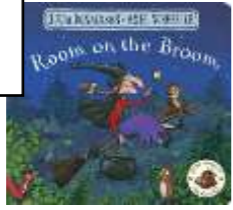
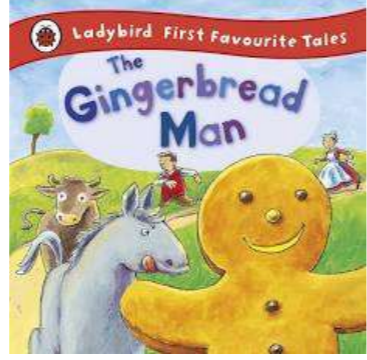
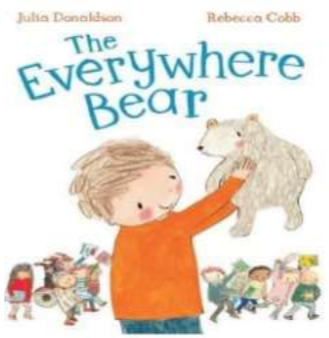
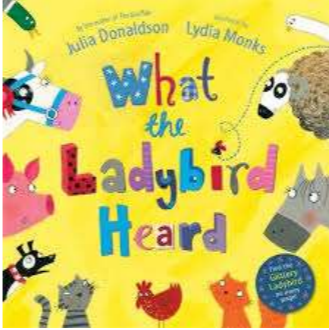
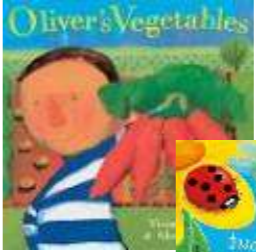
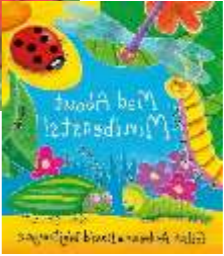
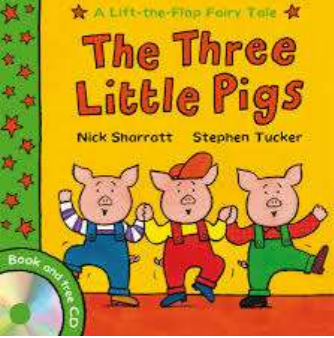




Laithe's Foundation Stage Map Cycles of Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Driver	<p>Our favourite books</p> 				 	
	Own Interests Room on the Broom	The Gingerbread Man	The Everywhere Bear	What the Ladybird Heard	Oliver's Vegetables/ Mad about Mini Beasts (Poetry)	The Three Little Pigs
8 key words for vocabulary	Grinned, eagerly, clambered, wagged, shriek, fluttered, clutched, squelched.	Clever, wide, crept, sly, bushy, heavy, bank, tossed, flip, gaping, trotted.	Pointy, lazy, whooshed, dizzy, pipe, rocked, storm, harbour, crane, cheerfully, muttered, queue, counter.	Dainty, cunning, 'dead of night', steal, crept, thieves, cheered, handsome, woolly.	Bargain, complaint, crinkly, supper, rhubarb, beetroot, tangle, hurried.	Field, heap, spied, nearby, solid, bare, neighbour, escaped, clung, tumbling, snarled, slithered.
Personal, Social and Emotional Development	<p>Circle times about Classroom Norms – Children to be taught about the expectations of the classroom. Children to be taught to accept the needs of others, take turns, share resources and tolerate delay.</p> <p>Exploring provision and how to use resources – Children to be taught how to select and use activities. Children to be taught to initiate play and how to offer cues for other children to join in. Children to be taught how to demonstrate friendly behaviour, initiate conversations and form good relationships.</p> <p>Worry Monster</p> <p>Helicopter stories – Children to become more confident to talk to other children and adults. Children to enjoy the responsibility of carrying out a small task.</p>	<p>PSHE- Me in the World (Jigsaw) – Children to be taught about their feelings and how some actions and words can hurt others feelings. Children to grow in confidence and become more outgoing towards unfamiliar adults. Children to become confident to talk to other children when playing and to communicate freely about their home and community.</p> <p>Helicopter stories – Children to become more confident to talk to other children and adults. Children to enjoy the responsibility of carrying out a small task.</p>	<p>Special Objects and Show and Tell – Children to be taught to welcome and value praise. Children to grow in confidence when speaking to others about own needs, wants, interests and opinions. Children to be taught that they are a valuable individual and that their opinions matter. Children to be taught how to describe themselves in positive terms and talk about their abilities.</p> <p>The Everywhere Bear Visits – Children to discuss what the bear got up to when they took him home. Children to be taught how to start conversations, attend to and take account of what others say.</p> <p>Jigsaw- Celebrating Difference – Children to be taught to express feelings and consider the feelings of others. Children to be taught to that they have similarities and differences to others and that everyone is a valuable member.</p> <p>Teeth Brushing (Visit from dental hygienist) – Children to be taught about the importance of teeth brushing.</p> <p>Helicopter stories – Children to show enthusiasm and excitement when participating and engaging in certain activities. Children to become confident at speaking in front of a small group.</p>	<p>Jigsaw- Dreams and Goals – Children to be taught to how to think about the perspective of others. Children to build constructive and respectful relationships with their peers.</p> <p>Helicopter stories – Children to show enthusiasm and excitement when participating and engaging in certain activities. Children to become confident at speaking in front of a small group.</p>	<p>Jigsaw – Healthy Me – Children to be taught to give their focused attention to what the teacher says and respond appropriately. Children to be taught to take turns in conversation. Children to be taught to show sensitivity to their own and others needs. Children to be taught how to manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Healthy Eating - Children to be taught about the importance of Healthy eating and effect that different food has on the body.</p> <p>Transition – Y1 teachers to read stories in FS2. Y1 teachers to come and play in FS2. Y1 to come and do welly Wednesday in FS2. FS2 to go to Y1 for story time. FS2 to go to Y1 for play in Y1. FS2 go to Y1 for a play-based lesson. Children to be taught how to try new activities and show independence, resilience and perseverance. Children to form positive attachments to adults and friendships with peers. Children to feel comfortable and confident about their move to Year 1.</p>	<p>Jigsaw- Relationships – Children to be taught to show sensitivity to their own and to other's needs. Children to be taught to work and play cooperatively and take turns with others.</p> <p>Keeping Healthy – Children to be taught about other things that keep us healthy other than diet and exercise. Children to be taught the importance of sensible amounts of screen time and having a good sleep routine.</p> <p>Transition – Y1 teachers to read stories in FS2. Y1 teachers to come and play in FS2. Y1 to come and do welly Wednesday in FS2. FS2 to go to Y1 for story time. FS2 to go to Y1 for play in Y1. FS2 go to Y1 for a play-based lesson. Children to be taught how to try new activities and show independence, resilience and perseverance. Children to form positive attachments to adults and friendships with peers. Children to feel comfortable and confident about their move to Year 1.</p>
Communication & Language	<p>Hot Chocolate making – Children to be taught to use new vocabulary in a variety of contexts. Children to be taught how to use talk to help work out problems, organise thinking and explain how things work and why things happen.</p> <p>The Magic of Stories – Children to be taught new vocabulary and then encouraged to use this vocabulary throughout the day. Children to be taught to listen to and talk about stories to build familiarity and understanding.</p> <p>Poetry Time – Children to be taught new vocabulary and then encouraged to use this vocabulary throughout the day. Children to be taught to listen carefully to rhymes, songs and poems, paying attention to how they sound. Children to be taught to recite poetry and practise reciting poems during the day.</p> <p>Talk through the day – Children to learn vocabulary and then use it throughout the day. Children to be taught how to articulate their ideas and thoughts in well-formed sentences.</p> <p>Helicopter Stories – Children to be taught story language and how to create an effect story. Children to be taught how to listen carefully and why listening is important. Children to be taught how to articulate their ideas and thoughts in well informed sentences.</p>	<p>Baking – Children to be taught to use new vocabulary in a variety of contexts. Children to be taught how to use talk to help work out problems, organise thinking and explain how things work and why things happen.</p> <p>The Magic of Stories – Children to be taught how to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Children to be taught how to ask questions to find out more and to check they understand what has been said to them.</p> <p>Poetry Time – Children to be taught new vocabulary and then encouraged to use this vocabulary throughout the day. Children to be taught to listen carefully to rhymes, songs and poems, paying attention to how they sound. Children to be taught to recite poetry and practise reciting poems during the day.</p> <p>Talk through the day – Children to learn vocabulary and then use it throughout the day. Children to be taught how to articulate their ideas and thoughts in well-formed sentences.</p> <p>Helicopter Stories – Children to be taught story language and how to create an effective story. Children to be taught how to listen carefully and why listening is important. Children to be taught how to articulate their ideas and thoughts in well informed sentences.</p>	<p>The Everywhere Bear Visits – Children to be taught how to describe events in some detail.</p> <p>The Magic of Stories - Children to be taught how to ask questions to find out more and to check they understand what has been said to them.</p> <p>Poetry Time – Children to be taught new vocabulary and then encouraged to use this vocabulary throughout the day. Children to be taught to listen carefully to rhymes, songs and poems, paying attention to how they sound. Children to be taught to recite poetry and practise reciting poems during the day.</p> <p>Talk through the day – Children to learn vocabulary and then use it throughout the day. Children to be taught how to articulate their ideas and thoughts in well-formed sentences.</p> <p>Helicopter Stories – Children to be taught story language and how to create an effect story. Children to be taught how to listen carefully and why listening is important. Children to be taught how to articulate their ideas and thoughts in well informed sentences.</p>	<p>Story Mapping - Children to be taught how to retell the story, once they have developed a deep familiarity with the text. Children to use some exact repetition and some of their own words.</p> <p>The Magic of Stories -Children to be taught how to describe events of the story in detail.</p> <p>Poetry Time – Children to be taught new vocabulary and then encouraged to use this vocabulary throughout the day. Children to be taught to listen carefully to rhymes, songs and poems, paying attention to how they sound. Children to be taught to recite poetry and practise reciting poems during the day.</p> <p>Talk through the day – Children to learn vocabulary and then use it throughout the day. Children to be taught how to articulate their ideas and thoughts in well-formed sentences.</p> <p>Helicopter Stories – Children to be taught story language and how to create an effect story. Children to be taught how to listen carefully and why listening is important. Children to be taught how to articulate their ideas and thoughts in well informed sentences.</p> <p>Vocabulary Challenge – Children to acquire new vocabulary and then use it throughout the day.</p>	<p>Fruit tasting –Children to be taught to participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Children to be taught to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</p> <p>The Magic of Stories – Children to be taught how to make comments about what heard and ask questions to clarify their understanding.</p> <p>Poetry Time – Children to be taught to use the vocabulary acquired in poetry time in discussions with their teacher and peers.</p> <p>Talk through the day – Children to be taught to hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Helicopter Stories – Children to be taught to participate in small groups, offering their own ideas and using recently introduced vocabulary.</p> <p>Vocabulary Challenge – Children to acquire new vocabulary and then use it throughout the day.</p>	<p>Building Houses –Children to be taught to participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Children to be taught to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</p> <p>The Magic of Stories – Children to be taught how to make comments about what heard and ask questions to clarify their understanding.</p> <p>Poetry Time – Children to be taught to use the vocabulary acquired in poetry time in discussions with their teacher and peers.</p> <p>Talk through the day – Children to be taught to hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Helicopter Stories – Children to be taught to participate in small groups, offering their own ideas and using recently introduced vocabulary.</p>

	Vocabulary Challenge – Children to acquire new vocabulary and then use it throughout the day.	Vocabulary Challenge – Children to acquire new vocabulary and then use it throughout the day.	Vocabulary Challenge – Children to acquire new vocabulary and then use it throughout the day.			Vocabulary Challenge – Children to acquire new vocabulary and then use it throughout the day.
Physical Development	<p>Gross Motor skill activities (Moving in different ways) – Children to be taught to move in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Ball Skills – Children to be taught to catch a large ball.</p> <p>Dough Disco – Children to be taught to hold pencil between thumb and two fingers, no longer using whole-hand gasp.</p> <p>Pencil Grip – Children will begin to show preference for a dominant hand. Children to be taught to use three fingers (tripod grip) to hold writing tools.</p>	<p>Gross Motor skill activities (Navigating space effectively) – Children to be taught to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Ball Skills – Children to be taught further ball skills, throwing, catching, kicking and passing the ball.</p> <p>Dough Disco - Children to be taught to holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Scissor/Cutting skills– Children to be taught to use one-handed tools and equipment, e.g. making snips in paper with scissors.</p> <p>Getting Dressed - Children should be taught to dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>Gross Motor skill activities (Balancing) - Children to develop their overall body strength, co-ordination, balance and agility. Children to be taught how to travel with confidence and skill around, under, over and through balancing climbing equipment.</p> <p>Ball skills – Children to be taught further ball skills and develop confidence, competence, precision and accuracy when throwing, catching, kicking, passing, batting and aiming.</p> <p>Pencil Grip – Children to develop the foundations of handwriting style which is fast, accurate and efficient. Children to be taught how to form recognisable letters and practise writing in anti-clockwise and clockwise movements.</p>	<p>Gross Motor skill activities (Combining movements) – Children to be taught to combine movements with ease and fluence.</p> <p>Ball skills – Children to be taught further ball skills and develop confidence, competence, precision and accuracy when throwing, catching, kicking, passing, batting and aiming.</p> <p>Paint Daffodils/Scenery – Children to be taught how to effectively use a paintbrush.</p>	<p>Gross Motor skill activities (safety) – Children to be taught the importance of considering the safety of themselves and others. Children to develop the skill of negotiating space and obstacles safely.</p> <p>Cutting Fruit – Children to be taught how to effectively use knives, forks and spoons.</p> <p>Pencil Control – Children to be taught how to use accuracy and care when drawing. Children to hold a pencil effectively in preparation for fluent writing (using the tripod grip.)</p>	<p>Gross Motor skill activities (safety) – Children to be taught the importance of considering the safety of themselves and others. Children to develop the skill of negotiating space and obstacles safely.</p> <p>Pencil Control – Children to be taught how to use accuracy and care when drawing. Children to hold a pencil effectively in preparation for fluent writing (using the tripod grip.)</p>
Literacy	<p>Phonics</p> <p>Magic of stories – Children to re-read books (and poems) to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Children to use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Children to write some letters correctly.</p> <p>Children to write their name</p> <p>RWI – Set 1 B Track bottom 20% (daily 1:1 interventions/ pinny time, speedy minutes etc.)</p>	<p>Phonics</p> <p>Magic of stories – Children to re-read books (and poems) to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Children to use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Children to write some letters correctly.</p> <p>Children to write their name</p> <p>RWI – Set 1 C Track bottom 20% (daily 1:1 interventions/ pinny time, speedy minutes etc.)</p>	<p>Daily Phonics</p> <p>Magic of stories – Children to re-read books (and poems) to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Children to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>RWI – Ditty Track bottom 20% (daily 1:1 interventions/ pinny time, speedy minutes etc.)</p>	<p>Daily Phonics</p> <p>Magic of stories – Children to re-read books (and poems) to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Children to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Children to form lower-case and capital letters correctly.</p> <p>RWI – Red Track bottom 20% (daily 1:1 interventions/ pinny time, speedy minutes etc.)</p>	<p>Daily Phonics.</p> <p>Magic of stories – Children to re-read books (and poems) to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Children to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Children to form lower-case and capital letters correctly.</p> <p>RWI – Green/Purple Track bottom 20% (daily 1:1 interventions/ pinny time, speedy minutes etc.)</p>	<p>Daily Phonics</p> <p>Magic of stories – Children to re-read books (and poems) to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Story writing – Pupils to be taught how to write simple sentences which can be read by themselves and others.</p> <p>Children to be taught to spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Children to continue to be taught recognisable letters, most of which are correctly formed.</p> <p>RWI – Green/Purple Track bottom 20% (daily 1:1 interventions/ pinny time, speedy minutes etc.)</p>
The Magic of Stories / Poetry Time	<p>Wk 1: Megs veg Wk 2: The gingerbread man Wk 3: Going on a bear hunt Wk 4: The Tiger who came for Tea Wk 5: Golidlocks and the 3 bears Wk 6: Little Red riding hood Wk 7: Evas imagination</p>	<p>Wk 1: Winnie the Witch Wk 2: Owl babies Wk 3: Stick man Wk 4: Colour Monster Wk 5: White snow bright snow Wk 6: Dear Santa Wk 7: Poem: Where am I?</p>	<p>Wk 1: The Everywhere Bear Wk 2: Lost and Found Wk 3: Poem: Cakeosaurus Wk 4: Zog Wk 5: The Gruffalos Child Wk 6: Here comes Jack Frost Wk 7: Winters Child</p>	<p>Wk 1: What the Ladybird Heard Wk 2: Mad about Minibeasts Wk 3: Poem: Bedtime March Wk 4: Farmer Duck Wk 5: Superworm Wk 6: What the ladybird heard next</p>	<p>Wk 1: Olivers vegetables Wk 2: Olivers Milkshake Wk 3: Poem: Oh oh the story man Wk 4: There was a dragon who swallowed a knight Wk 5: Kitchen disco</p>	<p>Wk 1: The Three little pigs (Nick Sharratt) Wk 2: Billys bucket Wk 3: The princess and the wizard Wk 4: The storm whale Wk 5: Poem: Zanibar Wk 6: Favourites Wk 7: Favourites</p>
Maths	<p>Getting to know you – Children to be taught how to use positional and time language to talk about key times of the day, class routines and where things belong in provision (on top, behind, after, before etc.)</p> <p>Match and sort/Compare amounts, compare size, mass, capacity – Children to be taught comparative language (big, small, longer, shorter, the same etc.)</p> <p>Exploring pattern – Children to be taught to create their own simple repeating patterns both vertically and horizontally. Children to be taught how to make meaningful patterns using shapes, pictures, colours, actions and sounds.</p> <p>Representing, comparing and the composition of numbers 1,2,3 – Children to be taught to identify representations of 1,2,3 and either subitise or count to make their own collections of 1,2 and 3 objects. Children to be taught to count up to 3 objects by saying one number name for each item. Children to be taught to select the correct numeral to represent 1-3 objects. Children to be taught to represent numbers to 1-3 (mark making.)</p>	<p>Circles and Triangles – Children to be taught the properties of a circle and triangle. Children to be taught to identify these shapes in the classroom and outside. Children to be taught how to find appropriate shapes for certain tasks.</p> <p>Positional language – Children to be taught to use positional language to describe how items are positioned in relation to other items.</p> <p>Representing numbers to 5 – Children to be taught to identify representations of objects to 5 and either subitise or count to make their own collections of objects to 5. Children to be taught to count up to 5 objects by saying one number name for each item. Children to be taught to select the correct numeral to represent 1-5 objects. Children to be taught to represent numbers to 1-5 (mark making.)</p> <p>One more/One Less – Children to be taught the link between counting forwards and the one more pattern and counting backwards and the one less pattern.</p> <p>Shapes with 4 sides – Children to be taught the properties of a square and rectangle. Children to be taught to identify these shapes in the classroom and outside. Children to be taught how to find appropriate shapes for certain tasks.</p>	<p>Introducing zero – Children to be taught some practical understand of 'all gone' 'nothing left.' Children to be taught to use this language in provision (there are zero children in the home corner etc.)</p> <p>Comparing numbers to 5 – Children to be taught to compare quantities using the language 'more' and 'fewer.'</p> <p>Composition of 4 and 5 – Children to be taught that all numbers are made of smaller numbers. Children to be taught to subitise.</p> <p>Comparing mass – Children to be taught to use language to describe mass such as heavy and light. Children to be taught to estimate which feels the heaviest/lightest and use the balancing scales to check. Children to be taught to compare mass.</p> <p>Comparing capacity – Children to be taught to use language to describe capacity such as full and empty. Children to be taught to compare capacity.</p> <p>6,7 and 8 - Children to be taught to identify representations of objects to 8 and either subitise or count to make their own collections</p>	<p>Length and height – Children to be taught to use language to describe length and height such as tall and short. Children to be taught to compare the length and height of objects and use this knowledge to arrange objects in order and into groups.</p> <p>Time – Children to be taught to recognise that regular events happen on the same day, week etc and use the language 'yesterday', 'today' and 'tomorrow.' Children to be taught to recall routines and start to relate them to the time on the clock.</p> <p>9 and 10 - Children to be taught to identify representations of 9 and 10 objects and either subitise or count to make their own collections of 9 and 10 objects. Children to be taught to count up to 10 objects by saying one number name for each item. Children to be taught to select the correct numeral to represent 9 and 10 objects. Children to be taught to represent numbers 9 and 10 (mark making.) Children to be taught to arrange 9 and 10 objects into small groups so that they can how the numbers are made up of smaller numbers (I know that I have 10 because I can see 5 and 5.)</p> <p>Bonds to 10 – Children to be taught number bonds to 10 using real objects, manipulatives and 10 frames. Children to be taught the vocabulary involved in</p>	<p>Building numbers beyond 10 – Children to be taught to build and identify numbers to 20 using a range of resources. Children to be taught that numbers 1-9 repeat after every full 10 (1 full 10 and 1, 1 full 10 and 2 etc.)</p> <p>Counting pattern beyond 10 – Children to be taught to verbally count beyond 20 and backwards, recognising the pattern of the counting system. Children to be taught to count on and back from different starting points, to say what number comes before or after a given number.</p> <p>Spatial reasoning –Children to be taught to match, rotate and manipulate 2D shapes. Children to be taught to do select and rotate shapes to fill a given space.</p> <p>Adding more – Children to be taught that the quantity of a group can be changed by adding more. Children to be taught to at first count them all, and then to count on from a specific number (E.g 1,2,3,4...5,6,7, then counting on 4....5,6,7.)</p> <p>Taking away – Children to be taught that the quantity of a group can be changed by taking items away. Children to be taught to count out</p>	<p>Doubling – Children to be taught that double means 'twice as many.'</p> <p>Sharing and grouping – Children to be taught to make equal groups (for example, 3 cookies on each plate.)</p> <p>Evan and Odd – Children to be taught that some quantities will be shared equally into 2 groups and some won't.</p> <p>Children to be taught to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Spatial reasoning – Children to be taught that places and models can be replicated.</p> <p>Spatial reasoning – Children to be taught that we can make maps and plans represent places and use these to see where things are in relation to others.</p> <p>Bonds to 10 – Children to be taught to recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>

		<p>Time – Children to be taught to order key events and daily routines. Children to be taught the language to describe when events happen (day, night, morning, evening etc.) Children to be taught to measure time in simple ways using timers for example.</p>	<p>of objects to 8. Children to be taught to count up to 8 objects by saying one number name for each item. Children to be taught to select the correct numeral to represent 6,7 and 8 objects. Children to be taught to represent numbers 6,7 and 8 (mark making.) Children to be taught to arrange 6,7 and 8 objects into small groups so that they can how the numbers are made up of smaller numbers (I know that it is 8 because I can see 4 and 4 etc.)</p> <p>Making pairs – Children to be taught that a pair is 2.</p> <p>Combining 2 groups – Children to be taught to combine 2 groups to find how many altogether. Children to be taught the vocabulary involved in adding. Children to be taught to use subitising as a tool for combining 2 groups.</p>	<p>adding and that addition is the process of combining two groups together by counting them all.</p> <p>3D shape – Children to be taught the name of 3D shapes. Children to be taught the properties of 3D shapes. Children to be taught how to sort 3D shapes into groups dependent on properties (for example, shapes that roll and shapes that do not roll.)</p> <p>Pattern – Children to be taught more complex patterns for example ABB, AAB, AABB, AABBB.</p>	<p>all of the items to start, take away the required amount practically, subitise or recount to see how many are left.</p> <p>Spatial reasoning – Children to be taught that different shapes fit together and can be broken down into smaller shapes (just like numbers.)</p>	<p>Subitise – Children to be taught to recognise quantities to 5 without counting.</p>
Understanding the World	<p>Family, the world around us, what makes us special or unique – Children to be taught to talk about members of their immediate family and community. Children to name and describe people who are familiar to them. Children to understand that some places are special to members of their community.</p> <p>Cars down a ramp (pushing and pulling) - Children to be taught to talk about some of the things they have observed such as plants, animals, natural and found objects. Children to explore the natural world around them.</p> <p>Fruit/Vegetable Tasting – Children to be taught to talk about some of the things they have observed such as plants, animals, natural and found objects. Children to explore the natural world around them.</p> <p>R.E Special people – Children to recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Welly Wednesday (Clay Faces) – Children to be taught how to describe what they see, hear and feel whilst outside. Children to understand the effect of changing seasons on the natural world around them.</p>	<p>Cooking (making soup)/ baking/ making hot chocolate – Children to be taught to talk about why things happen and how things work.</p> <p>Around the world (Pen Pal?)– Children to recognise some similarities and differences between life in this county and life in other countries.</p> <p>R.E – Christmas story (Hinduism, Sikhism, Buddhism) - Children to recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Welly Wednesday (Stick Man) – Children to be taught how to describe what they see, hear and feel whilst outside. Children to understand the effect of changing seasons on the natural world around them.</p>	<p>Recycling, re-using and up cycling – Children to be taught how to care for the environment. Children to be taught about different occupations and ways of life.</p> <p>Similarities and differences (Barnsley in the past) – Children to be taught how Barnsley has changed over time. Children to make comments on images of familiar places in the past and compare them to what they look like now.</p> <p>R.E New Year/ Chinese New Year (Buddhism) - Children to recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Welly Wednesday (Bird Feeders) – Children to be taught to look closely at similarities, differences, patterns and change.</p>	<p>Home & Habitats – Children to be taught about similarities and differences in relation to places and living things. Children to be taught about features of their own immediate environments and how they might vary from one another.</p> <p>Eggucation (the lifecycle of a chicken) – Children to be taught to make observations and explain why some things occur, and talk about changes.</p> <p>Bee-Bots – Children to be taught about the range of technology that is used in places such as homes and schools and how to select and use technology for particular purposes.</p> <p>R.E Easter - Children to recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Welly Wednesday (Bug House) – Children to be taught to look closely at similarities, differences, patterns and change.</p>	<p>Making food with parents – Children to be taught to talk about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Different occupations – Children to be taught about the lives of the people around them and their roles in society.</p> <p>Egg and Cress Sandwiches – Children to make observations about what they have seen. Children to understand some important processes and changes in the natural world.</p> <p>Welly Wednesday (Planting) - Children to understand some important processes and changes in the natural world.</p>	<p>Lifecycle of Butterflies - Children to make observations about what they have seen. Children to understand some important processes and changes in the natural world.</p> <p>Making houses/different materials and characteristics – Children to be taught about the similarities and differences in relation to materials.</p> <p>Houses in the past – Children to be taught the similarities and differences between houses in the past and how, drawing on their experiences.</p> <p>Welly Wednesday (Maps) – Children to be taught to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>
Expressive Art & Design	<p>Portraits (What do I look like? Using different media) – Children to be taught to explore, use and refine a variety of effects to express their ideas and feelings. Children to be taught how to share ideas, resources and skills.</p> <p>Singing familiar songs and rhymes – Children to be taught to sing familiar songs, begin to move rhythmically, singing in a group or on their own.</p> <p>Circle games – Children to be taught to join in with dancing and ring games and imitate movement in response to music.</p> <p>Music – Children to be taught to listen and move to the sound of music. Children to be taught how to express their feelings and responses. Children to be taught how to tap out a simple repeated pattern.</p> <p>Welly Wednesday (Clay faces) – Pupils to be taught to describe the texture of different materials, Pupils to be taught to create simple representations of people.</p>	<p>Junk modelling –Children to be taught to return to and build on their previous leaning, refining ideas and developing their ability to represent them. Clay/Playdough</p> <p>Colour mixing – Children to be taught to explore colour and how colour can be changed.</p> <p>Re-enacting Stories – Children to be taught to engage in imaginative role-play and introduce a storyline into their play.</p> <p>Music – Children to be taught to talk about dance and performance art. Children to be taught how to express feelings and responses.</p> <p>Welly Wednesday (Stick man) – Children to be taught how to select resources for a purpose. Children to listen to the ideas of others and share resources and skills.</p>	<p>Junk Modelling/Construction – Children to be taught to use a variety of constructions materials to begin to construct. Children to be taught to join construction pieces together to build and balance. Children to be taught attachment techniques and return to this knowledge when constructing.</p> <p>Clay/Playdough – Children to be taught to select and use a variety of resources to represent them. Children to work collaboratively and share ideas, resources and skills.</p> <p>Music – Children to be taught and explore how sounds can be changed. Children to play pitch-matching games, humming or singing. Children to become more attentive at listening to music and talk about how it makes them feel and the responses it gives them.</p> <p>Welly Wednesday (Bird feeders) – Children to be taught to attach different materials together to create a bird feeder. Children to explore and describe the textures of materials used.</p>	<p>Group Construction Project (Transport) – Children to be taught to listen to the ideas of others and share their own ideas. Children to be taught how to work collaboratively to create a form of transport with the outdoor construction materials. Children to use previous learning to select resources and attach them together.</p> <p>Small world (Farm)– Children to be taught to build stories around toys. Children to be taught to use available resources to create props to support role-play.</p> <p>Music – Children to sing in a group increasingly matching the pitch and following the melody.</p> <p>Welly Wednesday (Bug House) – Children to be taught to construct pieces together to build and balance.</p>	<p>Making Party invitations and decorations – Children to be taught how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function. Children to share their creations and talk about the process they used.</p> <p>Music – Musician to perform for the children. Children to talk about what they have heard.</p>	<p>Plan, do, review making homes using different material – Children to be taught how to use what they have learnt about media and materials in original ways, thinking about uses and purposes and how to represent their own ideas, thoughts and feelings through design and technology. Children to share their creations and talk about the process they used.</p> <p>Music (Performance for parents) – Children to sing a range of well-known nursery rhymes and songs. Children to sing in a group increasingly matching the pitch and following the melody.</p>
PE	<p>Real PE unit 1 Personal focus Work on tasks individually Follow instructions safely Co-ordination and footwork Static one leg balance</p>	<p>Real PE unit 2 Social focus I can work sensibly with others, sharing and taking turns. Dynamic balance to agility jumping and landing.</p>	<p>Real PE unit 3 Cognitive focus Name things which they are good at Understand how to follow instructions with simple rules.</p>	<p>Real PE unit 4 Creative focus I can explore and describe different movements. I can observe and copy others. Co-ordination ball skills Counter balance with a partner</p>	<p>Real PE unit 5 Physical focus I can perform a small range of skills and link two movements together I can perform a single skill or movement with some control I can move confidently in different ways Co-ordination sending and receiving agility and reaction responses.</p>	<p>Real PE unit 6 Health and fitness I am aware of why exercise is important for good health. I am aware of the changes to the way I feel when I exercise. Agility ball chasing Static balance floor work. Sports day practice.</p>
Parent/Carers	<p>Christmas & Harvest Festival Performance FS Stay and Play Session 'Share a Story' Session</p>		<p>Literacy Workshops- Stay and Play Phonics Stay and Play</p>		<p>Invite Parents to afternoon tea/picnic making. Invite parents for music performance. Sports Day. Transition Meetings.</p>	
Cultural Capital	<p>Story swap shop Making hot chocolates Visit from the dentist</p>	<p>Post Office Trip Baking Visit from the Vicar</p>	<p>Visit to/from the Library Teeth brushing visit</p>	<p>Eggucation Police Visit Street Aware Visit</p>	<p>FS2 Cannon Hall Trip Making soup/healthy choices Fruit/vegetables tasting Job visits</p>	<p>Local area walk – Looking at different houses/ buildings. Butterflies</p>

