

## Explorer's Topics Overview

Explorer Curriculum EYFS/Key Stage One	Autumn Term	Spring Term	Summer Term
	<b>Year A</b>		
<b>Topic Title</b>	<b>Noisy Celebrations</b>	<b>People Who Help Us</b>	<b>The Seaside</b>
<b>Key Themes Explored</b>	Music and Sound Comparing Cultural & Religious Celebrations Comparing Environments Harvest Time and Healthy Eating Light and Dark Bonfire Night Diwali, Hanukkah, Christmas	Significant People and events from the Past Helping each other Being Kind and Good Significant people, places and vehicles Healthy Bodies	Climates & Weather Summer Clothing Water and Sand Animals and their Habitats Changing states/ materials – wet & dry, solids & liquids
	<b>Year B</b>		
<b>Topic Title</b>	<b>All About Me</b>	<b>Colour My World</b>	<b>Come Outside</b>
<b>Key Themes Explored</b>	Humans – Our Bodies, Senses & Keeping Healthy Similarities and Differences Cultural Diversity Birthdays and family celebrations Human Life Cycles My House My Family and my pets	Weather – Water and Rainbows Animals The Wonderful world of Eric Carle Food Colour and pattern Changing states – colour mixing and materials The festivals of Easter and Holi Clothing	Minibeasts Weather and Seasons Plants & Plant life Cycles Woodlands Bears/ Teddy Bears Picnic
	<b>Year C</b>		
<b>Topic Title</b>	<b>Terrific Transport</b>	<b>Amazing Animals</b>	<b>Let's Create</b>
<b>Key Themes Explored</b>	Journeys Exercise Vehicles Land, Sea and Air Space Famous Explorers Pirates	Animals and their Habitats Animal Life Cycles On The Farm Wild Animals Contrasting environments - Hot and Cold Climates Foods from different countries	Buildings and Builders Materials Traditional Tales How things work Technology Cooking Robots

Learning Intentions	Year A – Autumn Term: Noisy Celebrations		
<b>Key Texts</b>	<p><b>Fiction:</b> Peace at Last Traditional Tales: Aladdin (Pantomime), The Enormous Turnip Veg Patch Party The Snowman</p>	<p><b>Non- Fiction:</b> The Story of Diwali The story of the first Christmas Recipe Books</p>	<p><b>Poetry and Rhymes:</b> A range of songs from festivals and celebrations around the world (including Christmas carols and songs) This little light song/poem</p>
<b>Supporting Texts</b>	Oliver’s Vegetables by Vivian French, Pumpkin Soup by Helen Cooper, Sparks in the Sky Twinkl Original, Light the Lights (Christmas & Hanukah) by Margaret Moorman, The Gun Powder Plot Non-Fiction Recounts.		
<b>Communication &amp; Language</b>	<p>★ Expressing Choices</p> <p>★ Using key core vocabulary and specific vocabulary in a range of contexts linked to theme: Fruits, vegetables, foods, colours, musical instruments and familiar characters, places and people from stories or own experiences.</p> <p>★ Environmental Sounds (linked to Peace at Last and Celebrations) &amp; Instrument Sounds</p> <p>★ To follow instructions</p> <p>★ Attention &amp; Listening: Pupils will continue to develop their listening, Attention &amp; Understanding through responding to sensory stimulus, questions and adult interactions.</p> <p>★ Expressive communication – pupils will use individual communication strategies to participate in small groups and adult interactions, making their needs known, expressing their ideas, emotions and feelings.</p>		
<b>Personal, Social and Emotional Development</b>	<p>★ Learning about each other, our beliefs and our cultures/ traditions.</p> <p>★ Characteristics of healthy family life and that all families are different.</p> <p>★ Join in with social groups, developing friendships and awareness of special people.</p> <p>★ Identify our likes and dislikes</p> <p>★ Playing and collaborating</p>		
<b>Physical Development</b>	<p><b>Co-Ordination/ Locomotion &amp; Object Control</b> - Key skills: Copying actions, Hop, skip, jump, side stepping, twisting, bending, moving at different speeds. Responding to movements, copy actions and sequences of actions, music from other cultures to dance to. <b>Balance/Stability</b> - Key skills: jumping, running, catching, rolling a ball, under arm throw, overarm throw, move in different directions to navigate space, landing</p> <p>Harvest Sensory Soup – rolling pumpkin ball, throwing leaves, spinning leaves, parachute games. Fine &amp; Gross Motor skills developed through play.</p>		
<b>Literacy</b>	<p>Writing for a Purpose: Recipes (choose ingredients, using symbols and words) Shopping Lists (Sequencing writing) Recounts (write about our family celebrations/ own experiences) Writing about stories – commenting, simple narratives Cards – make cards for celebrations</p>	<p><b>Mark Making/ Transcript:</b> Sensory mark making linked to theme Squiggle Writing Programmes Pupils working in phonics level 2 and beyond will practice transcription as part of daily phonics.</p>	<p>Phonics: Level one: A1 – Environmental Sounds – Party sounds/ Home/ Fireworks Night/ Halloween Party A2 - Instruments A3 - Body Percussion A4 - Rhythm and Rhyme (Festival songs) Level 2 and beyond will be offered based on individual progress.</p>
<b>Mathematics</b>	<p><b>Number &amp; Number Patterns (3 weeks) &amp; Composition of Number (3 weeks)</b></p> <p>Number Songs &amp; Rhymes: 5 Little Snowmen, 5 fireworks Song, Christmas Counting Songs – 12 Days of Christmas</p>	<p><b>2D Shape (2 week) &amp; Spatial Awareness (1 week)</b></p> <p>Rangoli Patterns Positional Language – linked to Peace at Last Story/ movement linked to dance simple maps 2D Shape pictures</p>	<p><b>Measure - capacity/ Volume, mass/ weight (3 week)</b></p> <p>Measuring ingredients when cooking foods from around the world temperature</p>
<b>Understanding the World</b>		<b>Expressive Arts and Design</b>	
<p>Similarities &amp; Differences in contrasting environments, cultures and religions; India, North Pole, Diwali/Hanukkah/Christmas The Nativity Story Using Technology: creating sounds using cause &amp; effect equipment. Using technology to access media about festivals /celebrations and to listen to music from about the world. Understand the past through settings, characters and events encountered in books read in class and storytelling – linked to literacy recounts</p>		<p>Role Play Festivals and celebrations – dressing up in traditional clothing from other cultures. Participate in a performance Play instruments and listen and respond to high quality music Make musical instruments using a range of media including junk modelling Make marks using printing techniques, creating shapes and patterns Using tuned and Untuned instruments</p>	

Learning Intentions	Year A – Spring Term: People Who Help Us		
<b>Key Texts</b>	<p align="center"><b>Fiction:</b></p> <p>Amazing Machines Series - Awesome Ambulances, Patrolling police cars, rescue vehicles, Flashing Fire Engines by Tony Mitton &amp; Ant Parker</p> <p>The Jolly Postman by Allan &amp; Janet Ahlberg</p> <p>A Superhero Like You by Dr Ranj</p> <p>Traditional Tales: The Elves and The Shoe Maker</p>	<p align="center"><b>Non- Fiction:</b></p> <p>The Great Fire of London</p> <p>Who was Florence Nightingale?</p> <p>Letters</p> <p>Diaries</p>	<p align="center"><b>Poetry and Rhymes:</b></p> <p>London's Burning,</p> <p>Fire Fire everywhere</p> <p>The laughing policeman</p> <p>I'm a little policeman</p> <p>Finger rhymes</p>
<b>Supporting Texts</b>	Cops and Robbers by Allan Ahlberg, Doctorsaurus by Emi Lou May & Leire Martin, The hospital dog – Julia Donaldson, Busy People series – Doctor, Police Officer, Teacher, Firefighter by Lucy M. George, Information & Fact books (What does a firefighter/paramedic/teacher/dentist do?), Letters, Diaries		
<b>Communication &amp; Language</b>	<p align="center">★ Asking for Help</p> <p>★ Using key core vocabulary and specific vocabulary in a range of contexts linked to theme: People, places, jobs, colours, everyday objects/ equipment.</p> <p>★ Making and imitating vocal sounds heard in the environment</p> <p>★ Respond and anticipate what happens next in stories and comment using descriptive language, including colours</p> <p>★ Attention &amp; Listening: Pupils will continue to develop their listening, Attention &amp; Understanding through responding to sensory stimulus, questions and adult interactions.</p> <p>★ Expressive communication – pupils will use individual communication strategies to participate in small groups and adult interactions, making their needs known, expressing their ideas, emotions and feelings.</p>		
<b>Personal, Social and Emotional Development</b>	<p>★ Learning about different people's roles and jobs, showing awareness of strangers and those who can help us.</p> <p>★ How to keep ourselves safe and who to trust</p> <p>★ How to keep healthy including oral hygiene, handwashing, basic first aid and what to do in an emergency.</p> <p>★ Simple rules and routines</p> <p>★ Playing and collaborating</p> <p>★ Understanding our emotions and self-regulation strategies</p>		
<b>Physical Development</b>	<b>Object Control, Agility &amp; Locomotion</b> - Key skills: Running, hopping, skipping, jumping, crawling, climbing, overarm throw, underarm throw, rolling a ball, under & over arm, landing throwing. Using equipment safety to develop balance, negotiating space. Use of outdoor spaces. Fine & Gross Motor skills developed through play.		
<b>Literacy</b>	<p>Writing for a Purpose: Non-Fiction writing Labels, and descriptions (e.g. character descriptions, job specifications)</p> <p>Letters- write letters to specific people to thank them</p> <p>Diaries – Samuel Peeps/ write our own diaries about what we have done/ who has helped us</p> <p>Fiction Writing – commenting, story narratives</p>	<p align="center"><b>Mark Making/ Transcript:</b></p> <p>Sensory mark making linked to theme</p> <p>Squiggle Writing Programmes</p> <p>Pupils working in phonics level 2 and beyond will practice transcription as part of daily phonics.</p>	Phonics: Level one: People Who Help Us Twinkl Phonics Level 2 and beyond will be offered based on individual progress.
<b>Mathematics</b>	<p align="center"><b>Number &amp; Number Patterns (3 weeks)</b></p> <p align="center"><b>Composition of Number (2 weeks)</b></p> <p>Number Songs &amp; Rhymes: 5/ 10 little firefighters</p> <p>5 Super boys, 5 Current Buns</p>	<p align="center"><b>Spatial Awareness (2 weeks)</b></p> <p align="center"><b>Pattern (2 weeks)</b></p> <p>Position &amp; Direction – following instructions to position emergency vehicles in different places on a map/ move in different directions and compare speeds.</p> <p>Stacking blocks &amp; small world vehicles and cars</p> <p>Pattern – sequencing vehicles, people</p>	<p align="center"><b>Money (2 weeks)</b></p> <p align="center"><b>Measure – height/length (1 weeks)</b></p> <p>Money – 5 current buns, shopping role play measuring and comparing – size/lengths of fire hoses, ladders, bandages, comparing people to vehicle sizes.</p>
<b>Understanding the World</b>		<b>Expressive Arts and Design</b>	
<p>Exploring Every day and natural materials – Builders, Gardner's/Park keepers</p> <p>Changing materials - squashing, bending, twisting and stretching</p> <p>Understand processes in the natural world around them - changing states of matter – hard/soft, wet/dry</p> <p>The lives of people who help us &amp; significant people - Florence Nightingale and The great Fire of London.</p> <p>What our bodies need to stay alive (link to doctors)</p> <p>Key features of a city – post office, hospital, fire station, school, shop</p> <p>Using technology to learn about people who help us, including use of sound buttons, computer programmes and know how to use the internet safely and low-tech equipment (e.g. Wind-up cars)R.E. - How to help others, be good and people who are special (community leaders). The importance of charity and caring for the world.</p>		<p>Patterns and collages – using different textures.</p> <p>Pastel drawings and printing</p> <p>Model making – 3d models</p> <p>Role Play on occupations</p> <p>Making vocal sounds and sound effects in play</p>	

Learning Intentions	Year A – Summer Term: The Seaside		
<b>Key Texts</b>	<p><b>Fiction:</b></p> <p>The Lighthouse Keepers Lunch by Ronda Armitage            Splash Day – Nick Sharratt            Sharing a Shell by Julia Donaldson            What the Ladybird Heard at the seaside by Julia Donaldson and Lydia Monks            Who Sank the Boat by Pamela Allen</p>	<p><b>Non- Fiction:</b></p> <p>Travel Brochures and Magazines</p>	<p><b>Poetry and Rhymes:</b></p> <p>Commotion in The Ocean by Giles Andreae            Mr Sun Poem            The Sun has got his hat on            Summer holiday</p>
<b>Supporting Texts</b>	<p>When Ice Cream had a meltdown by Michelle Robinson &amp; Tom Knight, At The Beach by Roland Harvey, Lucy and Tom at the seaside by Shirley Huges, Billy’s Bucket by Kes Gray &amp; Garry Parsons, Postcards, Letters, Holiday Diaries</p>		
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>★ Using key core vocabulary and specific vocabulary in a range of contexts linked to theme: beach, sea, ocean, animal names such as fish, clothing, hot, cold</li> <li>★ Making and imitating vocal sounds heard in the environment</li> <li>★ Respond and anticipate what happens next in stories</li> <li>★ Make comment using descriptions including temperatures, changes in materials – wet/dry.</li> <li>★ Attention &amp; Listening: Pupils will continue to develop their listening, Attention &amp; Understanding through responding to sensory stimulus, questions and adult interactions.               <ul style="list-style-type: none"> <li>★ Responding to environmental sounds</li> <li>★ Following instructions</li> </ul> </li> <li>★ Expressive communication – pupils will use individual communication strategies to participate in small groups and adult interactions, making their needs known, expressing their ideas, emotions and feelings.</li> </ul>		
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>★ Work and play cooperatively and form positive attachments</li> <li>★ How to keep healthy – planning healthy meals and sun safety</li> <li>★ Spend time outdoors and recognise activities we can do for our own wellbeing and looking after the world we live in</li> <li>★ Understanding our emotions and self-regulation strategies</li> </ul>		
<b>Physical Development</b>	<p><b>Object Control:</b> Key skills: throwing, catching, kicking, dribbling, striking (with hand or implement), pivoting, bouncing a ball. Simple team games involving gross motor movements using balls. Work collaboratively – with peers and adults to take turns – serve and return, respond in simple games.</p> <p>Use of outdoor spaces. Fine &amp; Gross Motor skills developed through play.</p>		
<b>Literacy</b>	<p>Writing for a Purpose: Non-Fiction writing            Travel Brochures &amp; Postcards            Holiday Diary            Creative writing – making choices, own narratives</p>	<p><b>Mark Making/ Transcript:</b></p> <p>Sensory mark making linked to theme            Squiggle Writing Programmes            Pupils working in phonics level 2 and beyond will practice transcription as part of daily phonics.</p>	<p>Phonics: Level one: Places to visit (seaside) Twinkl            Phonics            Level 2 and beyond will be offered based on individual progress.</p>
<b>Mathematics</b>	<p><b>Number &amp; Number Patterns (2 weeks)</b>  <b>Composition of Number (3 weeks)</b></p> <p>5 Girls in the Ring, 5 sharks, 1,2,3,4,5 once I caught a fish            Alive, 5/ 10 little fishes            Statistics – sorting shells, making patterns with shells, and counting them.</p>	<p><b>3D Shape (2 week)</b>  <b>Pattern (1 week)</b></p> <p>Using moulds to make 3d shapes with sand            Pattern – shell patterns, patterns on sea creatures (spotty and stripy)</p>	<p><b>Capacity - mass, weight, volume/ capacity (1 weeks)</b>  <b>Capacity - height/ length (1 week) Time (2 week)</b></p> <p>Weighing sand/water in buckets, comparing sizes.            Time – light and dark, simple daily routines            Temperature – Hot and Cold            Position and direction – finding treasure on a beach (simple maps and positional language), moving objects</p>
<b>Understanding the World</b>		<b>Expressive Arts and Design</b>	
<p>Understand some important processes in the natural world around them - Seasonal changes and changes in matter            Living things and their habitats – plants and animals            Comparing living and dead things (animals, shells, sand)            naming key features of landscapes – beach, sea, port, harbour, lighthouse            Explore the natural world around them, making observations and drawing pictures of animals and plants            Awareness of different animals from different continents and oceans            similarities and differences between life in this country and life in other countries (packing a suitcase for the weather)            look at people from different places where there are beaches            Using technology to transport water from one place to another            Operates mechanical and technological toys – e.g. water wheels and build structures            R.E. Religious rituals/ role play – washing with water &amp; How should we care for others and the world?</p>		<p>Look at artists depictions of weather types – try recreating in own style            Listen to music associated with weather and seasons and respond (like/ dislike, move to music)            Look at how water effects paint, chalk etc and notice the differences it creates.            Shadow Puppets - Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.            Mark make in different media – sands/ clay and imprinting shells            Role Play – going to a beach, ice cream shop            Explore music from other countries.            Use musical instruments to create water and sound effects.</p>	

Learning Intentions	Year B - Autumn Term: All About Me		
<b>Key Texts</b>	<p style="text-align: center;"><b>Fiction:</b></p> <p style="text-align: center;">From Head to Toe by Eric Carle Peepo by Janet &amp; Allan Ahlberg The Very Hungry Caterpillar by Eric Carle The Tiger Who Came to Tea by Judith Kerr Traditional Tales: Goldilocks &amp; the Three Bears</p>	<p style="text-align: center;"><b>Non- Fiction:</b></p> <p style="text-align: center;">Joy to The World: Christmas Around The Globe</p>	<p style="text-align: center;"><b>Poetry and Rhymes:</b></p> <p style="text-align: center;">Heads, shoulder knees and toes, If You're Happy and you know it, This is the way we, Hockey Cokey, I've got a body. Clap, clap hands, one, two, three Dance, Thumbkin dance</p>
<b>Supporting Texts</b>	A Place to Call Home by Kate Baker & Rebecca Green, My Presents, Dear Santa and Buster's Birthday by Rod Campbell, Autobiographies & Diaries, Birthday Cards and Letters		
<b>Communication &amp; Language</b>	<p style="text-align: center;">★ Expressing choices and following instructions</p> <p>★ Using key core vocabulary and specific vocabulary in a range of contexts linked to theme: household objects, fruits, vegetables, foods, family names, life stages, body parts and familiar characters, places and people from stories</p> <p style="text-align: center;">★ Making and imitating vocal sounds heard in the environment (around the house)</p> <p style="text-align: center;">★ Respond and anticipate what happens next in stories</p> <p>★ Attention &amp; Listening: Pupils will continue to develop their listening, Attention &amp; Understanding through responding to sensory stimulus, questions and adult interactions.</p> <p style="text-align: center;">★ Responding to environmental sounds</p> <p>★ Expressive communication – pupils will use individual communication strategies to participate in small groups and adult interactions, making their needs known, expressing their ideas, emotions and feelings.</p>		
<b>Personal, Social and Emotional Development</b>	<p style="text-align: center;">★ Work and play cooperatively and form positive attachments, friendships and relationships, expressing our likes and dislikes.</p> <p style="text-align: center;">★ To learn about changing and growing through human life cycles</p> <p style="text-align: center;">★ Healthy family life – similarities and differences</p> <p style="text-align: center;">★ Self-care</p> <p style="text-align: center;">★ Respecting each other and differences</p> <p style="text-align: center;">★ Understanding our emotions and self-regulation strategies</p>		
<b>Physical Development</b>	<p style="text-align: center;"><b>Stability Skills:</b> twisting, balancing, stretching, bending, landing, rolling, turning, marching movements, jumping, using movement and equipment imaginatively to music, rhyme and stories, moving at different speeds and directions</p> <p style="text-align: center;">Use of outdoor spaces. Fine &amp; Gross Motor skills developed through play.</p>		
<b>Literacy</b>	<p>Writing for a Purpose: Non-Fiction writing Autobiography – make an all about me profile Diaries – food diary (write about our family celebrations/ own experiences, Days of the week) Cards and Letters – write to family/ send them a card</p>	<p style="text-align: center;"><b>Mark Making/ Transcript:</b></p> <p style="text-align: center;">Sensory mark making linked to theme Squiggle Writing Programmes Pupils working in phonics level 2 and beyond will practice transcription as part of daily phonics.</p>	Phonics: Level one: Me and My Family Twinkl Phonics Level 2 and beyond will be offered based on individual progress.
<b>Mathematics</b>	<p style="text-align: center;"><b>Number &amp; Number Patterns (3 weeks)</b></p> <p style="text-align: center;"><b>Composition of Number (3 weeks)</b></p> <p style="text-align: center;">Finger counting songs, one two buckle my shoe 5/10 Fat sausages, 10 in a bed Birthday counting songs – how many candles Counting/ statistics – how many people have hair colour/eye colour etc.</p>	<p style="text-align: center;"><b>2D &amp; 3D Shape &amp; Pattern (2 week)</b></p> <p style="text-align: center;"><b>Spatial Awareness (1 weeks)</b></p> <p style="text-align: center;">2D shape pictures – houses/ faces 3d shapes – presents – what shape is it? Body movement games – move body in different directions, change direction and point up, down etc.</p>	<p style="text-align: center;"><b>Measure – capacity/volume/length/ height (2 weeks)</b></p> <p style="text-align: center;"><b>Time (1 week)</b></p> <p style="text-align: center;">Goldilocks/ Cooking I do with my family – measuring ingredients Time – days of the week and daily routines. Capacity/ weight – pass the parcel games (different weights of parcels) Big/Small comparisons</p>
<b>Understanding the World</b>		<b>Expressive Arts and Design</b>	
<p style="text-align: center;">What humans and our pets need to stay alive and pets. Identifying body parts and which part links to which sense. Know some similarities and differences between different religious and cultural communities Develop awareness of different countries and some key features/ landmarks. My family – their backgrounds and cultures, My house and My neighbourhood Past and present – human life cycles and changes in living memory (e.g. toys) Using technology to make choices and express preferences R.E: What times are special to us? - Marriage and Christenings in Muslim and Christian celebrations Which people are special to us and why? Being special – where do we belong</p>		<p style="text-align: center;">Use different media to make designs – mark making &amp; pattern including hand/foot/ fingerprints. Perform to an audience – using instruments and vocals Play percussion instruments, tuned and untuned instruments in time to favourite songs/ create own music Listen and respond to music, making preferences and discriminating sounds. Use voices to sing or participate in music making and performing. Role play - festivals/ celebrations e.g. birthday party, weddings, christenings. Use messy and mouldable materials</p>	

Learning Intentions	Year B – Spring Term: Colour My World		
<b>Key Texts</b>	<p style="text-align: center;"><b>Fiction:</b></p> <p>Elmer/ Elmer and the Rainbow by David McKee Which food will you choose by Claire potter &amp; Ailie Busby The Colour Monster by Anna Llenas Brown Bear, Brown Bear, Let’s Paint a Rainbow by Eric Carle</p>	<p style="text-align: center;"><b>Non- Fiction:</b></p> <p>Colours, Colours Everywhere by Julia Donaldson &amp; Sharon King-Chai</p>	<p style="text-align: center;"><b>Poetry and Rhymes:</b></p> <p>can sing a Rainbow, I hear Thunder, it’s Raining, its pouring, The north wind doth blow, We’re marching in our wellingtons, Rainbow &amp; Weather poetry.</p>
<b>Supporting Texts</b>	Red Rockets and Rainbow Jelly by Sue Heap & Nick Sharratt, The day the Crayons Quit / The Crayons Book of Colours by Drew Daywalt & Oliver Jeffers, Rainbow fish, Recipes, Clothing from around the World and Holi Information texts		
<b>Communication &amp; Language</b>	<p style="text-align: center;">★ Ask for Help and express choices and feelings (preferred foods and colours)</p> <p>★ Using key core vocabulary and specific vocabulary in a range of contexts linked to theme: colours, weather, fruits, vegetables, foods and familiar characters, places and people from stories</p> <p style="text-align: center;">★ Making and imitating vocal sounds heard in the environment (weather, water and animal sounds)</p> <p style="text-align: center;">★ Respond and anticipate what happens next in stories</p> <p>★ Attention &amp; Listening: Pupils will continue to develop their listening, Attention &amp; Understanding through responding to sensory stimulus, questions and adult interactions.</p> <p style="text-align: center;">★ Responding to environmental &amp; Instrument sounds</p> <p>★ Expressive communication – pupils will use individual communication strategies to participate in small groups and adult interactions, making their needs known, expressing their ideas, emotions and feelings.</p>		
<b>Personal, Social and Emotional Development</b>	<p style="text-align: center;">★ Work and play cooperatively and form positive attachments, friendships and relationships, expressing our likes and dislikes.</p> <p style="text-align: center;">★ To learn about changing and growing through human life cycles</p> <p style="text-align: center;">★ Healthy lifestyles – Healthy eating</p> <p style="text-align: center;">★ Respecting each other and differences</p> <p style="text-align: center;">★ Understanding our emotions and self-regulation strategies and begin to use Zones of regulation colours</p>		
<b>Physical Development</b>	<p><b>Agility, Co-Ordination &amp; Object Control:</b> Key Skills: running, jumping, hopping, skipping, over and under arm throwing, rolling a ball, bouncing a ball, kicking a ball. Pushing and pulling, use of parachutes, coloured balls and ribbons to develop pushing and pulling actions. Use of outdoor spaces. Fine &amp; Gross Motor skills developed through play.</p>		
<b>Literacy</b>	<p>Non-Fiction writing - Recipes and shopping lists Creative Writing: make a character – choose attributes/ where it is Writing about stories – commenting/ describing/ recall &amp; sequencing events.</p>	<p style="text-align: center;"><b>Mark Making/ Transcript:</b></p> <p>Sensory mark making linked to theme Squiggle Writing Programmes Pupils working in phonics level 2 and beyond will practice transcription as part of daily phonics.</p>	<p>Phonics: Level one: Jungle Animals/ Garden Centre Twinkl Phonics Level 2 and beyond will be offered based on individual progress.</p>
<b>Mathematics</b>	<p style="text-align: center;"><b>Number &amp; Number Patterns (3 weeks)</b></p> <p style="text-align: center;"><b>Composition of Number (2 weeks)</b></p> <p>5 Red Apples song Counting and sorting fruits and vegetables/ crayons Fruit printing – doubling, One Tomato, Two tomato</p>	<p style="text-align: center;"><b>Spatial Awareness (2 weeks)</b></p> <p style="text-align: center;"><b>Pattern (1 week)</b></p> <p>Position &amp; Direction – simple maps and instructions using directional language (colour hunts/ Easter egg hunts) Butterfly / rainbow pictures - symmetry Pattern – sequencing and noticing patterns</p>	<p style="text-align: center;"><b>Money (2 weeks)</b></p> <p style="text-align: center;"><b>Measure – length/ height, mass/ weight (2 weeks)</b></p> <p>Money – 5 current buns, shopping role play. Sorting money measuring and comparing – size/lengths/weights of fruits and vegetables</p>
<b>Understanding the World</b>		<b>Expressive Arts and Design</b>	
<p>Grouping materials and their properties – Recycling and sorting Plants – identify fruits/vegetables and seeds describe weather and changes (rain to sun) Understand some important processes and changes in the natural world (seasons and changing states of matter). Know some similarities and differences between different religions, cultures and climates – clothing Talk about the lives of the people around them and their roles in society. - How do we identify someone/ their role Using technology to create sounds through cause and effect or operating equipment. Use technology to operate simple age-appropriate computer programs. R.E. - What times are special to us? - Easter &amp; Holi</p>		<p>Key Artists – Mondrian, Kusama, Kandinsky - Use colour to create artwork inspired by artists Experience using various media in the same colour to create art works Explore the tones within a colour (light to dark) &amp; change colours through mixing Modelling with malleable materials in colourful formats and use natural materials Role play – shops within colour themes and sort, group and match items by their colour e.g. fruit and vegetable shop, garden centre/florist Use colourful ribbons and parachutes in expressive dance and encourage co-operative movement &amp; collaboration Make different textures; make patterns using different colours Pastel drawings, printing, patterns on Easter eggs</p>	

Learning Intentions	Year B – Summer Term: Come Outside		
<b>Key Texts</b>	<p><b>Fiction:</b></p> <p>The Tiny Seed by Eric Carle            Little Cloud by Eric Carle            We're Going on a Bear Hunt by Michael Rosen            The Gruffalo by Julia Donaldson            Traditional Tales: Little Red Riding Hood, Jack and the Beanstalk</p>	<p><b>Non- Fiction:</b></p> <p>The Life Cycle of a Plant</p>	<p><b>Poetry and Rhymes:</b></p> <p>Mad about Mini beasts by Giles Andreae &amp; David Wojtowycz</p>
<b>Supporting Texts</b>	Kippers Rainy Day, The Windy Day by Anna Milbourne, Tree: Seasons Come, Seasons Go by Patricia Hegarty, The Grouchy Ladybug & The Very Busy Spider by Eric Carle, Owl babies by Martin Waddell, Jasper's Beanstalk by Nick Butterworth, The Bear went over the mountain, Incy Wincy spider, Wiggly Woo, Oats and Beans and Barley Grow		
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>★ Using key core vocabulary and specific vocabulary in a range of contexts linked to theme: weather, plants, locations/ where words</li> <li>★ Making and imitating vocal sounds heard in the environment (weather, water and animal sounds)</li> <li>★ Respond and anticipate what happens next in stories</li> <li>★ Attention &amp; Listening: Pupils will continue to develop their listening, Attention &amp; Understanding through responding to sensory stimulus, questions and adult interactions.</li> <li>★ Responding to environmental sounds</li> <li>★ Expressive communication – pupils will use individual communication strategies to participate in small groups and adult interactions, making their needs known, expressing their ideas, emotions and feelings.</li> </ul>		
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>★ Work and play cooperatively and form positive attachments, friendships and relationships, expressing our likes and dislikes.</li> <li>★ Healthy lifestyles – Appreciate outdoor spaces for our well-being and exercise</li> <li>★ Understanding our emotions and self-regulation strategies and begin to use Zones of regulation colours</li> <li>★ Persevere to have a go, using outdoor equipment and challenges</li> </ul>		
<b>Physical Development</b>	<p><b>Stability, Agility &amp; Object control &amp; Co-ordination</b> Key Skills: Climbing, crawling, walking, running, jumping, hopping, skipping, dodging, lunging, galloping, balancing, landing, turning. Under and over arm throwing. Using equipment safely to develop balance, negotiating space. Moving over, through and around equipment</p> <p>Use of outdoor spaces. Fine &amp; Gross Motor skills developed through play.</p>		
<b>Literacy</b>	<p>Non-Fiction writing - commenting/ describing/ recall &amp; sequencing events.            Instructions and Recipes            Diaries &amp; sequencing – life cycle of a plant            Recipes            Creative Writing: Writing about stories – commenting/ describing/ recall &amp; sequencing events</p>	<p><b>Mark Making/ Transcript:</b></p> <p>Sensory mark making linked to theme            Squiggle Writing Programmes            Pupils working in phonics level 2 and beyond will practice transcription as part of daily phonics.</p>	<p>Phonics: Level 1 – Places to Visit (Park/Into the Woods) &amp; Traditional Tales, Animals - Minibeasts            Level 2 and beyond will be offered based on individual progress.</p>
<b>Mathematics</b>	<p><b>Number &amp; Number Patterns (2 weeks)</b></p> <p><b>Composition of Number (3 weeks)</b></p> <p>5 Ducks/Frogs/teddies            The ants go marching, Bud's number garden, Here is the beehive, where are the bees?</p>	<p><b>2D &amp;3D Shape &amp; Pattern (4 weeks)</b></p> <p>Patterns in nature            3D Shapes – building dens and large construction, use these to make patterns.            2D Shape pictures and patterns</p>	<p><b>Measure – Length/ height, capacity, volume (2 weeks) Time (1 week)</b></p> <p>Measure - beanstalks, measuring water for planting/ water play, comparing heights            Time – seasons and months</p>
<b>Understanding the World</b>		<b>Expressive Arts and Design</b>	
<p>Identify and describe plants and trees, and what they need to survive. Name and identify materials            Design and make dens/ animal homes – make choices of resources and use appropriate tools.            Use geographical vocabulary to describe key features of outdoor environments; hill, mountain, forest, river, valley, vegetation            Use simple maps/ photographs and know some landmarks.            Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - village/ rural environments            Explore the natural world around them, making observations and drawing pictures of animals and plants.            Notices changes in the environment – weather, shadows, seasons            Using technology to transport water from one place to another.            Build structures, exploring how they can be made stronger, stiffer or more stable            R.E. - How should we care for others and the world?            Stories – Creation stories – Islam and Old Testament (Christianity/Judaism)</p>		<p>Design and make pictures of the natural world – use natural materials in their artwork.            Use outdoor space for large scale artwork (chalk/ splatter painting, modelling, using natural materials on a large scale            Use natural materials in collage and make pieces to decorate the outside space – include surfaces that reflect light or use wind to move them            Role Plays e.g. florists, garden centre, garden to allow the children to practice exploring different environments.            Express preferences and response to the different sounds            Clay - imprinting</p>	

Year C – Autumn Term – Terrific Transport!			
Learning Intentions			
<b>Key Texts</b>	<p><b>Fiction:</b></p> <p>Whatever next by Jill Murphy Barefoot Books series: The Journey Home from Grandpa's and We All Go Travelling The Train Ride by June Crebbin All Aboard The Christmas Train by Roger Priddy</p>	<p><b>Non- Fiction:</b></p> <p>Biographies/ Information texts about the lives of famous travellers from the past and living memory: Neil Armstrong/ Christopher Columbus</p>	<p><b>Poetry and Rhymes:</b></p> <p>The Wheels on the Bus Row, Row, Row Your Boat Over The Deep Blue sea</p>
<b>Supporting Texts</b>	You Can't Take and Elephant on the Bus by Patricia Cleveland-Peck, Man on the Moon: a day in the life of Bob by Simon Bartram, Pirate Pete by Nick Sharratt, Santa's Christmas Train by Helen Foster James, Go, Go Pirate Boat, Car, Car Truck Jeep series by Katrina Charman, The Big Ship Sails on the Ally Ally O, Down at The station, We're driving in our car		
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>★ Using key core vocabulary and specific vocabulary in a range of contexts linked to theme: vehicles, colours, sizes, &amp; familiar characters, places and people from stories</li> <li>★ Make vocal sounds and imitate sounds heard in the environment (vehicles sounds)</li> <li>★ Respond and anticipate what happens next in stories</li> <li>★ Attention &amp; Listening: Pupils will continue to develop their listening, Attention &amp; Understanding through responding to sensory stimulus, questions and adult interactions. <ul style="list-style-type: none"> <li>★ Responding to environmental sounds</li> <li>★ Respond to adult's bids for interaction &amp; follow simple instructions (find named objects linked to theme and in play)</li> </ul> </li> <li>★ Expressive communication – pupils will use individual communication strategies to participate in small groups and adult interactions, making their needs known, expressing their ideas, emotions and feelings.</li> </ul>		
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>★ Work and play cooperatively and form positive attachments, friendships and relationships, expressing our likes and dislikes.</li> <li>★ The world I live in – Know about jobs people do and their communities. Understand simple rules, know right and wrong and try to behave accordingly. <ul style="list-style-type: none"> <li>★ Healthy lifestyles - Physical health and fitness – importance of regular exercise walking, cycling, daily mile</li> </ul> </li> <li>★ Managing Feelings - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly including Turn taking games</li> </ul>		
<b>Physical Development</b>	<p><b>Locomotion, Agility</b> - Key skills: walking, running, jumping, hopping, skipping, dodging, side stepping, lunging, galloping, climbing. Marching, moving in different directions, balancing.</p> <p>Use of outdoor spaces. Fine &amp; Gross Motor skills developed through play.</p>		
<b>Literacy</b>	Non-Fiction writing - information texts - Neil Armstrong/ Christopher Columbus Creative Writing: Writing about stories – commenting/ describing/ recall & sequencing events	<p><b>Mark Making/ Transcript:</b></p> <p>Sensory mark making linked to theme Squiggle Writing Programmes Pupils working in phonics level 2 and beyond will practice transcription as part of daily phonics.</p>	Phonics: Level 1 – My Local Area/ Pirates/ Space Level 2 and beyond will be offered based on individual progress.
<b>Mathematics</b>	<p><b>Number &amp; Number Patterns (3 weeks)</b> <b>Composition of Number (3 weeks)</b> e.g. 5 Red Planes, 5 trains on the track, 5 little men in a flying saucer and numbers up to and beyond 10.</p>	<p><b>2D &amp; 3D Shape &amp; Pattern (1 week)</b> <b>Spatial Awareness (2 weeks)</b> 2D shape pictures – transport pictures Patterns – lining up, counting &amp; sorting items which are the same. 3D – using junk/ modelling materials to create shapes &amp; models. Position &amp; direction – navigating simple maps with vehicles, moving cars in different directions and through/ over obstacles.</p>	<p><b>Measure – length/height (1 week)</b> <b>Measure - Money (2 week)</b> <b>Measure - Time (1 week)</b> Measure - beanstalks, measuring water for planting/ water play, comparing heights Time – seasons and months</p>
<b>Understanding the World</b>		<b>Expressive Arts and Design</b>	
<p>Know some similarities and differences between the natural world around them - Land, sea &amp; air Use simple maps/ photographs and know some landmarks. Use key vocabulary – house, harbour, city, airport, station Describe their environment using knowledge from observations, discussion, stories, non-fiction texts &amp; maps Explain some similarities and differences between life in this country and life in other countries How transport has changed – old and new Talk about the lives of the people around them and their roles in society. Past historic events and lives of significant people – Neil Armstrong/ Christopher Columbus Using technology to transport water from one place to another. Operates mechanical and technological toys. Using low tech technology to operate cause and effect equipment. Design and make moving vehicles – make choices of resources and use appropriate tools. Create using simple mechanisms (levers, sliders, wheels and axels – cause and effect) R.E. - Special journeys for faith – Pilgrimages/ Hajj, Religious stories about journeys, The nativity</p>		<p>3D Junk modelling - Make a boat/train/ car and choose colours/ designs - join materials Use different media to make designs. Try printing use tyres tracks/ wheels. Role play – peoples jobs linked to transport (bus driver, airports) Dance – Bamboozled sensory stories and dramas (Moon song) Use of vocal sounds – Make transport noises and sounds to create sound effects using voices/ switches Move to music at different paces – fast and slow</p>	

Learning Intentions	Year C – Spring Term – Amazing Animals!		
<b>Key Texts</b>	<p><b>Fiction:</b></p> <p>Handa’s Surprise by Eileen Brown  We’re Going on a Lion Hunt by David Axtell  Dear Zoo by Rod Campbell  Cows in the Kitchen by June Crebbin  Farmyard Hullabaloo by Giles Andreae &amp; David Wojtowycz  Traditional Tales: The Little Red Hen</p>	<p><b>Non- Fiction:</b></p> <p>African Animal Alphabet – dictionaries and definitions/ fact sheets</p>	<p><b>Poetry and Rhymes:</b></p> <p>Old McDonald</p>
<b>Supporting Texts</b>	<p>1,2,3 to the Zoo, Animals Animals by Eric Carle, Kakadu Jack by Brenda Parkes, Walking Through the Jungle by Julie Lacomme Giraffes Can’t Dance by Giles Andreae, What the Ladybird Heard by Julia Donaldson, The animal Fair, Baa, baa black sheep, Little Bo Peep, Busy Farmer Ben, A Cat came dancing, Horsey, horsey don’t you stop, I went to visit a farm one day, The Sneaky Crocodile, Yellow bird</p>		
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>★ Using key core vocabulary and specific vocabulary in a range of contexts linked to theme: animals, weather, tail, fur, feathers, spots, stripes, foods, characters, places</li> <li>★ Make vocal sounds and imitate sounds heard in the environment (animal sounds) <ul style="list-style-type: none"> <li>★ Respond and anticipate what happens next in stories</li> </ul> </li> <li>★ Attention &amp; Listening: Pupils will continue to develop their listening, Attention &amp; Understanding through responding to sensory stimulus, questions and adult interactions. <ul style="list-style-type: none"> <li>★ Responding to environmental sounds &amp; Instrument sounds</li> <li>★ Respond to adult’s bids for interaction &amp; follow simple instructions (find named objects linked to theme and in play e.g. vets)</li> </ul> </li> <li>★ Expressive communication – pupils will use individual communication strategies to participate in small groups and adult interactions, making their needs known, expressing their ideas, emotions and feelings.</li> </ul>		
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>★ Work and play cooperatively &amp; form positive attachments, friendships and relationships, expressing our likes and dislikes. Show sensitivity to their own &amp; to others’ needs <ul style="list-style-type: none"> <li>★ The world I live in – Jobs people do (Vets, park keepers, zookeepers) and taking care of the environment.</li> <li>★ Express likes and dislikes and express feeling of affection (e.g. for pets)</li> </ul> </li> <li>★ Managing Feelings - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>★ Self-Care, Support &amp; Safety- - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> </ul>		
<b>Physical Development</b>	<p><b>Locomotion, Co-ordination, Balance, Stability:</b> Key skills: twisting, balancing, stretching, bending, landing, rolling, turning, using movement and equipment imaginatively to music, Rhyme and stories, moving at different speeds. Animal Dances/ Movements &amp; Traditional African Dances</p> <p>Use of outdoor spaces. Fine &amp; Gross Motor skills developed through play.</p>		
<b>Literacy</b>	<p>Non-Fiction writing - African Alphabet – dictionaries /definitions/ fact sheets – labels &amp; descriptions  Postcards &amp; Letters  Creative Writing: make up own versions of texts above – making choices  Write stories about animals using technology</p>	<p><b>Mark Making/ Transcript:</b></p> <p>Sensory mark making linked to theme  Squiggle Writing Programmes  Pupils working in phonics level 2 and beyond will practice transcription as part of daily phonics.</p>	<p>Phonics: Level 1 – Animals (Farm, Jungle, Safari)  Level 2 and beyond will be offered based on individual progress.</p>
<b>Mathematics</b>	<p><b>Number &amp; Number Patterns (3 weeks)</b>  <b>Composition of Number (3 weeks)</b></p> <p>Eric Carle books linked to number and counting., 5 cheeky monkeys, 5 pigs jumping in the mud, 5 little Mice, The Animals went in two by Two  One big hippo balancing, Hickety Pickety my red Hen</p>	<p><b>Pattern (2 week)</b></p> <p>Pattern: Animal Prints and patterns. - Spots &amp; Stripes  Using small world animals to create patterns and sequences</p>	<p><b>Measure – length/ height (1 week)</b>  <b>Weight/ mass (1 week) Measure – Time (1 week)</b></p> <p>Comparing heights, weights. Weigh out foods to feed animals  Hot &amp; Cold. Animal speeds - time – fast and slow  Sequencing events linked to stories – first and then, earlier, later, night and day, days of the week.</p>
<b>Understanding the World</b>		<b>Expressive Arts and Design</b>	
<p>Similarities &amp; Differences in contrasting environments  climate/ seasons and changing states of matter  Living things and Habitats – where do animals live and what do they need to survive.  Use key vocabulary – farm, village, wild, Africa - Describe their immediate environment.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.  Know some similarities and differences between things in the past and now.  Using technology to create sounds through cause and effect or operating equipment.  Use technology to access different media about animals and to listen to music from about the world.  Use technology to operate simple age-appropriate computer programs  R.E. - Noah’s Ark Sensory Story – Christianity, The Crying Camel Sensory Story – Islam  How should we care for the world and others?</p>		<p>Listen to, respond and learn nursery rhymes and songs about animals, moving in time to music.  Use musical instruments to create sound effects, animal sounds (e.g. coconut shells for horses).  Act out animal movements in role play and dance performances.  Listen to high quality recorded music about animals (The Carnival of the Animals).  Look at animal patterns at textures – recreate these using mark making, printing, colours and textures.  Make animal painting and sculptures – look at artists work for ideas (Eric Carl)</p>	

Learning Intentions	Year C – Spring Term – Let’s Create!		
<b>Key Texts</b>	<p><b>Fiction:</b></p> <p>Stickman by Julia Donaldson Let’s Build a House by Mick Manning &amp; Bria Granstrom Busy Bots by Roger Priddy Traditional Stories: Three Billy Goats Gruff, The Three Little Pigs, The Gingerbread Man</p>	<p><b>Non- Fiction:</b></p> <p>Exploring Materials Book Series by Abby Colich, Claire Mayer, Cassie Mayer, Mary Firestone &amp; Harriet Brundle.</p>	<p><b>Poetry and Rhymes:</b></p> <p>This is the House that Jack Built</p>
<b>Supporting Texts</b>	Amazing Machines Series – Amazing Machines in busy places: construction site, Busy Bull Dozers, Remarkable Robots, Colossal Cranes, Tough Trucks by Tony Mitton & Ant Parker, Busy Wheels series: Dumper truck dash, Digger to the rescue, A wise Old Man Built His house Humpty Dumpty, London Bridge is falling down, This the way we lay the bricks		
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>★ Using key core vocabulary and specific vocabulary in a range of contexts linked to theme: materials, vehicles, characters, places and people from stories</li> <li>★ Make vocal sounds and imitate sounds heard in the environment (instrument &amp; environmental sounds)</li> <li>★ Attention &amp; Listening: Pupils will continue to develop their listening, Attention &amp; Understanding through responding to sensory stimulus, questions and adult interactions.</li> <li>★ Responding to environmental sounds &amp; Instrument sounds</li> <li>★ Respond to adult’s bids for interaction &amp; follow simple instructions ((find named objects linked to theme and in play e.g. builders))</li> <li>★ Expressive communication – pupils will use individual communication strategies to participate in small groups and adult interactions, making their needs known, expressing their choices, ideas, emotions and feelings.</li> </ul>		
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>★ Work and play cooperatively &amp; form positive attachments, friendships and relationships, expressing our likes and dislikes. Show sensitivity to their own &amp; to others’ needs and take turns.</li> <li>★ Managing self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>★ Makes choices and expresses their preferences.</li> <li>★ Healthy Eating – how to plan and prepare healthy meals and make healthy choices</li> <li>★ Self-Care, Support &amp; Safety - Keeping safe – know simple rules and routines to keep safe, including when going online. Begin to identify danger and respond to it.</li> <li>★ Express likes and dislikes and express feeling of affection (e.g. for pets)</li> <li>★ Managing Feelings - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> </ul>		
<b>Physical Development</b>	<p><b>Object control, Co-Ordination:</b> Key skills: over and under arm throwing, rolling a ball, bouncing a ball, kicking a ball, releasing an object, aiming towards a target, catching, pushing a ball. Work collaboratively in simple serve and return games. Build large structures outdoors.</p> <p>Use of outdoor spaces. Fine &amp; Gross Motor skills developed through play</p>		
<b>Literacy</b>	<p>Non-Fiction writing - recipes/shopping lists &amp; Instructions Creative Writing: write own fairy tales, make choices of characters Writing about stories through commenting/ describing/ recall &amp; sequencing events.</p>	<p><b>Mark Making/ Transcript:</b></p> <p>Sensory mark making linked to theme Squiggle Writing Programmes Pupils working in phonics level 2 and beyond will practice transcription as part of daily phonics.</p>	<p>Phonics: Level 1 – The Gingerbread man/ The Three Pigs/ Instrument Sounds Level 2 and beyond will be offered based on individual progress.</p>
<b>Mathematics</b>	<p><b>Number &amp; Number Patterns (2 weeks)</b> <b>Composition of Number (2 weeks)</b> 10 green bottles, 5/ 10 gingerbread men 3 pigs/ 3 goats – 5 little piggy’s jumping on the bed, 5 Little Rock Stars, 5 singers, The Goats came marching</p>	<p><b>2D &amp; 3D Shape (3 weeks) Pattern (1 weeks)</b> <b>Spatial Awareness (1 week)</b> 2D Shapes – making collages/creating pictures. Choosing &amp; identifying shaped food items/materials Pattern – creating patterns in structures 3D Shapes – Making constructions using 3d shapes. Spatial awareness – building, stacking, position materials</p>	<p><b>Measure - Capacity /volume &amp; weight (3 weeks)</b></p> <p>Measure in cooking – weighing ingredients, filling containers to make gingerbread men.</p>
<b>Understanding the World</b>		<b>Expressive Arts and Design</b>	
<p>Everyday Materials – recycle/ upcycles materials – junk modelling and naming materials. Change materials – model and shape to create different forms. Observe changes to consistency/ shape/ form during cooking activities (states of matter) Plants – use natural materials from plants in play and in creative areas. Use key vocabulary – factory, city, bridge, buildings Build and make - Prepare healthy dishes. Select appropriate ingredients. Talk about the lives of the people around them and their roles in society – Cooks, Site team at school, builders similarities and differences between the natural world around them Using technology to transport water from one place to another. Build and make -Create using simple mechanisms (levers, sliders, wheels and axels – cause and effect). Build simple structures RE: What places are special? - Churches and mosques. Stories – The wise man &amp; foolish man</p>		<p>Model making – joining materials to make 3D models using a range of materials (junk modelling) - houses from different cultures and what materials they use/ landmarks from other cultures. To create simple structures using sculpturing techniques. Sing rhymes and songs and perform them using tunes and untuned instruments Role play – builders Construction materials – Duplo, Lego, building bricks to create different forms and shapes.</p>	