



Whitley Abbey Primary School

Hand in hand we learn

Year R Curriculum

Curriculum Drivers

Possibilities and Citizenship	Reading and Vocabulary	Health and Wellbeing	Celebrating Diversity
<p>Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life.</p> <p>Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence.</p>	<p>Our curriculum is designed to meet the needs of the children we serve placing great emphasis on the development of tier 2 and tier 3 vocabulary and fluency in reading. At Whitley Abbey we recognise that vocabulary development helps children to communicate effectively and to understand what they hear.</p> <p>Reading enables pupils to develop independent learning skills – skills that will serve them well in later life.</p>	<p>Our curriculum is designed to promote children's health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing.</p> <p>Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe they are able to better access learning in the classroom.</p>	<p>Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences. The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment.</p> <p>We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination.</p>

Long-Term Overview Reception

	Autumn		Spring		Summer	
Theme	Ourselves	Autumn/Winter	Transport	Growth	Minibeast	On the Farm
Key Text	We're going on a Bear Hunt	Stickman	The Naughty Bus	Jack and the Beanstalk	The Very Hungry Caterpillar	Farmer Duck
Other shared texts	FICTION We're Going on a Bear hunt We're Going on a Lion Hunt A Brave Bear We're going on a Leaf Hunt Postman Bear Brown Bear, Brown Bear POETRY	FICTION Stanley's stick Not a stick On Sudden hill The Gruffalo's Child The snowy day	FICTION You can't take an Elephant on the Bus The Hundred Decker Bus Don't Let the Pigeon Drive the Bus The Train Ride POETRY	FICTION Jasper's Beanstalk Trust me, Jack's Beanstalk Stinks Jim and the Beanstalk Jack and the Baked Beanstalk Errol's garden	FICTION Twist and Hop, Minibeast Bop Aaaarrgghh Spider! Mad about Minibeast Norman the Slug with the Silly Shell	FICTION What the Ladybird Heard Farmyard Hallabaloo The Pig in the Pond Cows that Type A Squash and a Squeeze On the Farm

	<p>A great Big Cuddle- Poems for very young children</p> <p>NON-FICTION Bears Family Homes</p>	<p>NON-FICTION Celebration Winter Winter animals Hibernation</p>	<p>Zim Zam Zoom- Collection of Poems</p> <p>NON-FICTION Transport Journey's Trains Buses Cars</p>	<p>NON-FICTION Growth Fruit Vegetable Environment</p>	<p>Spindrella Superworm Yucky worms</p> <p>NON-FICTION Minibeasts Life cycles</p>	<p>POETRY Here's a Little Poem collection</p> <p>NON-FICTION Farming Animals and their young</p>
Curriculum Enrichment	<p>Bring a bear to school day. Autumn walk Bear hunt Making Jam sandwiches Diwali Celebration</p>	<p>Fireworks and Bonfire celebration Halloween Celebration Christmas Nativity Christmas party Theatre trip Hunnukah Celebration Winter walk Making Bird feeders/ Animal homes</p>	<p>Chinese New Year Celebration Pancake Day</p>	<p>Easter Celebration Live Eggs Holi Celebration Spring walk</p>	<p>Hatching Butterflies</p>	<p>Farm Trip Eid Celebration Summer walk</p>
CLD	<p>Focus on Good looking, Good listening skills- Reinforce when speaking on the carpet and in small group and CI activities.</p> <p>Being polite- Having manners- saying please, thank you, excuse me and pardon.</p> <p>Encourage children to sing action rhymes and songs like Happy and You Know It, Simon Says, and Head, Shoulders, Knees and Toes.</p> <p>Encourage the children to use lots of lovely language, including newly learnt topic language. Children will be encouraged to use lots of descriptive language as they use their senses.</p> <p>Wellcomm Assessment</p>	<p>Invite the children to explore topic relate objects, discussing what happens.</p> <p>Develop questioning skills by generating questions for Characters in stories. Try hot seating.</p> <p>Share and discuss non-fiction texts about winter, cold countries and winter animals and encourage children to collect and discuss new vocabulary.</p> <p>Talk about own experiences of topic relate subjects, for example, Christmas, celebrations, holidays, days in the snow.</p>	<p>P4C questions- encourage children to talk and reason</p> <p>Encourage children to explore transport and journeys in small world play. Have access to train tracks, vehicles, boats in the water areas, with passengers to travel and places to visit build from blocks as in the story.</p> <p>Circle games- pass small transport item- children talk about their favourite form of transport or share an experience they have had.</p> <p>Explore and discuss how the bus travels through different materials in the story -provide baked beans in a tuff tray to expand vocabulary.</p> <p>Play memory games- I went on a bus/train and I saw a...</p>	<p>P4C questions- encourage children to talk and reason</p> <p>Re-acting through Small world play- Create a tuff tray small world scene of the story, including, Jacks cottage, the beanstalk, the castle, the characters, the beans. Encourage the children to explore the story by retelling it through small world play.</p> <p>Create trails of giant footprints for children to follow to discover items that the giant has lost. Asking appropriate questions and encourage relevant discussion.</p> <p>Play a listening game where one child is blindfolded in the middle of a circle. "It's only me, Jack/the giant," in an appropriate squeaky or gruff</p>	<p>P4C questions- encourage children to talk and reason.</p> <p>Hide Story Stones in some soil or tuff tray of leaves and encourage the children to talk about what they find.</p> <p>Freeze plastic caterpillars and butterflies in cubes of ice, investigating melting</p> <p>Play a listening and attention game with the children. Place a number of items from The Very Hungry Caterpillar story on a tray and cover with a blanket. Remove one of the objects, can they say which one has been removed?</p> <p>When looking at different minibeasts- encourage children to talk about each one and to describe them to a friend.</p>	<p>P4C questions- encourage children to talk and reason</p> <p>Encourage children to listen carefully to the story and join in with repeated parts or the animal sounds.</p> <p>Play a listening game based on animal sounds. Encourage children to make the sound of farm animals, such as 'quack', 'moo', 'baa' and 'cluck', then encourage the rest of the group to identify the animals</p> <p>Encourage discuss about the main themes in the story Laziness/Fairness/Working hard/Friendship.</p> <p>Set up some large apparatus and mats in a large space. Encourage the children to pretend that they are farmers on an imaginary walk around a</p>

			<p>Creating a context for writing Pre-bus garage trip, make a list of things chn would like to see/find out</p> <p>Listening game- different types of transport, can the children identity them. Go outside and listen- what vehicles can they hear?</p>	<p>voice. The blindfolded child guesses who was speaking/where in the room the child was.</p> <p>Hide a puppet or picture of Jack around the setting. Challenge children to find Jack and describe where he is hidden using a variety of positional language.</p> <p>Use chalk to draw pictures of large and small household items in an outside area. Which items belong to the giant? Encourage children to talk about what they can see.</p>	<p>Encourage children to ask wondering questions..."I wonder why...I wonder if..."</p>	<p>farm, which involves lots of positional language. You may go 'through' muddy tracks, 'up' ladders 'into' hay lofts, 'around' fields and 'inside' barns to dig and sow, etc.</p> <p>Plan a veg patch. Why do we need to grow veg/fruit? Where would we grow it? What will we grow? What will we need?</p> <p>Use animals, farm sets and small blocks to recreate the story setting and re-enact the story encouraging lots of story language.</p> <p>Use larger scale animals in the outdoor area in natural surroundings, include hay, mud, grass and water, encourage the use of recently learned vocabulary.</p> <p>Play a listening game where one child is blindfolded in the middle of a circle. 'It's only me, the duck,' in a disguised voice. The blindfolded child guesses who was speaking/ where in the room the child was.</p>
PSED	<p>Class rules and expectations of behaviour- RRS Respect- Ready- Safe- What does this mean and look like for us in Reception?</p> <p>Establishing routines- Coming in, carpet time, lining up, lunchtime, home time.</p>	<p>Invite children to write what makes them special on the snowflakes. These can then be hung up to display around the classroom.</p> <p>Create a winter-themed feelings table. Children can draw and write how they feel</p>	<p>Safety Out and About- Roads Discuss road safety with the children and use adult input -Stop, look and listen activity.</p> <p>Safety Out and About- Strangers- explore what to do if you get</p>	<p>Circle time game – pass a picture of a magic bean around the circle. When a child is holding the magic bean, it is their turn to speak. Can they say what they would like to find at the top of a beanstalk?</p>	<p>Hold a circle time activity where the children talk about their favourite fruit and listen to others.</p> <p>Have some of the food that the hungry caterpillar eats available for a snack-</p>	<p>Circle time game – Pass a small-world farm animal around the circle. When a child is holding the animal, it is their turn to speak. Can the children say what they liked best from the story?</p>

	<p>Discussing and accepting how everyone is special, different and unique, with their own talents, likes and dislikes.</p> <p>Who am I and who are my family?</p> <p>Feelings, emotions and friendships. How to be a good friend and regulated my emotions.</p>	<p>on the snowman and post it into a worry box. Address any worries during a circle time or on an individual basis.</p> <p>Play a winter dressing-up race; lay out hats, scarves, gloves and coats and see who can dress themselves the fastest for a wintry day. Talk to the children about why we need to wear warmer clothes.</p> <p>Discuss with the children about staying safe in the winter and what they can do to help them stay safe.</p>	<p>lost or approached by a stranger.</p> <p>Safety Out and About- The swimming pool.- Explore the dangers of water.</p> <p>Safety Around the home- Electrics- explore the dangers of electricity and how to keep safe at home and school</p> <p>Safety Around the home- Fire- explore fire danger and how to react if it happens</p> <p>Safety Around the home- Medicine. Discuss how medicine can be dangerous if not used correctly.</p> <p>Safety at home- In the Kitchen, explore and identify all the dangers in a kitchen</p>	<p>Play a parachute game to encourage children to work together. One of the children will act as 'Jack' and go under the parachute, hiding from the giant. Another child, the giant, goes on top of the parachute. The giant must try to find Jack while the rest of the group try to hide him by shaking the parachute up and down to disguise Jack's movements</p> <p>Encourage the chn to think about Jack's behave and the Giants behave- what advice would you give them?</p>	<p>Encourage them talk about likes and dislikes.</p> <p>Investigate healthy lifestyles- What to eat, how to exercises, keep our teeth healthy, bones strong etc</p>	<p>The animals in the story were good friends to the duck. Talk to the children about how it is important to be a good friend.</p> <p>Discuss the character of the farmer. What was his behaviour like? Why? How would the duck have felt?</p> <p>Encourage children to take turns to play a Farm Animal Matching Game. Challenge them to find a matching pair of cards and make the sound of the animals they find.</p> <p>Play a group game of, 'I went to the farm and I saw...' game in small groups. Each child in the group says something they might see on a farm and the next person has to add another item to the list and say what the previous people saw too!</p>
PD	<p>Encourage the children to work together in teams to create structures/ dens in the block/construction area.</p> <p>Encourage the children to explore different ways of moving and balancing using different parts of their body.</p> <p>Encourage the children to think about and practise methods of personal hygiene and what they need to do to keep themselves healthy and safe e.g. washing, brushing</p>	<p>Create a winter-themed obstacle course in the outside area. Fill trays with ice, water and muddy leaves as well as adding planks and crates for children to go over and under. Encourage children to move around in different ways, such as running, hopping or jumping.</p> <p>Winter-themed yoga session.</p> <p>Create a snowman aiming and throwing game to develop upper arm strength.</p>	<p>Handwriting practice/ letter formation</p> <p>Create a bike/ bus wash outside to promote upper body strength and gross motor movements</p> <p>Investigate different ways of travelling; on bikes and scooters, across, along, around and over equipment, finding and creating pathways using stepping stones, community blocks and other physical equipment; running, jumping, walking, rolling.</p>	<p>Fine motor development-Print or draw a Spiral Template on to green paper. Support children to use scissors to cut along the spiral shape to create a twirling beanstalk.</p> <p>Bean sorting/ tweezers - lots of different seeds/beans</p> <p>Threading-Dough, green spaghetti, cheerio's, leave</p> <p>Bean art- lots of different seeds/beans</p>	<p>Developing Fine motor skills - Have some small sorting fruits, tweezers and pots available for the children to sort and move the fruits from one pot to another.</p> <p>Have green and red playdough and selection of resources e.g. pipe cleaners, googly eyes, buttons, pom-poms etc. for making playdough caterpillars.</p> <p>Have green and red beads and thread available for children to make their own The Very Hungry Caterpillar necklaces</p>	<p>Provide a bag of potatoes for the children to clean with sponges or brushes to promote fine motor skills.</p> <p>Planting a veg patch. Provide small shovels, small hand-held forks and some tubs of mud with seeds so the children can plant vegetable seeds.</p> <p>Make large scale maps with chalk on the playground.</p> <p>Play 'stuck in the mud', hide and seek playground games.</p>

	<p>teeth, washing hands, blowing their nose etc.</p> <p>Encourage fine motor skills through a range of finger gym activities- Playdough, threading, tweezers etc.</p>	<p>Provide winter-themed challenges, such as freezing small objects in an ice balloon or building towers of sugar cubes. Challenge children to use their small motor skills and tools available to free the objects or build the tallest tower.</p>		<p>Provide some leaf templates for children to draw around and cut out to stick on to green art straws, to create paper beanstalks.</p> <p>Develop gross motor movements <u>by creating</u> Giants feet tied to children feet- How does the giant move?</p> <p>Use chalk to draw some beanstalks in an outside area. Challenge children to paint over the chalk lines using water and paintbrushes.</p> <p>Encourage the children to work together to construct a giant's castle using a selection of crates, planks, boxes and other large construction materials.</p>	<p>Butterfly/ minibeast movements- explore how they move and promote gross motor control.</p>	<p>Encourage children to explore different ways of moving to represent different farm animals. They could roll in mud to represent pigs, peck the ground to represent chickens, gallop like horses, eat grass like a cow or gambol like a lamb.</p> <p>Set up a hook-a-duck game in a water tray. Challenge children to try to hook a duck from the pond.</p> <p>Encourage children to explore mark making in the soil to create different lines and shapes.</p> <p>Set up an obstacle course for playing the chasing out of the farmer.</p>
Literacy	<p>RWI Assessment Introduce RWI Phonics- Daily sessions.</p> <p>Provide word mats or cards for children to read, look at and learn new topic related vocabulary, for example: Emotions; My Senses; My Family; My Body</p> <p>Encourage the children to practise writing their name and the names of people who are special to them.</p> <p>We're going on a bear hunt- exploring character, settings, events.</p> <p>Role-play; retelling the story with actions. Make available provision for the children to</p>	<p>RWI Phonics- Daily sessions.</p> <p>Provide word mats or cards for children to read, look at and learn new topic related vocabulary, for example: Winter; Christmas; Festivals</p> <p>Sharing the story Stickman-</p> <p>Find all the rhyming words in the book and use them to make your own rhyming dictionary.</p> <p>Make a list of the different ways that sticks can be used.</p> <p>Write a set of instructions to teach somebody how to play a game that uses sticks.</p>	<p>RWI Phonics- Daily sessions.</p> <p>News writing- Christmas</p> <p>Introducing the story- Naughty Bus (Children to experience receiving a bus present)</p> <p>Read story aloud responding to children's interest and comments</p> <p>Recreate and retell the story world with blocks etc Inside (small scale) and outside (large scale)</p> <p>Sequence and Story mapping the story.</p> <p>Encourage talking about their favourite photographs and</p>	<p>RWI Phonics- Daily sessions.</p> <p>Reading the text- Jack and the beanstalk, encourage them to join in with repeated refrains, such as 'Fee, fi, fo, fum!'</p> <p>Planting Broad beans seed- Chn to create a Beanstalk Diary-updating each week with changes.</p> <p>Reading aloud and re-reading Sequencing story using picture cards and story mapping</p> <p>Bookmaking- Discuss alternative endings- write list of ideas- Using story as a basis- write own version with a twist</p>	<p>RWI Phonics- Daily sessions.</p> <p>The Very Hungry Caterpillar- Introduce and speaking about responses to story.</p> <p>In the reading area, put a selection of resources from the story sack along with a few different copies of the story and nonfiction books about butterflies.</p> <p>Encourage the children to retell the story using these Story Cut-Outs as props Also have Stick Puppets available in the small world area.</p> <p>Provide these Story Sequencing Pictures and encourage the children to</p>	<p>RWI Phonics- Daily sessions.</p> <p>Introducing the book- Farmer Duck</p> <p>Introduce children to the book looking at the cover. Who can you see? Where is it? What do we think we know about them?</p> <p>Caption writing- Pictures from the story- children write a caption to go with it.</p> <p>Think about the characters. Do writing on the wall chart. What is like inside and outside. Compare differences/similarities between the main characters. Use this to do character writing/ Wanted posters.</p>

	<p>revisit it together and independently, re-enacting with story props.</p> <p>Mark- making opportunities link to the story. Create a storyboard of the main parts of the story- Discuss beginning, middle, end</p> <p>Beginning to adapt familiar stories. Becoming an Author.</p>	<p>Write a new part of the story in which an animal / person tries to use the Stick Man for something else?</p> <p>Write some postcards that the Stick Man might send home to his family to tell them about his adventures.</p> <p>Writing a new story about Stick Man and his family?</p>	<p>looking in more detail at the way that the print echoes some of what they see in the pictures.</p> <p>Talk with children about what they like or don't like about the story, about any questions that they have or anything that the story makes them think about.</p> <p>Encourage children to make their own books about buses using bus-shaped books or cutting paper into the shape of buses.</p> <p>Making posters- information posters about buses.</p> <p>Shared writing. The final adventure. Revisit the final page together as a class. Story tell the 'next adventure' making up the beginning of the story together</p>	<p>Creating context for writing- Letter from Jack asking to please help to write a sorry letter to the giant.</p>	<p>retell the story. Make zig-zag books.</p> <p>Write Caterpillar poems</p> <p>Have a The Very Hungry Caterpillar party – with different foods mentioned in the story and caterpillar- Pre-party, write shopping lists</p> <p>Record change caterpillars- (home hatching kit) in butterfly diary.</p>	<p>Use these Speech Bubbles to add speech to the story.</p> <p>Create a story map with the children. Draw simple pictures to represent the different parts of the story. As a group, retell the story in your own words, using the map as a guide.</p> <p>Make zig-zag books of the story.</p> <p>Shared Writing/Model writing a simple letter with the children. This could be from the farmer to the duck, saying sorry for being unkind. Chn to write own letters as one of the characters.</p> <p>Recount writing- visit to the Farm.</p> <p>Non- Fiction book about favourite animals. Encourage children to write about their favourite farm animal that they saw at the farm.</p>
<p>Maths (Mastering Number NCETM)</p>	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p>	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p>	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p>

	<ul style="list-style-type: none"> • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts. 	<ul style="list-style-type: none"> • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a ‘double’ and connect this to finger patterns • sort odd and even numbers according to their ‘shape’ • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. 	<ul style="list-style-type: none"> • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek 			
<p>UW</p>	<p>Locate things in the classroom, outside and around school.</p> <p>Encourage the children to think about people who help us to stay healthy or help us when we feel unwell e.g. doctors and dentists. Encourage the children to share their experiences and talk about any worries or concerns.</p> <p>Children look closely at similarities, differences, patterns and changes in the environment and stories we share.</p> <p>Explore and encourage map making.</p> <p>Use the children’s interest in the story as a springboard to finding out more about bears.</p>	<p>Explore the season of Winter. Go on a winter walk and look at the natural environment. What do the children notice? What things have changed? How might they change again? (Collect sticks)</p> <p>Find out about Hibernation and explore animal homes. Work together to build their own animal homes/Bird Feeders.</p> <p>Discuss winter festivals from different religions and cultures, such as Diwali, Hanukkah and Christmas. Ask the children to help you list the similarities and differences in the way these festivals are celebrated.</p> <p>Using Stick Man as a springboard- think about How many other different animals build a nest? Where do they</p>	<p>Exploring and experiencing Chinese New Year</p> <p>Exploring and experiencing Pancake day</p> <p>Look at different modes of transport- can the children identify the types of vehicle.</p> <p>Sorting modes of transport by different criteria- Air/Land/Sea</p> <p>Explore maps, such as local area bus maps, tube maps and maps of the local area. Pick out features such as roads, important places and look at how these are marked.</p> <p>Make own maps for your Naughty Bus and other class vehicles, where does it go to and where does it stop on the way?</p>	<p>Spring- Discuss session- What will we see? Hear? Smell? Watch videos on Spring and encourage chn to observe the changing environment.</p> <p>Investigation in spring time- What happens with Animals (Young are born/ wake up from hibernation).</p> <p>Living Egg Project</p> <p>Show children a plant. Talk about where the plant came from, how has it grown, what do we do to look after it once it has grown.</p> <p>Planting Broad beans seed-castle on sticks and observe and record changes.</p> <p>Talk about the life cycle of a bean. Encourage the children to talk about what they can</p>	<p>Look at the life cycle of a butterfly with the children. You could start by showing the children a Video. Encourage the children to talk about the shapes, colours and patterns they can see.</p> <p>Observe on caterpillar’s- record changes in Butterfly diary.</p> <p>Plant some flowers that attract butterflies and observe them. (Setting up our sensory garden)</p> <p>Talk about fruits such as the ones in the story. Have the children ever grown their own fruit? Help the children to plant and care for easy-to-grow fruits such as strawberries</p> <p>Have a selection of child-friendly ICT equipment</p>	<p>Talk about the life cycle of a duck, Children could then sequence using pictures</p> <p>In the reading area, put a few different copies of the story, other farm-themed stories and some non-fiction books about farms and farm animals. What animals might we find on a farm?</p> <p>Explore/ investigate how duck feathers help to keep ducks dry</p> <p>Farm animals and their young- How do they change? Matching activity</p> <p>Find out about animals in the past- Dinosaurs</p> <p>Identify, Compare and categorise different animals- Farm/Zoo Then/Now Home/Wild</p>

	<p>Research on the Internet using a search engine.</p> <p>Find out about and celebrate Harvest festival</p> <p>Introduce and explore the season of Autumn.</p>	<p>build them? What materials do they use? Build own nests.</p> <p>Think about why things float. Can you test different materials to see if they float?</p>	<p>Explore Bee-Bots and programming routes.</p> <p>Suggest children design and make their own buses. Show children how to put an axle and working wheels onto a box-made bus</p> <p>Explore circuit using batteries, wires and lamps. Link to bus headlights and street lights. These can be placed along a table top bus route.</p> <p>Visit to a local bus station/garage Give children cameras to take lots of photos that they can use on their return to make a timeline of the outing, a poster about buses for the role-play area or photograph books.</p>	<p>see and make links to their own experiences</p> <p>To recognise growth in nature Look at different types of things that grow- trees, flowers, veg, fruit etc What is similar and different about them?</p> <p>Create a planting area for children to explore. Add some seeds and child-safe gardening tools for children to work together to care for the plants.</p> <p>Discuss allotments and growing vegetables to eat. Encourage the children to talk about their own experiences. Plant some vegetables as a group, such as cress, carrots or potatoes.</p> <p>Children to help wash, prepare and cook the grown vegetables for a tasting activity too.</p> <p>Exploring and experiencing Holi festival- Sikh/Hindu</p> <p>Exploring and experiencing Easter, hearing the Easter story.</p>	<p>available for children to record themselves retelling the story.</p> <p>Have an audio copy of the book 'The Very Hungry Caterpillar' along with a hard copy and related props. The children can explore operating the CD player independently.</p> <p>Go on a trip to the supermarket and try to find all of the different food that The Very Hungry Caterpillar eats</p> <p>Provide magnifying glasses and humane insect catchers so that the children can search for caterpillars and other minibeasts. A Minibeast hunt.</p>	<p>Explore the habitats of the different farm animals and the materials used for them. Why do they make the perfect homes?</p> <p>Exploring and experiencing Eid festival- Islam</p>
<p>ExAD</p>	<p>Explore a variety of small world with some props e.g. houses, shops, cars etc for children to use and re-enact what is familiar to them.</p> <p>Encourage children to use a variety of materials to decorate and create self-portraits.</p>	<p>Listen to a winter-themed piece of music.</p> <p>In the painting area, provide tinfoil instead of paper, and add white and blue paint, cotton wool and eco-friendly glitter for children to create a wintry scene.</p>	<p>Explore and using Junk modelling to create own vehicles</p> <p>Set up role play areas which include maps/bus timetables in the home corner.</p> <p>RB classroom- Airport And Outside- Bus Station Role-play and Shared Writing chn</p>	<p>Role play area- giants castle and beanstalk RH- Jacks cottage</p> <p>Outside- Create a garden centre role play</p> <p>Have a range of junk-modelling materials, such as empty cardboard boxes and construction toys, available for</p>	<p>Set up a Fruit and Veg Shop Role Play area</p> <p>Create a reading den outside using blankets and cushions and covered with sheets or tarpaulin. Have a selection of copies of the story available for the children to use.</p>	<p>Teach the children the song, 'Old MacDonald Had a Farm' and have Role-Play Masks and props from the song available. Encourage the children to work together in groups to sing and act out the song.</p> <p>Outside create a vet surgery for farm animals.</p>

	<p>Create a themed role-play area – The Home-</p> <p>Provide and explore a range of music instruments, encourage children to express themselves using music, movement and dance.</p> <p>Provide the children with a range of construction materials to create own homes/ dens/ vehicles etc.</p> <p>Using a range of Autumn materials children create artwork to reflect topic.</p>	<p>Go outside with paper and charcoal and encourage children to sketch the bare winter trees, thinking about the shape and thickness of the branches. Encourage them to explore using the charcoal with different pressures on the page to create lines of different thickness.</p> <p>Sing and perform a Class Christmas Nativity</p> <p>Stick Art</p>	<p>help to set up marking out the maintenance pit and the bus wash. Mark out the roads, using and make bus stops and traffic lights etc. Provide a steering wheel so that children can role-play being buses. Create your own bus timetable and suggest children make their own tickets and bus passes.</p> <p>Experience using vehicles in paint to create different kinds of tracks, look at the different patterns that can be made</p> <p>Make observational drawings and paintings of vehicles</p> <p>Boat making- explore how to make them float</p> <p>Paper plane making</p> <p>Explore collage using pictures of vehicles and setting from the story Naughty bus.</p> <p>Song writing and singing: Make up a song about the bus's adventures using the tune of the wheels on the bus.</p>	<p>children to create their own castles for the giant.</p> <p>Explore large scale art using- large roll of plain paper with a variety of shades of green paint and sponges, brushes and other printing materials. The children can use these to create a giant beanstalk.</p> <p>Using large cardboard boxes, make a giant's castle outside. This could be painted with the children. Once finished, the children can use it for role-play activities.</p> <p>Making beanstalks and castle in the clouds- exploring how to combine and fix different materials together.</p> <p>Easter Craft- Easter baskets, Easter cards,</p>	<p>Sing 'There's a Tiny Caterpillar on a Leaf' with the children, including actions to reinforce the life cycle of a butterfly.</p> <p>Have Role Play Headbands or Role Play Masks and props from the story available. Encourage the children to work together in groups to act out story.</p> <p>Butterfly Symmetry paintings</p> <p>Try water painting outside – encourage children to use brushes dipped into water to paint caterpillars and butterflies in an outside area.</p> <p>Encourage the children to explore folding strips of paper into a zigzag shape to make caterpillars. They could also fold large shapes of paper to make butterfly wings!</p>	<p>Have a variety of building materials in the construction area, along with small-world animals, for children to build their own farms.</p> <p>Role play and drama: Hot seat characters from the story (with either a confident child or an adult). The children can use their knowledge of the story to ask relevant questions.</p> <p>Encourage children to make masks of different farm animals. by mixing the paint colours they need and add extra details such as paper ears, feathers or cotton wool</p> <p>Explore using different percussion instruments to represent different farm animals. Encourage the children to think about which instrument would be best and why, along with how they should be played (quiet/loud, slow/fast).</p>
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