and things they are looking forward to next year. Children use role play areas and small world toys to explore themes related to school. They think and talk about what makes them unique. Children share and present their favourite photos, reflections and songs from the year.

## Physical development

Games (Val Sabin) Unit 3 Focus on hoops and quoits Unit 4 Focus on using ropes, bats and balls Name writing activities (N2) Puzzles/fine motor activity (on entry) N1 Dough Disco Pencil control skills Scissor skills Joining introduced as appropriate to each child's development (R) Daily letter formation in phonics as sounds are taught and revised including joining digraphs (R) Sewing with a needle (R)

## Personal, Social and Emotional Development

Respect Code Behaviour blueprint Mood Meter RULER STOP Relationships and Sex Education 3 lessons (Reception only) Transition Children learn about staying safe in the sun. Children build on their knowledge of the importance of a healthy diet and regular exercise. Children use their knowledge of emotions to talk about their feelings.

## Literacy

Jolly Phonics Weekly news writing Children read clues to complete a treasure hunt. Children use their phonic knowledge to read factual information about sea creatures. Children name, describe and talk about different animals and ask questions to find out more. Children use small world resources to make up their own stories. Children write postcards about their holidays to send to family and friends. Children write messages to put in a bottle, create their own treasure maps and write clues and instructions. Children read messages from others around the school. Children join in with stories and add their own actions. Children compose simple sentences to write about themselves. Children draw and write about their favourite things. Children answer questions about a text. Children talk and write about the sports that they enjoy.

## Mathematics

Nursery Counting rhymes Counting Subitising Numbers to 5 and beyond Sharing Pattern 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 Total Recall badges

## Understanding the world

Children study contrasting environments when they think about life on a beach. Children further develop their knowledge of locations worldwide as they locate seas and oceans using maps, globes and online maps. Children continue to learn how to look after plants and animals. Children develop their positional language as they follow trails and routes and make maps. Children continue to develop their understanding about life in the past as they learn about seaside holidays and compare them with their experiences of visiting the beach. Children develop their knowledge of animals as they learn about marine animals and compare their features. They are introduced to the phenomena of floating and sinking and extend their knowledge of materials and their properties as they carry out investigations to discover waterproof fabrics. Children explore and discuss how weather affects the environment and seasonal change. Children use the vocabulary of time to describe events and memories from the school year.

## Expressive arts and design

Children create artwork in response to images of the sea. They explore further works of art by the artist Henri Matisse and develop their scissor skills to make collages. Children develop their knowledge of vehicles from Marvellous Machines and design and make seafaring vehicles. Children apply their drawing and painting skills to create self portraits.

## Computing

OSBOX online safety Recap

## **Music**

Daily singing and rhymes Seaside songs Calypso Music Singing - find their singing voice, sing entire songs, create their own songs, sing along with the teacher, other children and recorded music. Listening - recognise the sound of percussion instruments, explore how instruments make a sound, recognise what family percussion instruments belong to (tapping, scraping, shaking...), change sound (faster/slower, loud/soft and high/low), hear a pulse/steady beat, recognise high and low, recognise fast and slow, recognise loud and soft, say when I like/dislike music. Performing - join in with songs, add actions to songs, explore and play instruments, sing entire songs/nursery rhymes, play instruments, make sounds for different purposes, respond to changes in music, add actions, dance and/or instrumental accompaniments, talk about my performance. Pulse/beat - move to the pulse by copying the teacher, move in different ways to the pulse (march, jump, creep, clap), find the pulse with body percussion and on instruments. Rhythm - make repetitive and rhythmical sounds, copy back single words and two syllable patterns, copy back phrases from nursery rhymes and songs, play rhythms with body percussion, play rhythms with instruments. Pitch - recognise high and low sounds, recognise high and low voices, recognise high and low percussion sounds, recognise high and low on tuned instruments. Composing - add a simple untuned percussion accompaniment to songs and nursery rhymes, choose instruments or sound makers to create sound effects to a story or poem, create a rhythm with one pitched note to accompany a steady beat, create a two pitched note pattern.

## **RE**

Being special: where do we belong? What is special about our world?

## **Innovate stage**

Mixed Media seaside collages Moving on

## **Express stage**

Transition - introducing ourselves

Transition - introducing ourselves