

## Reception - Creative Overview of Skills and Knowledge

Online Safety Art and Design Geography History Design Technology Science Music PE RE English Maths PSHE



\*The order of these weeks may change due to how the half terms fall etc however the objectives will still be met.

|              |           |         |       |         |       |    |    |         |       |      |               |
|--------------|-----------|---------|-------|---------|-------|----|----|---------|-------|------|---------------|
| Art & Design | Geography | History | D & T | Science | Music | PE | RE | English | Maths | PSHE | Online Safety |
| 29           | 11        | 10      | 7     | 24      | 3     | 9  | 14 | 14      | 2     | 2    | 10            |

Music is also taught weekly for 30 minutes using the scheme Charango as well as the children learning and performing a new poem each week using Poetry Basket by Helicopter Stories.

Computing is not in the EYFS curriculum however we will expose the children to remote control toys, weekly ipad sessions and in Summer 2 expose them and support them in logging into Purple Mash- Mini Mash ready to use in Year 1.

### Autumn 1- Superheroes

#### EYFS Objective for all Weekly Focuses:

Talk about members of their immediate family and community.  
Name and describe people who are familiar to them

| Makaton for this term |                                 | Hello / Goodbye, Good morning/ afternoon, Please /thank you, milk / fruit / water toilet biscuit more yes / no sit story play | Special Days        | Diwali, Harvest Halloween, Bonfire, Remembrance Day, Children in Need, Anti-bullying week, Christmas History Month |                                                                 |
|-----------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Week                  | Topic Focus                     | Early Years Objectives<br>Development matters                                                                                 | National Curriculum | Activity (Adult Led and Focus)                                                                                     | Circle Time                                                     |
| Week 1/2              | <b>Baseline and settling in</b> | L-W<br>Write some or all of their name.<br>Write some letters accurately.                                                     | English             | Name writing                                                                                                       | PSHE: Family-Who is in your family and why is family important? |
|                       |                                 | EXA-CWM<br>Explore, use and refine a variety of artistic effects to express their ideas and feelings.                         | Art and Design      | Self-portrait for display.                                                                                         |                                                                 |

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|--------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Week 3 | <b><u>Baseline/ People at home</u></b>                                                                                     | <p>UW- P, C &amp; C<br/>Talk about members of their immediate family and community<br/>Name and describe people who are familiar to them<br/>ExA-CWM<br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>                                                              | <p>RE</p> <p>Art and Design</p>    | Paint a picture of their family portrait.                            | PSHE: Friendship- Who is your friend and why?                                   |
| Week 4 | <b><u>Teachers, Lollipop People and Shop Assistants</u></b>                                                                | <p>UW-TW<br/>Draw information from a simple map.</p>                                                                                                                                                                                                                                                                 | Geography                          | Create a map of the classroom                                        | PSHE: Manners- Why is it important to have good manners? What are good manners? |
|        |                                                                                                                            | <p>UW- P, C &amp; C<br/>Talk about members of their immediate family and community<br/>Name and describe people who are familiar to them</p>                                                                                                                                                                         | RE                                 | Describe the role of an adult in school                              |                                                                                 |
| Week 5 | <b><u>Police/Firefighter</u></b><br><br>Book- Police officers on Patrol<br><br>Discuss Great Fire of London and the events | <p>MD<br/>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'<br/>ExA-CWM<br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> | <p>Maths</p> <p>Art and Design</p> | Create a fire engine using different 2D shapes                       | PE/Science: Exercise- Why is exercise important?                                |
|        |                                                                                                                            | <p>UW-P&amp;P<br/>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>                                                                                                                                                                                | History                            |                                                                      |                                                                                 |
|        |                                                                                                                            | <p>UW- P &amp; P<br/>Comment on images of familiar situations in the past.</p>                                                                                                                                                                                                                                       | History                            | Sort photographs from the past and now for police and fire equipment |                                                                                 |

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| Week 6 | <b>Doctors/Dentist</b>                                                                                                                                                                                                                                                                                                               | PD- H&SC<br>Know and talk about the different factors that support their overall health and wellbeing:<br>-regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. | PE<br>Science                                         | Explore how to clean teeth with brushes and water. Explain how to keep teeth healthy and discuss good and bad foods                                                                                                       | PSHE/Science:<br>Sleep- Why is getting enough sleep important? |
|        | Learn about Mary Seacole/Sister Dora/ Florence Nightingale and talk about how hospitals have changed.<br><br>UW-P&P<br>Compare and contrast characters from stories, including figures from the past. (REC)<br>Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG) | ExA-CWM<br>Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>PD- H&SC<br>Know and talk about the different factors that support their overall health and wellbeing.                                               | Art and Design<br>Design<br>Technology<br><br>History | Create a skeleton hand x-ray drawing or craft using cotton buds<br><br>(Discussion: How can we keep ourselves healthy? Teacher scribe/ child write in a speech bubble<br>Discussion on how x rays were used in the past.) |                                                                |
| Week 7 | <b>What I want to be when I grow up</b>                                                                                                                                                                                                                                                                                              | UW- P, C & C                                                                                                                                                                                                                                                  | RE<br>English                                         | Draw and write what I would like to be when I grow up                                                                                                                                                                     |                                                                |

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|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
|        |                                                                                                                                                                                                                                               | Understand that some places are special to members of their community                                                                                                                                                                                                                                     | PSHE                                   |                                                                                                                                           |                                                        |
|        |                                                                                                                                                                                                                                               | ExA-CWM<br>Explore, use and refine a variety of artistic effects to express their ideas and feelings.                                                                                                                                                                                                     | Art and Design                         | Paint what I want to be when I grow up.                                                                                                   |                                                        |
| Week 8 | <b>Black History Week / Autumn</b><br><br>Listen to and talk about Jazz music by Stevie Wonder. How does it make you feel? How may you move when you dance to this? Is it a slow song, fast, loud, happy, sad?<br><br>Book- Coming to England | ExA-BI&E<br>Watch and talk about dance and performance art, expressing their feelings and responses.<br>Listen attentively, move to and talk about music, expressing their feelings and responses.<br>Explore and engage in music making and dance.<br>Performing solo or in groups.                      | PE<br><br>Music                        | As a class listen to some Jazz music and discuss how it makes them feel.                                                                  | PSHE: Health Eating- Why is a balanced diet important? |
|        |                                                                                                                                                                                                                                               | UW-TW<br>Recognise some similarities and differences between life in this country and life in other countries.                                                                                                                                                                                            | PSHE<br><br>History                    | Explore the story 'Coming to England' PSED- speech bubble how did she feel                                                                |                                                        |
|        |                                                                                                                                                                                                                                               | UW-TW<br>Understand the effect of changing seasons on the natural world around them.<br>Understand some important processes and changes in the natural world around them, including the seasons.<br>ExA-CWM<br>Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Science<br>Geography<br>Art and Design | Create an autumn tree using finger paints and colours                                                                                     |                                                        |
|        | Project Evolve- Copyright and Ownership                                                                                                                                                                                                       | I know that work I create belongs to me.                                                                                                                                                                                                                                                                  | Online Safety                          | Using the worksheet, ask children to work in pairs to match the work/object to the correct owner by drawing a line to connect the two. Or | Project Evolve- Copyright and Ownership                |

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|--|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------|--|
|  |                                        | I can name my work so that others know it belongs to me.                                                                                                                          |               | use the set of cards and work as a group to physically place and match the work/object beside each owner.<br>Guess the file game |  |
|  | Project Evolve-Self-Image and Identity | I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. | Online Safety | To talk about the online scenarios as a group.                                                                                   |  |

### Autumn 2 - Come On Let's Celebrate

#### EYFS Objective for all Weekly Focuses:

Recognise that people have different beliefs and celebrate special times in different ways.

Understand that some places are special to members of their community.

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

| Week   | Topic Focus                                                                                                                                            | Early Years Objectives<br>Development matters                                                                                                                                | National Curriculum     | Activity (Adult Led and Focus)                               | Circle Time                                                                                                           |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Week 1 | <b>Halloween</b> - what do we know already? Do you celebrate Halloween? What are your experiences? - To recognise and understand special celebrations. | UW-TW<br>Explain how things work.<br>Learn new vocabulary and use it through the day<br>Ask questions to find out more and check they understand what has been said to them. | Science                 | Magnets - explore what objects are magnetic and non-magnetic | Science: Dropping Litter- Why is it wrong to drop litter? What should you do with litter? What happens to our litter? |
|        |                                                                                                                                                        | UW- P, C & C<br>Recognise that people have different beliefs and celebrate special times in different ways.                                                                  | RE<br>Design Technology | Biscuit decorating - to decorate a mummy biscuit             | Science: Recycling- What items can we recycle? Why should we recycle?                                                 |
|        |                                                                                                                                                        | ExA-CWM<br>Explore, use and refine a variety of artistic effects to express their ideas and feelings.                                                                        | Art and Design          | Food printing with apples to make a pumpkin and face design  |                                                                                                                       |

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| Week 2 | <b>Bonfire Night and Diwali</b><br>- What is bonfire night?<br>What do you do for bonfire night? Children to share their experiences of bonfire night with their peers. Introduce Guy Fawkes and the story.<br>Firefighter visit<br>Diwali - has anyone heard of Diwali before? Does anyone celebrate Diwali?<br>Bonfire Party | L- W<br>Form lower-case and capital letters correctly.<br>PD-FM<br>Develop the foundations of a handwriting style which is fast, accurate and efficient.                                                                       | English<br><br>PE        | Make a rocket using letters for their name                                                                                            |                                                                                                          |
|        |                                                                                                                                                                                                                                                                                                                                | PD-FM<br>Develop their small motor skills, so that they can use a range of tools competently, safely and confidently.<br>ExA-CWM<br>Explore, use and refine a variety of artistic effects to express their ideas and feelings. | PE<br><br>Art and Design | Links to skills ready for Year 1 Autumn- Sculpture<br><br>Make a Diwali lantern and explore cutting skills                            | Science: Saving Electricity (Fossil Fuels) - Where does electricity come from and why should we save it? |
|        | Links                                                                                                                                                                                                                                                                                                                          | ExA-CWM<br>Explore, use and refine a variety of artistic effects to express their ideas and feelings<br>UW- P, C & C<br>Recognise that people have different beliefs and celebrate special times in different ways.            | Art and Design<br>RE     | Create a salt dough Diva lamp                                                                                                         |                                                                                                          |
| Week 3 | <b>Birthdays</b><br><br>Children to be exposed to new terminology 'floating and sinking'. What do we mean if something floats/sinks? Why do you                                                                                                                                                                                | UW- P, C & C<br>Recognise that people have different beliefs and celebrate special times in different ways                                                                                                                     | RE                       | Explore how different religions celebrate their birthdays<br>(Hinduism- Raksha Bandhan- make a sibling bracelet)<br>*links to RE time | PSHE: Road Safety- Why is it important to be safe near the roads?<br>How do we stay safe?                |

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|        | think it sinks? Why does it float?                                                                                                                                                                                        | UW- P, C & C<br>Recognise that people have different beliefs and celebrate special times in different ways                                                                                                                                                                                                                        | English<br>RE<br>Design Technology | Make a cake for a birthday following a set of instructions                                                               |                                                                                        |
| Week 4 | <b>Thanksgiving</b> - what is Thanksgiving? Have you heard of Thanksgiving before? What do you think it means? Share PowerPoint to discuss Thanksgiving. What are you thankful for? Children to have a Thanksgiving feast | UW-TW<br>Describe what they see, hear, feel, smell and taste. Learn new vocabulary. Ask questions to find out more and check if they understand what has been said to them. Explain how things work.                                                                                                                              | Science<br><br>Design Technology   | Explore their senses (see, hear, feel, smell and taste) when making soup<br>Children chop vegetables and taste the soup. | Science: Fresh drinking water- What is safe water? Where does it come from?            |
|        |                                                                                                                                                                                                                           | PD- FM<br>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.<br>ExA-CWM<br>Explore, use and refine a variety of artistic effects to express their ideas and feelings | PE<br><br>Art and Design           | Make a Turkey hat for the Thanksgiving Feast using a range of materials                                                  |                                                                                        |
| Week 5 | <b>Eid</b> -what is Eid? Has anyone heard of this celebrate? Share PowerPoint to discuss the celebration?<br><br>/Winter                                                                                                  | PD- FM<br>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<br>ExA-CWM                                                                                               | PE<br><br>Art and Design           | Create a Moon and Star mobile for Eid                                                                                    | PSHE: Too much TV time- How much TV do you watch? What are the effects of too much TV? |

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|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|        |                                                                                                                                                                                                                                                                                                                                                                                                | Explore, use and refine a variety of artistic effects to express their ideas and feelings                                                                                                       |           |                                                                                                                                                                                |                                                                                       |
|        |                                                                                                                                                                                                                                                                                                                                                                                                | UW- TW<br>Understand the effect of changing seasons on the natural world around them.                                                                                                           | Science   | Sort clothes into what would be worn in winter and those in summer and discuss seasons and weather                                                                             |                                                                                       |
| Week 6 | <b><u>Christmas Around the World</u></b> - what is Christmas? Why do we celebrate Christmas? What do you do to celebrate? Share PowerPoint of the Christmas story and talk about how it is a celebration of the birth of Jesus<br>Share with children how other countries celebrate Christmas. Use PowerPoint to share 'Christmas Around the World'.<br>Safari Park School Trip - Santa Safari | UW- P, C & C<br>Recognise that people have different beliefs and celebrate special times in different ways                                                                                      | RE        | Sequence the pictures of the Nativity story                                                                                                                                    | PSHE/Geography:<br>Homeless people-<br>What is homelessness and how can we help them? |
|        |                                                                                                                                                                                                                                                                                                                                                                                                | UW-TW<br>Recognise some environments that are different to the one in which they live.<br>Recognise some similarities and differences between life in this country and life in other countries. | Geography | Whole class- Discuss places in the world and see what countries the children have visited. Use Google Maps to explore countries around the world where Father Christmas visits |                                                                                       |
|        |                                                                                                                                                                                                                                                                                                                                                                                                | UW-TW<br>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.                                               | History   | Sort photos/ real objects of old and new toys                                                                                                                                  |                                                                                       |
| Week 7 |                                                                                                                                                                                                                                                                                                                                                                                                | PD- FM                                                                                                                                                                                          |           | Make a Christmas card                                                                                                                                                          |                                                                                       |

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|  | <b>Christmas Week</b> - how do you celebrate Christmas?<br>Share experiences with peers.<br>Polar Express Inspire Day<br>Christmas Party | 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.<br>ExA- CWM<br>Explore, use and refine a variety of artistic effects to express their ideas and feelings | PE<br><br>Art and Design | Make a Christmas hat for the Reception Christmas party. | Science: Bumble bees- Why are bumble bees endangered? |
|  |                                                                                                                                          | ExA- CWM<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.                                                                                                                                                                                               | Design Technology        | Create a reindeer biscuit                               |                                                       |

|                                         |                                                                                                                                                                          |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Project Evolve-<br>Online Relationships | I can recognise some ways in which the internet can be used to communicate.<br><br>I can give examples of how I (might) use technology to communicate with people I know | Online Safety | ACTIVITY 1 - using the 'I Spy Technology' slides, encourage the children to 'spot' technology within the pictures (these can be displayed or printed for use). Of the ones they identify, which ones could help to communicate with someone else?<br>ACTIVITY 2 - go on a technology walk within their own setting - what technology can they identify and which ones can be used to communicate? Children could take pictures of what they find. Alternatively, use slide 12 to list/draw the results of the walk. |
| Project Evolve-<br>Online Reputation    | I can identify ways that I can put information on the internet.                                                                                                          | Online Safety | Activity 1 - Begin by introducing slide 2. It shows the word 'information'. Ask if anybody knows what the word information means. Discuss information and different types - facts about things, people, places. ACTIVITY 2 - Slide 9 Explore the concept of 'online information' Ask children what it means if something is 'online'. Work through the                                                                                                                                                              |

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|                                |                                                                                                       |                | examples and then ask children if they can think of any other ways of 'being online'<br>Expect examples such as on a phone, games console or television. |
| End of autumn term for display | L-W<br>Write some or all of their name.<br>Write some letters accurately.                             | English        | Name writing                                                                                                                                             |
|                                | EXA-CWM<br>Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Art and Design | Self-portrait for display.                                                                                                                               |

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## Spring 1 - Let's Fly Away: Brazil/Antarctica

### EYFS Objective for all Weekly Focuses:

Recognise some environments that are different to the one in which they live.

Recognise some similarities and differences between life in this country and life in other countries, drawing knowledge from stories, non-fiction texts and (when appropriate) maps.

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

### Additional: Termly

Name and self-portrait for display.

| Makaton for the term |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | sorry home / coat dinner / eat me / you boy / girl man / woman mother / father                                                                                                                                                                                                             | Special Days to celebrate | Lunar New Year, Safer Internet Day, Pancake Day, Lent, World Book Day, Easter, Mother's day, Valentine's Day, St David's Day, Eid-Al-Fitr |                                                                |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Week                 | Topic Focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Early Years Objectives Development matters                                                                                                                                                                                                                                                 | National Curriculum       | Activity (Adult Led and Focus)                                                                                                            | Circle Time                                                    |
| Week 1               | <b>Christmas News and Transport</b> - share Christmas News with peers. What did you do for Christmas? How did you celebrate? What was your favourite part?<br>General travel - what types of transport do you know? What transport have you been on? How do we go abroad? Could we use a car? Share PowerPoint of different types of transport. Look at past and present transport.<br><br>Talk about Neil Armstrong or the Wright brothers as a significant person -UW-P&P<br>Compare and contrast characters from stories, including figures from the past. (REC) | UW-TW<br>Use talk to help work out problems and organise thinking and activities and explain how things work and why they might happen.<br>-Learn new vocabulary and use it throughout the day.<br>-Ask questions to find out more and check if they understand what has been said to them | Science                   | Science investigation - looking at objects that float and sink                                                                            | PSHE: Stranger Danger- Should you take sweets from a stranger? |
|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | UW-TW<br>Explore the natural world around them                                                                                                                                                                                                                                             | Science                   | Sorting transport into categories, land and                                                                                               |                                                                |

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|        | Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                 | air and discussions about movement                                                                                                                                            |                                                                                      |
| Week 2 | <p><b>Travelling to Brazil - CARNIVAL JUST DANCE</b><br/>Watch video below about Brazil. What is Brazil and where is it? Brazil PPT too<br/><a href="https://www.youtube.com/watch?v=OXAu2kiyWcI">https://www.youtube.com/watch?v=OXAu2kiyWcI</a><br/><b>CARNIVAL JUST DANCE</b><br/>Go through PPT about Rio and discuss where it is?<br/><a href="https://www.youtube.com/watch?v=wLTWBwlozpy">https://www.youtube.com/watch?v=wLTWBwlozpy</a><br/><b>CARNIVAL JUST DANCE</b><br/>Watch video of carnival and go through the PPT about Brazil finding the carnival page.<br/><a href="https://www.youtube.com/watch?v=PyOTI2PvIJ0">https://www.youtube.com/watch?v=PyOTI2PvIJ0</a><br/>Brazilian carnival parade around the school with our masks on. Use speaker to play carnival music.</p> | <p>ExA- CWM<br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br/>UW- P, C &amp; C<br/>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>ExA- BI<br/>Watch and talk about dance and performance art, expressing their feelings and responses.<br/>ExA- BI<br/>Listen attentively, move to and talk about music, expressing their feelings and responses.<br/>ExA- CWM<br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> | <p>History<br/>Art and Design<br/>RE</p> <p>Music<br/>PE<br/>Art and Design</p> | <p>Create masks to wear at Rio carnival</p> <p>Make shakers for the Rio Carnival and use them to have a pretend carnival in school wearing masks and playing instruments.</p> | <p>Science/Geography: Extinct animals- Discuss extinct, why are animals extinct.</p> |
| Week 3 | <p><b>Amazon Rainforest:</b><br/>Intro: Go through PowerPoint and video with children. Share ideas of the things the children</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ExA- CWM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Art and Design<br/>English</p>                                               | Create a chameleon using colour mixing.                                                                                                                                       | PSHE: Charity- How can we help others?                                               |



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|        |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                |                                                                                                              |                                                                     |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
|        | <p>notice (e.g. colours, animals, vegetation) Locate Brazil/Amazon Rainforest on a map on the board. Show the children a video of the amazon rainforest and talk about what we can. What is the same as where we live? What is different?</p>                                                                                                                                                                                           | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>CLL- S</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>                                                                                                                                                     |                                                |                                                                                                              |                                                                     |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>CLL- S</p> <p>Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them.</p> <p>UW- TW</p> <p>Explore the natural world around them.</p>                                                                                                                                                                                                       | <p>English</p> <p>Science</p> <p>Geography</p> | <p>Name animals that live in the rainforest (adult scribing)</p>                                             |                                                                     |
| Week 4 | <p><b>Antarctica</b></p> <p>Use the PPT on Twinkle to talk about What is Antarctica? What is it like, what does it look like? Locate it on the map- discuss where we are. Can we also see Brazil?</p> <p>Watch: Go Jetters: Antarctica</p> <p>What is the difference between Antarctica and where we live?</p> <p>Weather?</p> <p>Animals in the Antarctica?</p> <p>Use the PPT about the two different countries to talk about it.</p> | <p>UW- P, C &amp; C</p> <p>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.</p> <p>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.</p> | <p>RE</p> <p>Science</p> <p>Geography</p>      | <p>Sort objects and pictures into Brazil, England and Antarctica and say what is the same and different.</p> | <p>Geography- Starvation- Why are people starving in our world?</p> |



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|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>UW- TW</p> <p>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.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> |                                                |                                                                                                     |  |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>UW- TW</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>                                                                                   | <p>Science</p> <p>Geography</p>                | <p>Focus Ob: Explore how ice melts (experiment hot water, cold water, salt, normal temperature)</p> |  |
| Week 5 | <p><b>Antarctica Animals</b></p> <p>Discuss the animals that live in the Antarctic.</p> <p>Penguin Dance</p> <p>Use the PPT about Penguins. What facts can we remember about penguins?</p> <p>Use Real life video-</p> <p><a href="https://www.youtube.com/watch?v=QGIAtxe3GAA">https://www.youtube.com/watch?v=QGIAtxe3GAA</a></p> <p>Penguin song to learn about them-</p> <p><a href="https://www.youtube.com/watch?v=6HTu3qspiYQ">https://www.youtube.com/watch?v=6HTu3qspiYQ</a></p> | <p>UW- TW</p> <p>Explore the natural world around them, making observations and drawing pictures of animals</p> <p>CLL- S</p> <p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>                                                                          | <p>Science</p> <p>Geography</p> <p>English</p> | <p>Label the features of a penguin.</p>                                                             |  |



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|  | <p><b>Watch a short clip about Orca's</b><br/> <a href="https://www.youtube.com/watch?v=ScUOTkjrxbY">https://www.youtube.com/watch?v=ScUOTkjrxbY</a><br/>           Draw an Killer Whale (Orca)</p> <p><b>Safer Internet Week</b> - what devices do you have at home? What do you do on them? How long do you use them for? Discuss with the children types of devices we use using photos to support learning. Share 'Traditional Tales Internet Safety' PowerPoint. Children to learn song 'Funny in My Tummy' song<br/>           Focus on screen time.</p> | <p>ExA- BI<br/>           Sing in a group or on their own, increasingly matching the pitch and following the melody.<br/>           Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>UW- TW<br/>           Know and talk about the different factors that support their overall health and wellbeing.</p> | <p>Safer Internet Day</p> <p>Safer Internet Day</p> <p>Online Safety</p> | <p>Write about how Smartie the Penguin can keep say online.</p> <p>Learn and perform the song 'Funny in My Tummy' song</p>                                                                                                                                                                                        | <p>British Values: The Royal Family- Who are the Royal family and where do they live?</p> <p>Geography: Forest Fires- What causes forest fires?</p> |
|  | <p>Project Evolve- Online Bullying</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel</p>                                                                                                                                                                                                                                               | <p>Online Safety</p>                                                     | <p>This activity aims for learners to identify some of the differences between unkind behaviours offline (face-to-face) and online.<br/>           Vote with your feet<br/>           This activity aims to help learners recognise that unkind behaviours are linked to less pleasant emotions in the people</p> |                                                                                                                                                     |



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|  |  |  |  |                                  |  |
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|  |  |  |  | who experience those behaviours. |  |
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## Spring 2 - Farmyard Fun

| Week   | Topic Focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                          | National Curriculum | Activity (Adult Led and Focus)                                                                                            | Circle Time                                                 |
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| Week 1 | <b><u>Jobs on the Farm/in the past.</u></b><br>What is pancake day? How do we celebrate? Have you made pancakes before? What goes into the mix and how do we make them?<br>What is a farm? Have you been to a farm before?<br>What animals live there? Share PowerPoint of jobs on the farm<br>What does a farmer do? What jobs and responsibilities do they have? Would you like to be a farmer and why?<br>History of farms - comparing photographs of now and then<br><b>Pancake Day</b> | UW- P&P<br>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.                                                                                                                                                                                                                                          | History             | Adult Led: Past & present sorting of machinery on the farm.                                                               | Geography: Flooding- What is flooding and how is it caused? |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | PD-FM<br>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use a range of small tools, including scissors, paintbrushes and cutlery.<br>UW- P, C & C<br>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. | PE<br>RE            | Focus Ob: Children to choose their own topping for their pancake and use small tools correctly including a knife and fork |                                                             |
|        | <b><u>Mother's day</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | UW- P, C & C                                                                                                                                                                                                                                                                                                                                                                                 | RE                  | Mother's Day prep -                                                                                                       |                                                             |



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|        | <p><a href="https://www.bbc.co.uk/iplayer/episode/m001kc5s/jojo-gran-gran-series-3-spring-1-mothers-day">https://www.bbc.co.uk/iplayer/episode/m001kc5s/jojo-gran-gran-series-3-spring-1-mothers-day</a></p> <p>Read the story ' My mum is fantastic'</p>                                                                                                                                                                    | <p>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.</p> <p>ExA- CWM</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>CLL-S</p> <p>Learn rhymes, poems and songs.</p> <p>ExA-BI</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> | <p>Art and Design</p> <p>English</p> | <ul style="list-style-type: none"> <li>video saying what they love about their mommy</li> <li>a portrait painting</li> <li>making a Mother's Day card</li> <li>learning a poem</li> </ul> |                                                                     |
| Week 2 | <p><b>Farm Animals</b> - what animals live on the farm? What animals do you know already? Use animal fact PowerPoint.</p> <p>Science - waterproof or not. What does it mean for something to be waterproof? Do you know of any waterproof materials? How do we know it is waterproof?</p> <p>Little Red Hen?</p> <p>Model drawing and painting a farm animal.</p> <p>Links to skills ready for Year 1 Spring - Chromatic</p> | <p>UW- TW</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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</p>                                                                                                                                                                                                                        | <p>Science</p>                       | <p>Match the farm animal to their habitat (practical-small world)</p>                                                                                                                     | <p>Geography: Earthquakes- Where do earthquakes happen and how?</p> |

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|        | Draw and paint a farm animal in provision.                                                                                                                                                                         | UW- TW<br>Draw information from a simple map.                                                                                                                                                                                                                                                                                                                                                                             | Geography                 | Create a map of the farm yard                                                                                                                                                      |                                                                         |
| Week 3 | New Life - discussion of animals and their young. What animals do you know already?<br>'Farm on Wheels' trip - children to see and discuss what animals they saw                                                   | CLL- S<br>Learn new vocabulary.<br>Ask questions to find out more and to check they understand what has been said to them.<br>UW- TW<br>Explore the natural world around them, making observations and drawing pictures of animals and plants.<br>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 | English<br>Science        | Cut and stick the lifecycle of a chick                                                                                                                                             | PSHE- Sun Safety- How do we keep safe in the sun?<br>(slip, slap, slop) |
|        |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                           |                           | Sorting farm animals mother to baby                                                                                                                                                |                                                                         |
| Week 4 | Planting - what do you know about planting? What are seeds? Have you planted anything before or know of anyone that plants seeds? What does a plant need to grow? Children to watch a time-lapse of a seed growing | UW- TW<br>Explore the natural world around them, making observations and drawing pictures of animals and plants.<br>ExA- CWM<br>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.                                                                                                                                                       | Science<br>Art and Design | Plant their own sunflower seed and observe it over time to see the changes of it growing and recording it by an observational drawing (adult scribe the changes the child notices) | Science: Elderly people- How do our bodies change as we get older?      |

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|        |                                                                                                                                                                                                                                                                                                                             | <p>UW- TW</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>                                                                                                                                                                                | Science              | Label the parts of a plant                                                                                         |                                                                                     |
| Week 5 | <p>Farm to Fork - discuss with the children what foods children like/dislike. Talk about healthy and unhealthy foods. What does healthy mean? What does unhealthy mean?</p> <p>Where does food come from? Talk about packaging and distribution. What happens when food has been grown?</p> <p>Easter - what is Easter?</p> | <p>UW- TW</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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</p> | Science              | Explore where food comes from and sort pictures (plants, animals) e.g. milk from a cow potatoes from in the ground | <p>PSHE/British Values: The Law- What is the law and why should we abide by it?</p> |
|        |                                                                                                                                                                                                                                                                                                                             | <p>ExA- CWM</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>                                                                                                                                                 | RE<br>Art and Design | Make Easter Cards                                                                                                  |                                                                                     |
|        |                                                                                                                                                                                                                                                                                                                             | <p>UW - P, C &amp; C</p> <p>Know some similarities and differences between different religious/cultural communities in this country, drawing on their experiences and what has been class read.</p>                                                                                                        | RE                   | Retell the Easter story by sequencing the pictures                                                                 |                                                                                     |

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| Project Evolve- Managing Online Information    | <p>I can talk about how to use the internet as a way of finding information online.</p> <p>I can identify devices I could use to access information on the internet.</p> | Online Safety  | <p>This activity looks at different internet connected devices and when we might use them.</p> <p>This activity looks at different internet connected devices and when we might use them.</p>                                                                                                                                       |
| Project Evolve- Health Wellbeing and Lifestyle | I can identify rules that help keep us safe and healthy in and beyond the home when using technology                                                                     | Online Safety  | Using hoops or another way of sorting, work with a group of children to sort the rules into two categories: 'Thumbs up' rules (e.g. rules that seem fair, reasonable and appropriate to children their age) and 'thumbs down' rules (e.g. statements that are too permissive or don't put any boundaries in place).                 |
|                                                | I can give some simple examples of these rules                                                                                                                           | Online Safety  | <p>Ask children to draw a picture of one of the rules they have for technology/internet use. <i>(You can remove the images from the sentence starter cards and print them off for children to add their drawing.)</i></p> <p>Some children may be able to write one or two keywords with support (e.g. tell, Mummy/Daddy, etc.)</p> |
| End of <span>spring term</span> for display    | <p>L-W</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>                                                                                 | English        | Name writing                                                                                                                                                                                                                                                                                                                        |
|                                                | <p>EXA-CWM</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>                                                         | Art and Design | Self-portrait for display.                                                                                                                                                                                                                                                                                                          |

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**Summer 1-Long, Long Ago EYFS Objective for all Weekly Focuses:**

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.

| Makaton for this term |                                                                                                                                                                                                                                                                                                                                                                                            | happy / sad okay / stop hot / cold ill all gone<br>help brother / sister very good / bad                                                                                                                           | Special Days to celebrate |                                                                                                               |                                                                                        |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Week                  | Topic Focus                                                                                                                                                                                                                                                                                                                                                                                | Learning Objectives                                                                                                                                                                                                | National Curriculum       | Activity (Adult Led and Focus)                                                                                | Circle Time                                                                            |
| Week 1                | <b><u>Knights</u></b><br>What do we already know about knights and castles? What do they do? What do they wear?<br><b><u>Investigation of Shiny Materials-</u></b><br>Do you know any shiny materials?<br>How do we know they are shiny?<br>Children to explore metal spoons, CDs, tins, shiny paper, tinfoil and coins                                                                    | ExA- CWM<br>Share their creations, explaining the process they have used.                                                                                                                                          | Art and Design            | Make a shiny knight in a bottle (one coloured group) - capture activity with a picture.                       | Geography/Science: Melting ice caps- Where are the ice caps and why are they melting?  |
|                       |                                                                                                                                                                                                                                                                                                                                                                                            | UW-TW<br>-Learn new vocabulary and use it throughout the day.<br>-Participate in small group, class and one to one discussions, offering own ideas, using recently introduced vocabulary.                          | Science                   | Explore shiny and dull materials.                                                                             |                                                                                        |
| Week 2                | <b><u>Medieval Times</u></b><br><b><u>Banquet-</u></b> What is a medieval banquet? Share banquet PowerPoint with the children<br>Children trying medieval foods - <a href="https://www.youtube.com/watch?v=sIp-iO1Lhc4">https://www.youtube.com/watch?v=sIp-iO1Lhc4</a><br>Dancing - <a href="https://www.youtube.com/watch?v=LxBMCrrzN4s">https://www.youtube.com/watch?v=LxBMCrrzN4s</a> | EAD- CwM<br>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>-Share their creations, explaining the process they have used. | Art and Design            | Make and decorate a crown for them to wear for the Banquet using gems, sequins and other different materials. | Geography: Deforestation- Why do people cut down trees? How does it affect the planet? |
|                       |                                                                                                                                                                                                                                                                                                                                                                                            | UTW-P&P<br>Know similarities and differences between things in the past and now, drawing on their                                                                                                                  | History                   | Stick pictures into now and then.                                                                             |                                                                                        |

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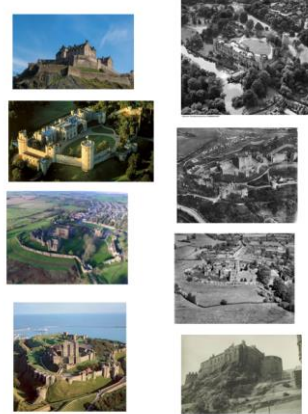


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|        | <p><u>Medieval Times</u><br/>Medieval History -<br/><a href="https://www.youtube.com/watch?v=EWYySCGV0Tk">https://www.youtube.com/watch?v=EWYySCGV0Tk</a></p> <p>Children to complete 'medieval activities'<br/>- riding a horse, bowling, archery, target throwing</p> <p>Banquet with all children<br/>St George's Day</p> | experiences and what has been read in class.                                                                                                                                                                                               |           |                                                                                                                                   |                                                                   |
| Week 3 | <p><b><u>King Charles/The Royal Family</u></b><br/>Share 'All About King Charles' PowerPoint<br/>Who is King Charles? Have you heard about him before? Share 'King's Coronation' PowerPoint<br/>What is a coronation? Have you heard about The King's Coronation?</p>                                                        | <p>UTW-P&amp;P<br/>Talk about the lives of people around them and their roles in society.<br/>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> | History   | Create a simple family tree of the immediate royal family.                                                                        | PSHE: Water safety- Why should everyone learn to swim?            |
|        |                                                                                                                                                                                                                                                                                                                              | <p>UTW- P,C&amp;C<br/>Draw information from a simple map.<br/>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>                                                  | Geography | Stick main landmarks on a map of London- Big Ben, London Eye and Buckingham Palace                                                |                                                                   |
| Week 4 | <p><b><u>Castles</u></b><br/>What are castles? Do you know the parts of a castle?<br/>Share PowerPoint of castles<br/>What is a castle?<br/><a href="https://www.youtube.com/watch?v=dGXkMVzZac0">https://www.youtube.com/watch?v=dGXkMVzZac0</a></p>                                                                        | <p>UTW-P&amp;P<br/>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br/>Comment on images of familiar situations in the past.</p>                  | History   | <p>Then and now photos sorting of castles.</p> <p>Can they match the castle from when it was built to what it looks like now?</p> | PSHE/Geography/Science: Ocean pollution- What is ocean pollution? |

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|        | <p><b>Virtual tour of Warwick Castle</b> - <a href="https://my.matterport.com/show/?m=HCmSPZ4meT4">https://my.matterport.com/show/?m=HCmSPZ4meT4</a></p> <p><b>Barnaby Bear visits Edinburgh Castle</b> - <a href="https://www.bbc.co.uk/programmes/p014393">https://www.bbc.co.uk/programmes/p014393</a></p>                                                                                                                                               | <p>EAD-CwM<br/>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br/>Share their creations, explaining the process they have used.</p>                                                                                                                                         |                                                         |                                                                                                                                                      |                                                                                      |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>UTW-P&amp;P<br/>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>                                                                                                                                                                                                  | History                                                 | To talk about the main features of a traditional castle and why they might be used.                                                                                                                                                     |                                                                                      |
| Week 5 | <p><b>Princesses</b><br/>What are princesses? What do they look like/wear? Do you know of any princesses? What would it be like to be a princess for the day?<br/>Talk about 'real princesses' - Princess Kate, Princess Charlotte etc.<br/><u>Cinderella</u><br/>Children to listen to the story and talk about the fairy tale story. What happens/main characters?<br/><u>Science- Hard and Soft Materials</u><br/>Use the PowerPoint of materials to</p> | <p>EAD- CwM<br/>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br/>UTW-TNW<br/>Understand the effect of changing seasons on the natural world around them.<br/>Understand some important processes and changes in the natural world around them, including the seasons.</p> | <p>Art &amp; Design</p> <p>Science</p> <p>Geography</p> | <p>Design a dress for a princess, which material would you choose to make a dress out of and why?<br/>Explore a range of materials and discuss the textures and properties.<br/>What is it made out of?<br/>What does it feel like?</p> | <p>PSHE/Online Safety:<br/>Internet safety- How do we keep safe on the internet?</p> |

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|                                      | <p>facilitate discussion.<br/> <a href="https://www.youtube.com/watch?v=JCKSMsbpn1Y">https://www.youtube.com/watch?v=JCKSMsbpn1Y</a><br/>                     Children to explore a range of materials and discuss the textures and properties. What is it made out of? What does it feel like?</p> | <p>UTW- TNW<br/>                     Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | Science                                                                 | <p>Seasons- Create a season's picture to show the difference between the trees.</p>                                                                           |                                                                                                                     |
| Week 6                               | <p><b>Dragons</b><br/>                     What are dragons? Discussion about what we know already. Children to listen to 'Puff the Magic Dragon'</p>                                                                                                                                               | <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>                                       | <p>Art &amp; Design<br/><br/>                     Design technology</p> | <p>Create a dragon using collage materials and paper folder technique</p>  | <p>Geography/Science:<br/>                     Destroying the rainforest- Why should we protect the rainforest?</p> |
| Project Evolve- Privacy and Security | <p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>                                                             | Online Safety                                                                                                                                                                   | See Project Evolve for activities                                       |                                                                                                                                                               |                                                                                                                     |

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## Summer 2- Oh I Do Like To Be Beside The Seaside

| Week   | Topic Focus                                                                                                                                                                                                                                                                                                                                                                                                                                         | Early Years Objectives<br>Development matters                                                                                                                                                                                                                                                                                                                                                                                           | National Curriculum | Activity (Adult Led and Focus)                                                                                                                                                      | Circle Time                                     |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Week 1 | <b>Seaside songs</b><br><a href="https://www.youtube.com/watch?v=NekVJgnDzfk">https://www.youtube.com/watch?v=NekVJgnDzfk</a> The Big Ship Sails on the Alley Alley Oh<br><a href="https://www.youtube.com/watch?v=kcHyyuGjuk0">https://www.youtube.com/watch?v=kcHyyuGjuk0</a> Oh I Do Like to Be Beside the Seaside<br><a href="https://www.youtube.com/watch?v=lgeXdsavqOU">https://www.youtube.com/watch?v=lgeXdsavqOU</a> A pirate went to sea | ExA<br>Begins to build a collection of songs and dances                                                                                                                                                                                                                                                                                                                                                                                 | Music               | Sing and retell some seaside songs as a group.                                                                                                                                      | Science:<br>Space<br>Rubbish-<br>What is space? |
|        | <b>Seaside-</b> Discussion about seaside experiences - what do you know about the seaside? Have you been to the seaside before? What do you like/dislike? Share PowerPoint of 'All About the Seaside'<br><a href="https://www.youtube.com/watch?v=azhK5uf3t_O">https://www.youtube.com/watch?v=azhK5uf3t_O</a>                                                                                                                                      | ExA- CWM<br>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>Share their creations, explaining the process they have used                                                                                                                                                                                                                         | Art and Design      | Create a seaside on a plate                                                                                                                                                         |                                                 |
|        | What would you hear at the seaside? What would you touch? What would you smell?<br>Share PowerPoint video of seaside videos to facilitate discussion<br>Seaside Radio -<br><a href="https://www.bbc.co.uk/cbeebies/radio/shhh-listen-seaside">https://www.bbc.co.uk/cbeebies/radio/shhh-listen-seaside</a> .                                                                                                                                        | UtW-TNW<br>Draw information from a simple map. (REC)<br>Recognise some similarities and differences between life in this country and life in other countries.<br>Recognise some environments that are different to the one in which they live. (ELG)<br>-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. (ELG) | Geography           | Seaside UK/Abroad Name local sea sides Name places they have been on holiday<br>Know the difference between the UK and abroad. Pictures of here and abroad and record what they say |                                                 |

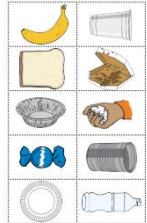


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|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------|------------------------------------|
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>ExA- CWM</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used</p>                                                                                               | <p>Art and Design</p>    | <p>Extra: Create Father's day cards and portraits.</p>                                     |                                    |
| Week 2 | <p><b><u>Punch and Judy and The History of the Seaside-</u></b> What do you know about the seaside? What was it like in the past? Was it similar or different to now? Share PowerPoint 'Seaside Holiday Now and Then' to discuss what they already know and what similarities and differences they can notice. Recap on yesterday's learning. What was the seaside like? Was it different or similar? Record child voice for Learning Journal Share PowerPoint 'Seaside Through the Ages' to discuss more and expand knowledge Children to listen to the school radio to think about what they can hear and discuss with their peers. Children to watch a short Punch and Judy show and have a go at role playing/acting out their own puppet show using their sock puppets - record child voice and evidence with a picture working within the group.</p> <p><b>FATHERS DAY</b></p> | <p>EAD- CwM</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>UW- P&amp;P</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> | <p>Design Technology</p> | <p>Create a sock puppet to use independently for a class puppet show.</p>                  | <p>PSHE: NHS- What is the NHS?</p> |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>UTW-P&amp;P</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>                                                                                                                                                           | <p>History</p>           | <p>Past &amp; present activity Seaside then and now cut and stick sorting</p> <div> </div> |                                    |



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| Week<br>3 | <b><u>Plastic Pollution</u></b><br><br>Have you heard of plastic? What is it? What is rubbish? What is plastic pollution? How can we help to stop plastic pollution?<br><br>Share PowerPoint of pollution in our oceans<br><a href="https://www.bbc.co.uk/programmes/p05q49hq">https://www.bbc.co.uk/programmes/p05q49hq</a><br><br>Share song<br><br><a href="https://www.youtube.com/watch?v=iUdvngE7OWk">https://www.youtube.com/watch?v=iUdvngE7OWk</a> | UW-TW<br>Explore the natural world around them, making observations and drawing pictures of animals and plants.<br>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.  | Science | To sort items into recyclable and none recyclable.(rubbish)<br><br><br> | Geography:<br>Coastal erosion-<br>Why are our coasts eroding? |
|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                             | UW- TW<br>Explore the natural world around them, making observations and drawing pictures of animals and plants.<br>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. | Science | Go on a litter picking hunt around the school grounds and use grabbers to collect any rubbish.<br>Lay the rubbish out and name the different items found and their materials.                                                                 |                                                               |



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|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| Week 4 | <b>Rock pools</b><br>What is a rock pool? Who lives there? Have you seen a rock pool before?<br>PowerPoint of Rock Pools to facilitate discussion<br><a href="https://www.youtube.com/watch?v=OWj8ybLmePc">https://www.youtube.com/watch?v=OWj8ybLmePc</a> | ExA<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function | Art & Design             | Create a rock pool in groups.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Geography:<br>Car Pollution-Do cars cause pollution?      |
|        | <b>Sports Day practice</b>                                                                                                                                                                                                                                 | UW- TNW<br>Recognise some environments that are different to the one in which they live.<br><br>MD-N<br>Count beyond ten.                                                                                                                                   | Science<br><br><br>Maths | Look at a photograph and name what can be seen in the rock pool.<br><br>What is in the rock pool?<br>Counting activity<br><b>What's in the Rock Pool?</b><br>Count how many of the following there are in the rock pool:<br><div> <div>crab <input type="checkbox"/></div> <div>yellow fish <input type="checkbox"/></div> <div>starfish <input type="checkbox"/></div> <div>blue fish <input type="checkbox"/></div> <div>jellyfish <input type="checkbox"/></div> <div>limpet <input type="checkbox"/></div> </div>  |                                                           |
| Week 5 | <b>Sea Creatures</b><br><br>Continue learning about sea creatures.<br><br><b>Let's Get Ready for the Seaside!</b><br>What do we need to take to the seaside?<br>Why do we need it? Children to share experiences of what they take to the                  | ExA- CWM<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Create collaboratively sharing ideas, resources and skills.                                                                   | Art & Design             | work in groups to create an octopus using paper chains<br>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | RE: World religions-<br>Can you name any world religions? |

# Reception - Creative Overview of Skills and Knowledge

Online Safety

Art and Design

Geography

History

Design Technology

Science

Music

PE

RE

English

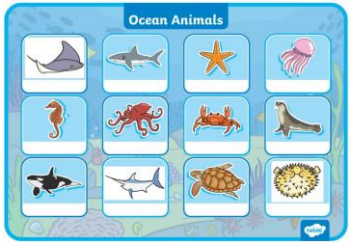
Maths

PSHE



Lindens Primary school

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|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
|               | <p>seaside</p> <p>Teacher to write a list on the board of what we need to take</p> <p>A range of Cbeebies Seaside clips to choose from -</p> <p><a href="https://www.bbc.co.uk/programmes/p05bc9t8">https://www.bbc.co.uk/programmes/p05bc9t8</a></p>                                                              | <p>UW- TW</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Spell words by identifying sounds on them and representing the sounds with a letter or letters.</p>                                                                                             | <p>Science</p> <p>English</p> | <p>Labelling the parts of a fish/ whale /shark</p>                                                                                                                                                                                                                                                      |                                                         |
| <p>Week 6</p> | <p><b><u>Sea Creatures</u></b></p> <p>What sea creatures do you know? What are they like? Can you name them?</p> <p>Share PowerPoint of Sea Creatures</p> <p>Watch video of different sea creatures -</p> <p><a href="https://www.bbc.co.uk/programmes/p011l4gy">https://www.bbc.co.uk/programmes/p011l4gy</a></p> | <p>UW- TNW</p> <p>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.</p> <p>CLL- S</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> | <p>Science</p> <p>English</p> | <p>Naming and describing sea creatures (octopus, whale, shark, jelly fish, pufferfish, octopus, sea horse, sting ray, seal, sword fish, turtle)</p>  <p>Adult to scribe what they say alongside the photographs</p> | <p>PSHE: Diversity- Can you name any world leaders?</p> |
| <p>Week 7</p> | <p><b><u>End of an era</u></b></p>                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                |                               | <p>Transition for children to Year 1.</p> <p>Seaside Inspire Day</p>                                                                                                                                                                                                                                    | <p>PSHE: Diversity-Is</p>                               |

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|  |  |  |  |  |                         |
|--|--|--|--|--|-------------------------|
|  |  |  |  |  | our society<br>Diverse? |
|--|--|--|--|--|-------------------------|

|                                  |                                                                                                             |                |                            |
|----------------------------------|-------------------------------------------------------------------------------------------------------------|----------------|----------------------------|
| To be done in Summer for display | L-W<br>Write some or all of their name.<br>Write some letters accurately.                                   | English        | Name writing               |
|                                  | EXA-CWM<br>Explore, use and refine a<br>variety of artistic effects to<br>express their ideas and feelings. | Art and Design | Self-portrait for display. |