

## Tavistock Primary Foundation Stage Curriculum 2020-21

	<b>Autumn 1 7 weeks</b>	<b>Autumn 2 7 weeks</b>	<b>Spring 1 6 weeks</b>	<b>Spring 2 6 weeks</b>	<b>Summer 1 6 weeks</b>	<b>Summer 2 7 weeks</b>
<b>Skills for Success</b>	Resilience	Self Belief	Responsibility	Understanding Yourself	Co-operation	Risk Taking
<b>Visits and Visitors</b>	<u><b>Nursery</b></u> *Visit from Mrs Selbie, A builder, Dentist. *Librarian visit (From Tavistock Library)  COVID restrictions	<u><b>Nursery</b></u> *Donkey to visit nursery *Librarian visit (From Tavistock Library)  COVID restrictions	<u><b>Nursery</b></u> *Traditional tale puppet show/story telling. Librarian visit (From Tavistock Library)	<u><b>Nursery</b></u> *Teddy Bears' Picnic. *Librarian visit (From Tavistock Library)	<u><b>Nursery</b></u> *Crealy animal workshop, Librarian visit (From Tavistock Library)	<u><b>Nursery</b></u> *Librarian visit *Tesco/ Morrisons visit to talk about fruit and vegetables.
	<u><b>Reception</b></u> *First aid course for young children (to be looked into)  COVID restrictions	<u><b>Reception</b></u> *Visit to the Donkey Park (tbc) Christmas Nativity (funding to be raised by *Jumpstart Johnny sponsorship) *Hedgehog visits *Church visit for Christmas (tbc) *RE story telling COVID restrictions	<u><b>Reception</b></u> *Chickens- Incubator.	<u><b>Reception</b></u> *Visit to Tavistock Library to do Bear's Reading Adventure *Church visit for Easter	<u><b>Reception</b></u> *Visit to Tavistock Library to do Bear's Reading Adventure, *Crealy minibeast workshop, *Visit Tavistock Sensory garden	<u><b>Reception</b></u> *School trip – topic based- Bude beach *Babcock engineering workshops.(tbc) *Multi skills day (tbc) *Tavistock College – end of year assembly
<b>Garden days</b>	<u><b>Nursery</b></u> Team building activity Safety talk Camp fire snack Campfire story and songs Making faces with natural materials	<u><b>Nursery</b></u> Team building activity Safety talk Camp fire snack Campfire story and songs Collecting autumn leaves to make laminated pictures	<u><b>Nursery</b></u> Team building activity Safety talk Camp fire snack Campfire story and songs Making houses for the 3 little pigs	<u><b>Nursery</b></u> Team building activity Safety talk Camp fire snack Campfire story and songs Spring scavenger hunt	<u><b>Nursery</b></u> Team building activity Safety talk Camp fire snack Campfire story and songs Planting sunflowers / beans	<u><b>Nursery</b></u> Team building activity Safety talk Camp fire snack Campfire story and songs Making and following trails /

						Treasure hunt
	<b>Reception</b> Team building activity Safety talk Meeting circle Safety games Camp fire snack Story (stanleys sticks) Camp fire Singing Things to do with sticks- Stump drum, twirling mobile, wind chimes, Leaf wands Cook bread rolls  Conker maths	<b>Reception</b> Team building activity Safety talk Meeting circle Safety games Camp fire snack Story Camp fire singing Den building Bird feeders Tree rubbing  Cook a Soup or Stew	<b>Reception</b> Team building activity Safety talk Meeting circle Safety games Camp fire snack Story Camp fire singing Green salt dough and natural resources to make trolls.  Weave a birds nest Hot chocolate and marsh mallows	<b>Reception</b> Team building activity Safety talk Meeting circle Safety games Camp fire snack Story Camp fire singing Minibeast hunt Snail race  Pancake day- Make pancakes -16 <sup>th</sup> Feb	<b>Reception</b> Team building activity Safety talk Meeting circle Safety games Camp fire snack Story Camp fire singing Make a nature walk bracelet  Milk bottle planters	<b>Reception</b> Team building activity Safety talk Meeting circle Safety games Camp fire snack Story Camp fire singing
<b>Festivals</b>	Harvest	Diwali Bonfire Night Remembrance Day Christmas Halloween	Chinese New Year Holi Valentines Day	Easter Mother's Day World Book Day	May Day	Carnival Father's Day

<b>Topic</b> <b>(Cross curricular – links to specific areas)</b> <b>BFL-Books for life</b>	<u><b>Nursery</b></u> Our nursery- Routine, environment, new friends, teachers All about me- Interests, what I look like? and families Babies and grandparents (Grandparents day) People who help us (Family)  *Other topics linked to children’s interests to be planned as the term progresses.  BFL- Life-Size Dinosaur –Sophie Henn	<u><b>Nursery</b></u> The Season of Autumn and the visual changes around us. Bonfire night Winter and the visual changes around us. *Other topics linked to children’s interests to be planned as the term progresses.  BFL-Owl Babies	<u><b>Nursery</b></u> Traditional Tales: 3 little pigs and Goldilocks and the three bears. BFL- Each Peach Pear Plum  *Other topics linked to children’s interests to be planned as the term progresses.	<u><b>Nursery</b></u> The season of spring and the visual changes around us. Easter *Other topics linked to children’s interests to be planned as the term progresses.	<u><b>Nursery</b></u> Planting and growing Animals  *Other topics linked to children’s interests to be planned as the term progresses.  BFL-Hungry Caterpillar	<u><b>Nursery</b></u> The Sea- What animals will you find under the sea? Sensory activities. Basic beach safety. The season of Summer and the visual changes around us. Fruit and vegetables *Other topics linked to children’s interests to be planned as the term progresses.  BFL-The Train Ride
	<u><b>Reception</b></u> Our interests (Curiosity cube) Ourselves and people who help us. (Elmer/differences/ Painting) Growth Mindset work. The Season of Autumn and changes around us. Nursery rhymes/songs linked to topic	<u><b>Reception</b></u> Celebrations and festivals. Autumn/Winter Diwali – Saturday 14 <sup>th</sup> November Nursery rhymes/songs linked to topic	<u><b>Reception</b></u> Reception Traditional tales- The three little wolves and the big bad pig. The three Billy Goats Gruff, Little Red riding hood, The gingerbread man. The Enormous Turnip BFL-The Magic Porridge Pot The Season of Winter and changes around	<u><b>Reception</b></u> Minibeasts Mini beast hunt. Life-cycles The Season of Spring and changes around us. Holi- Monday 9 <sup>th</sup> - Tuesday 10 <sup>th</sup> March Nursery rhymes/songs linked to topic	<u><b>Reception</b></u> Growth Plants parts of a plant. Life-cycles  Nursery rhymes/songs linked to topic	<u><b>Reception</b></u> The Sea-Facts about animals, seaside safety, seaside then and now, submarines. The Season of Summer and changes around us. Nursery rhymes/songs linked to topic

			us. Nursery rhymes/songs linked to topic			
<b>Understanding the World</b>  (Religious Education, Computing and online safety, History, Geography and Science)	<b>Religious Education</b>					
	<u>Nursery</u> F4: Being Special – where do we belong?	<u>Nursery</u> F2: Why is Christmas Special for Christians?	<u>Nursery</u> F1: Why is the word of ‘God’ so important to Christians	<u>Nursery</u> F3: Why is Easter special to Christians?	<u>Nursery</u> F5: What places are special and why?	<u>Nursery</u> F6: What times/stories are special and why?
	<u>Reception</u> F4: Being Special – where do we belong?  <i>Making sense:</i> Retell religious stories. <i>Understanding</i> <i>Impact:</i> Recall what happens in a Christian baptism and another religious naming ceremony. <i>Making connections:</i> personal experiences and sharing what has happened in their	<u>Reception</u> F2: Why is Christmas Special for Christians?  <i>Making sense:</i> begin to recognise the word incarnation as describing the belief that God came to Earth as Jesus. Retell religious stories. <i>Understanding</i> <i>Impact:</i> Recall simply what happens at a traditional Christian festival. .	<u>Reception</u> F1: Why is the word of ‘God’ so important to Christians  <i>Making sense:</i> Retell stories talking about what they say about the world, God and human beings.. <i>Understanding</i> <i>Impact:</i> Say how and when Christians like to thank their Creator . <i>Making connections:</i>	<u>Reception</u> F3: Why is Easter special to Christians?  <i>Making sense:</i> recognise and retell Easter stories and saying why it is special. <i>Understanding</i> <i>Impact:</i> Recognise some Christian Easter symbols and talk about how Christians remember Easter. <i>Making connections:</i>	<u>Reception</u> F5: What places are special and why?  <i>Making sense:</i> Begin to recognise that special places link to belief in God for some religions. <i>Understanding</i> <i>Impact:</i> Talk about the things that are special and valued in a place of worship. <i>Making connections:</i> express a personal	<u>Reception</u> F6: What times/stories are special and why?  <i>Making sense:</i> talk about some religious stories, recognise some religious words. <i>Understanding</i> <i>Impact:</i> talk about what religious stories teach us.. <i>Making connections:</i>

	lives.	<i>Making connections:</i> with personal experiences.	talk about things they find interesting, puzzling and wonderful and their own feelings about the world. Talk about what people do to mess up the world.	to signs of new life in nature	response to the natural world and their feelings/thoughts about visiting a church.	identify own feelings in the stories they hear.
	<b>Science</b>					
	<b><u>Nursery</u></b> Naming parts of the body using action songs and rhymes – heads, shoulders, knees and toes. Using a mirror to explore facial features. How are we different from babies? How do people change as they get older?	<b><u>Nursery</u></b> Talking about the weather and seasonal changes. Dressing ted for the weather.	<b><u>Nursery</u></b> Sorting materials to build houses for the 3 little pigs. (straw, wood and bricks)	<b><u>Nursery</u></b> Butterfly Garden: Observing changes from caterpillar to butterfly.	<b><u>Nursery</u></b> Planting seeds. What does a seed need to grow? Observing changes over time.	<b><u>Nursery</u></b> Healthy eating and looking after ourselves, using snack cafe and our senses and play based exploration. Exploring different habitats Looking at how things work by using a visit from a mechanic.

	<p><b>Reception</b> -*Additional STEM activities to be planned throughout continuous provision.</p> <p>Name main body parts Name main body parts – head, neck, shoulders, body, legs, arms, fingers, toes, knees. (Extend to ribs, skull and backbone)</p> <p>Look at seasonal animals and develop vocabulary surrounding them. Autumn; Hedgehogs – omnivore, carnivore, herbivore, hibernate, camouflage</p> <p>Talks about the way to keep healthy and stay safe. (School dinner choices, snack time and Jump start Jonny and Jasmine PE)</p> <p>Seasonal differences with plants and trees.</p>	<p><b>Reception</b> Sorting different materials – plastic, metal, paper , wood, material etc. (Bin men)</p> <p>Use magnets to sort a range of materials. Introduce the vocabulary of repel and attract.</p> <p>Talks about the way to keep healthy and stay safe. (School dinner choices, snack time and Jump start Jonny and Jasmine PE)</p> <p>Seasonal differences with plants and trees</p>	<p><b>Reception</b> Talks about the way to keep healthy and stay safe. (School dinner choices, snack time and Jump start Jonny and Jasmine PE)</p> <p>Seasonal differences with plants and trees.</p> <p>To use and begin to understand the forces of pushes and pulls using the story The enormous Turnip.)</p>	<p><b>Reception</b> Spring; Frogs and chickens – look at basic life-cycles Minibeasts – identify habitats and use senses to make simple observations and explanations of why minibeasts live where they do.(Using our local environment)</p> <p>Use cooking to explore changes of state of materials.</p> <p>Talks about the way to keep healthy and stay safe. (School dinner choices, snack time and Jump start Jonny and Jasmine PE)</p> <p>Seasonal differences with plants and trees.</p>	<p><b>Reception</b> Talks about the way to keep healthy and stay safe. (School dinner choices, snack time and Jump start Jonny and Jasmine PE)</p> <p>Seasonal differences with plants and trees.</p> <p>Plant seeds and talk about what they need to grow- drawing, measuring and monitoring.</p> <p>Label the parts of a plant – leaf, flower, stem and roots.</p> <p>Electricity</p>	<p><b>Reception</b> Talks about the way to keep healthy and stay safe. (School dinner choices, snack time and Jump start Jonny and Jasmine PE)</p> <p>Seasonal differences with plants and trees.</p> <p>Floating and sinking</p> <p>Summer; Sea animals – Identify and name creatures that live in the sea.</p>
<b>History</b>						

## **Reception and Nursery**

### **History- Provision is continuous across the terms**

#### **People and Communities**

Shows interest in the lives of people who are familiar to them.

- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Enjoys joining in with family customs and routines.

#### **Early Learning Goal**

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

#### **Exceeding**

- Children know the differences between past and present events in their own lives and some reasons why peoples lives were different to the past
- They know that other children have different likes and dislikes and that they may be good at different things
- They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect

#### **The world**

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.
- Looks closely at similarities, differences, patterns and change.

#### **Early Learning Goal**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

#### **Exceeding**

- Children know that the environment and living things are influenced by human activity.
- They can describe some actions which people in their own community do that help to maintain the area they live in.
- They know the properties of some materials and can suggest some of the purposes they are used for.

-They are familiar with basic scientific concepts such as floating, sinking, experimentation

### Computing

#### **Reception and Nursery**

By the end of the foundation stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

#### **Curriculum strands:**

- **Digital Literacy and Information Technology**-Turn a device on/off independently.
- **Digital Literacy**-Open age appropriate apps and programs and engage with them effectively.
- **Computer Science**-Introduce coding without a screen. Children learn about sequencing (events and instructions), direction and distance and commands using BeeBots
- **.Information Technology**-Using a keyboard and a mouse effectively. Logging on and off a device correctly
- **Digital Literacy**- Taking photos using a range of devices.

#### **Subject content:**

- Use a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits and tape recorder.
- Use a range of programmable toys (remote control cars), as well as equipment involving ICT, such as tablets (apps) and toy laptops
- When out in the locality, children help to press the button at the pelican crossing, or speak into an intercom to tell somebody you have come back.
- Use safe equipment to play with, such as torches, transistor radios or sound buttons
- Let children use camera to take photos.
- Use robust resources with knobs, flaps, keys or shutters.
- Incorporate technology resources that children recognise into their play, such as a camera, tablets, and IWB
- Use technology safely, respectfully and responsibly Recognise uses of IT beyond school – watch online safety videos from Childnet website (Jessie and fiends).
- (Internet Safety Day)

### Online safety

**Reception and Nursery**

**Children know and understand that:**

**Age restrictions**

Some online activities have age restrictions because they include content which is not appropriate for children under a specific age.

- age verification exists and why some sites require a user to verify their age.
- why age restrictions exist - for example, they provide a warning that the site may contain disturbing material that is unsuitable for younger viewers, this content can be damaging to young children.

**Passwords**

Password phishing is the process by which people try to find out your passwords so they can access protected content.

Sharing password with parents is important to keep them safe and encourage parental involvement.

**Privacy Settings**

Almost all devices, websites, apps and other online services come with privacy setting that can be used to control what is shared.

*Parents should set up privacy settings for online devices and why they are needed.*

**Impact on quality of life, physical and mental health and relationships.**

Knowing how to identify when online behaviours stop being fun and begin to create anxiety, including that there needs to be a balance between time spent on and offline.

*Discuss an appropriate length of time on a device and how long they are allowed to work on a device.*

**Geography**

**Nursery**

**Location/Place Knowledge**-To be able to talk about their house and nursery.

**Human and Physical Geography**-Be able to notice the changes that take place around us in autumn and winter.

**Geographical Skills**-Listening and attention games. Following simple instructions. Autumn walks identifying simple changes in the world around us.

**Nursery**

**Location/Place Knowledge**-To be able to talk about places nearby, such as the park, moors and environmental garden.

**Human and Physical Geography**-To be able to notice the changes around us in springtime. Be able to notice changes in the weather.

**Geographical Skills**- Listening and attention games. Following simple instructions. Spring walks identifying simple changes in the world around us.

**Nursery**

**Location/Place Knowledge** To be able to talk about favourite places they like to visit an special times with family and friends.

**Human and Physical Geography** To be able to notice the summer season and the changes around them.

**Geographical Skills** Listening and attention games. Following a two part instructions Summer walks identifying simple changes in the world around us.

	<p><b>Reception</b>  <b>Location/Place Knowledge</b>-To be able to talk about where they live.  <b>Human and Physical Geography</b>-Be able to talk about the changes that take place around us in autumn and winter.  <b>Geographical Skills</b>-Treasure hunt - To be able to use effective speaking and listening to navigate around the classroom  Autumn walks identifying changes in the world around us.</p>	<p><b>Reception</b>  <b>Location/Place Knowledge</b>-To be able to talk about the moors and their position around Tavistock.  <b>Human and Physical Geography</b>-To be able to talk about the changes around us in springtime.  Be able to talk about changes in the weather.  <b>Geographical Skills</b>-Treasure hunt - To be able to use effective speaking and listening to navigate around the playground  Spring walks identifying changes in the world around us.</p>	<p><b>Reception</b>  <b>Location/Place Knowledge</b> To be able to talk about the seaside and its position on the coast.  <b>Human and Physical Geography</b> To be able to talk about the summer season and the changes around them.  To be able to talk about how the seaside has changed.  <b>Geographical Skills</b> Treasure hunt - To be able to use effective speaking and listening to navigate around the classroom  Summer walks identifying changes in the world around us.</p>			
<p><b>Expressive arts and Design</b>  (Music, Art Design and Technology)</p>	<b>Music</b>					
<p><b>Nursery Performing</b>  -Twinkle Twinkle  -Funky Chicken  -10 Fingers, 2 Eyes  Hello Song/Make a circle  BFL-Humpty Dumpty  BFL-Jack and Jill  <b>Music appreciation</b>  Movement to music: contemporary songs  -JumpStart Jonny  Just Dance Kids  <b>Composition</b>  Explore musical instruments through continuous provision.</p>	<p><b>Nursery Performing</b>  Learn and perform FS  Nativity songs: “Easy Cheesy Nativity”  -Twelve days of Christmas  Wind the bobbin up  <b>Music appreciation</b>  Write Dance- listen to music whilst mark making  -Fireworks music  Autumn (Vivaldi)  <b>Composition</b>  Explore musical instruments through continuous provision.  Phase one phonics activities.</p>	<p><b>Nursery Performing</b>  -Little Peter Rabbit  -Incy Wincy Spider  The Grand Old Duke of York  <b>Music appreciation</b>  Write Dance- listen to music whilst mark making  Traditional Chinese celebration music  <b>Composition</b>  Explore musical instruments through continuous provision.  Phase one phonics activities.</p>	<p><b>Nursery Performing</b>  -Mary had a little lamb  -Did you ever see a bunny  -Hey diddle diddle  5 little ducks  BFL-BaBa Black sheep  <b>Music appreciation</b>  Movement to music: contemporary songs  -JumpStart Jonny  Just Dance Kids  <b>Composition</b>  . Explore musical instruments through continuous provision.  Phase one phonics activities.</p>	<p><b>Nursery Performing</b>  -Old MacDonald  -If you’re happy and you know it  -One man went to mow  -Ten green bottles  Mary, Mary quite contrary  <b>Music appreciation</b>  Write Dance- listen to music whilst mark making  -Summer songs  Sounds of the sea  <b>Composition</b>  Explore musical instruments through continuous provision.</p>	<p><b>Nursery Performing</b>  -I’m a pirate  -A sailor went to sea, sea, sea  -There’s a hole in the bottom of the sea  -The big ship sails on the ally ally oh  Bobby Shafto’s gone to sea  <b>Music appreciation</b>  Movement to music: contemporary songs  -JumpStart Jonny  Just Dance Kids  <b>Composition</b></p>	

					Phase one phonics activities.	Explore musical instruments through continuous provision. Phase one phonics activities.
	<p><b><u>Reception Performing</u></b> -Pat-a-cake Revisit from Nursery-1,2,3,4,5, Once I caught a Fish Alive -This Old Man</p> <p><b><u>Music appreciation</u></b> Happy by Pharrell Williams Sing a Rainbow by Peggy Lee</p> <p><b><u>Composition</u></b> Explore musical instruments through continuous provision</p>	<p><b><u>Reception Performing</u></b> -I'm a Little Teapot -The Grand Old Duke of York -Ring O' Roses - Revisit from Nursery Hickory Dickory Dock Foundation Stage Nativity Songs</p> <p><b><u>Music appreciation</u></b> Boogie Wonderland Frosty the Snowman by Ella Fitzgerald</p> <p><b><u>Composition</u></b> Explore musical instruments through continuous provision.</p>	<p><b><u>Reception Performing</u></b> -Wind The Bobbin Up -Rock-a-bye Baby -Five little Monkeys Jumping On The Bed Revisit from Nursery - Twinkle Twinkle -If You're Happy And You Know It -Head, Shoulders, Knees and Toes</p> <p><b><u>Music appreciation</u></b> We Are Family by Sister Sledge</p> <p><b><u>Composition</u></b> Explore musical instruments through continuous provision.</p>	<p><b><u>Reception Performing</u></b> Begin to explore pulse and musical notation through pictorial representations. Play circle games with body percussion, including 'Hot Potato'. Introduce rhythm grids and basic note representation to include crotchets/quavers (e.g. 'Lollipops!')</p> <p><b><u>Music appreciation</u></b> Lovely Day by Bill Withers</p> <p><b><u>Composition</u></b> Explore musical instruments through continuous provision. Begin to explore pulse and musical notation through pictorial representations.</p>	<p><b><u>Reception Performing</u></b> Learn to sing Big Bear Funk and revisit other nursery rhymes and action songs</p> <p><b><u>Music appreciation</u></b> Listen to and appraise a range of Funk music, inc. 'I feel good' by James Brown and 'My Promise' by Earth, Wind and Fire</p> <p><b><u>Composition</u></b> Explore musical instruments through continuous provision.</p>	<p><b><u>Reception Performing</u></b> Perform own compositions</p> <p><b><u>Music appreciation</u></b> William Tell Overture by Rossini</p> <p><b><u>Composition</u></b> Explore some of the interrelated dimensions of music- <b>Rhythm and Pitch</b> Use <b>Charanga</b> Unit- Reflect, Rewind and Replay to support (See steps 5 and 6)</p> <p>See step 5 'Compose with the song' to support composition. Children to develop own compositions using regular riffs.</p>
	<b>Art and Design Technology</b>					

	<p><b><u>Nursery</u></b></p> <p><b>To master techniques in drawing:</b> To know the potential of drawing tools. To learn how to hold them correctly and to develop control. To discover the range of marks made by materials. Draw lines of different sizes and thickness.</p> <p><b>To master techniques in painting:</b> Use thick and thin brushes. Investigate the range of marks that can be made with paint and brushes, fingers, feathers, combs, straw and sticks. Explore techniques of applying paint by streaking, rolling, dipping, dabbing, splattering, splashing on a variety of surfaces. Explore changing texture of paint by adding to it with a variety of materials. Explore colour by</p>		<p><b><u>Nursery</u></b></p> <p><b>To master techniques in collage:</b> To investigate the range of ways materials can be applied. To use a combination of materials that can be cut, torn and glued.</p> <p><b>To master techniques in sculpture/3D:</b> To investigate the qualities of clay, plasticine, playdough, salt dough, cornflour. To learn techniques of joining an assortment of found materials. To understand the principles of balance in free standing construction. To learn simple techniques of shaping one piece of clay. To create interesting textures.</p> <p><b>To take inspiration from the greats:</b> To be exposed to and then respond and describe the work of</p>		<p><b><u>Nursery</u></b></p> <p><b>To master techniques in printing:</b> To explore the printed marks made by an assortment of natural and made objects. To introduce the process of making a simple mono-print.</p> <p><b>To master techniques in textiles:</b> To explore ways in which material can be decorated. To choose appropriate methods of designing and joining. To explore a variety of fabric designs. To realise that designs are for a purpose. To explore ways in which designs are created. Use weaving to create a pattern. Join materials using glue and/or a stitch.</p> <p><b>To develop ideas:</b> To be able to respond to ideas and starting points</p>	
--	--	--	--	--	--	--

	<p>matching, sorting and mixing, and develop language relating to paint and colour.</p> <p><b>To master techniques in digital media:</b> To use a wide range of tools to create different textures, lines, tones, colours and shapes.</p>		<p>notable artists, artisans and designers.</p>			
	<p><b><u>Reception</u></b></p> <p><b>Artist: Paul Klee-Senecio</b></p> <p><b>To master techniques in drawing:</b> To know the potential of drawing tools. To learn how to hold them correctly and to develop control. To discover the range of marks made by materials. Draw lines of different sizes and thickness.</p> <p><b>To master techniques in painting:</b> Use thick and thin brushes. Investigate the range of marks that can be made with paint and</p>	<p><b>Artist: Van Gogh- Starry Night</b></p>	<p><b><u>Reception</u></b></p> <p><b>Artist: Saloua Raouda Coucair</b></p> <p><b>To master techniques in collage:</b> To investigate the range of ways materials can be applied. To use a combination of materials that can be cut, torn and glued.</p> <p><b>To master techniques in sculpture/3D:</b> To investigate the qualities of clay, plasticine, playdough, salt dough, cornflour. To learn techniques of joining an assortment of found materials.</p>		<p><b><u>Reception</u></b></p> <p><b>Artist: Local Weaver</b></p> <p><b>To master techniques in printing:</b> To explore the printed marks made by an assortment of natural and made objects. To introduce the process of making a simple mono-print.</p> <p><b>To master techniques in textiles:</b> To explore ways in which material can be decorated. To choose appropriate methods of designing and joining. To explore a variety of fabric designs. To</p>	<p><b>Artist: Hokusai-The great wave Jessica Warboys</b></p>

	<p>brushes, fingers, feathers, combs, straw and sticks. Explore techniques of applying paint by streaking, rolling, dipping, dabbing, splattering, splashing on a variety of surfaces. Explore changing texture of paint by adding to it with a variety of materials. Explore colour by matching, sorting and mixing, and develop language relating to paint and colour.</p> <p><b>To master techniques in digital media:</b> To use a wide range of tools to create different textures, lines, tones, colours and shapes.</p>		<p>To understand the principles of balance in free standing construction. To learn simple techniques of shaping one piece of clay. To create interesting textures.</p> <p><b>To take inspiration from the greats:</b> To be exposed to and then respond and describe the work of notable artists, artisans and designers.</p>		<p>realise that designs are for a purpose. To explore ways in which designs are created. Use weaving to create a pattern. Join materials using glue and/or a stitch.</p> <p><b>To develop ideas:</b> To be able to respond to ideas and starting points</p>	
<p><b>PSHE</b> (PSHE is a Prime area within the EYFS and will be included within our inside and outside learning activities on a weekly basis)</p>	<p><b>Personal</b></p> <p><b>Nursery</b> I enjoy working on simple tasks with help</p>	<p><b>Social</b></p> <p><b>Nursery</b> I can play with others and take turns and share with help</p>	<p><b>Cognitive</b></p> <p><b>Nursery</b> I can follow simple instructions</p>	<p><b>Creative</b></p> <p><b>Nursery</b> I can observe and copy others</p>	<p><b>Physical</b></p> <p><b>Nursery</b> I can move confidently in different ways</p>	<p><b>Health and Fitness</b></p> <p><b>Nursery</b> I am aware of the changes to the way I feel when I exercise</p>

	<b>Reception</b> I can follow instructions , practise safely on single tasks by myself	<b>Reception</b> I can work sensibly with others, taking turns and sharing	<b>Reception</b> I can understand and follow simple rules and can name and something I am good at	<b>Reception</b> I can explore and describe different movements	<b>Reception</b> I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together	<b>Reception</b> I am aware of why exercise is important for good
<b>Physical Development (PE)</b>	<b>Personal</b>	<b>Social</b>	<b>Cognitive</b>	<b>Creative</b>	<b>Physical</b>	<b>Health and Fitness</b>
	<b>Nursery</b> I enjoy working on simple tasks with help (Pre-level 1)	<b>Nursery</b> I can play with others and take turns and share with help (Pre-Level 1)	<b>Nursery</b> I can follow simple instructions (Pre-Level 1)	<b>Nursery</b> I can observe and copy others (Pre-Level 1)	<b>Nursery</b> I can move confidently in different ways (Pre-Level 1)	<b>Nursery</b> I am aware of the changes to the way I feel when I exercise (Pre-Level 1)
	<b>Reception</b> I can follow instructions , practise safely on single tasks by myself (Level 1)  *Daily Access to the outdoors to develop fundamental skills. Jumpstart Johnny/ Yoga	<b>Reception</b> I can work sensibly with others, taking turns and sharing (Level 1)  *Daily Access to the outdoors to develop fundamental skills. Jumpstart Johnny/ Yoga	<b>Reception</b> I can understand and follow simple rules and can name and something I am good at (Level 1)  *Daily Access to the outdoors to develop fundamental skills. Jumpstart Johnny/ Yoga	<b>Reception</b> I can explore and describe different movements (Level 1)  *Daily Access to the outdoors to develop fundamental skills. Jumpstart Johnny/ Yoga	<b>Reception</b> I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together (Level 1)  *Daily Access to the outdoors to develop fundamental skills. Jumpstart Johnny/	<b>Reception</b> I am aware of why exercise is important for good health (Level 1)  *Daily Access to the outdoors to develop fundamental skills. Jumpstart Johnny/ Yoga

					Yoga	
<b>Reading &amp; Writing</b>	<u><b>Nursery</b></u> General sound discrimination – Environmental sounds Rhythm and rhyme Free mark making with a range of materials Role play writing	<u><b>Nursery</b></u> General sound discrimination – instrumental sounds General sound discrimination – body percussion  Mark making for a purpose – cards, lists etc.Christmas role play writing	<u><b>Nursery</b></u> *Alliteration Giving meaning for marks made in art and writing. Traditional tale role play writing	<u><b>Nursery</b></u> *Voice sounds *Rhythm and rhyme Building on representing people, objects etc through our marks. Easter mark making	<u><b>Nursery</b></u> Initial sounds Introducing name writing. Mark making through colour and mixed media	<u><b>Nursery</b></u> Oral blending and segmenting Consolidating name writing. Writing shopping lists Labelling food Printing and making marks with food
	<u><b>Reception</b></u> Baseline and phase 2 phonics Learning how to form phase 2 letter sounds and beginning to write CVC words	<u><b>Reception</b></u> Finish phase 2 and start phase 3 phonics To start hearing and saying and using initial sounds in words linked to phase 2 and 3 letter sounds. Beginning to write own name independently.	<u><b>Reception</b></u> Phase 3 phonics Beginning to write labels. Using some clearly identifiable letters and starting to represent some sounds.	<u><b>Reception</b></u> Phase 3 phonics Beginning to write short captions. To use phase 2 tricky words within our writing.	<u><b>Reception</b></u> Phase 3/4 phonics Beginning to write some irregular common words. To use phase 2/3 tricky words within our writing.	<u><b>Reception</b></u> Phase 4 phonics Writing simple sentences with capital letters and full stops, using our knowledge of letter sounds to help us. To leave spaces between words. To use phase 3 tricky words within

						our writing.
<b>Maths</b>	<p><b><u>Nursery</u></b></p> <ul style="list-style-type: none"> <li>-Saying numbers in order up to 10.</li> <li>-Counting with 1:1 correspondence</li> <li>BFL-Number songs e.g. 1,2,3,4,5 once I caught a fish alive, Hickory Dickory Dock</li> <li>-Simple shape recognition</li> <li>-Daily Numberblocks episode linked to maths objective.</li> </ul>	<p><b><u>Nursery</u></b></p> <ul style="list-style-type: none"> <li>-Number recognition to 5.</li> <li>-Counting with 1:1 correspondence</li> <li>-Simple shape recognition</li> <li>-Daily Numberblocks episode linked to maths objective.</li> <li>-Number songs</li> </ul>	<p><b><u>Nursery</u></b></p> <ul style="list-style-type: none"> <li>-Number recognition to 10.</li> <li>-Understanding and using positional language.</li> <li>-Size</li> <li>-Daily Numberblocks episode linked to maths objective</li> <li>-Number songs</li> </ul>	<p><b><u>Nursery</u></b></p> <ul style="list-style-type: none"> <li>-Comparison of quantities and using language of quantities.</li> <li>-Sorting by colour, shape, size.</li> <li>-Daily Numberblocks episode linked to maths objective</li> <li>-Number songs</li> </ul>	<p><b><u>Nursery</u></b></p> <ul style="list-style-type: none"> <li>-Matching numeral and quantity.</li> <li>-Using shape language.</li> <li>-Daily Numberblocks episode linked to maths objective.</li> <li>-Number songs</li> </ul>	<p><b><u>Nursery</u></b></p> <ul style="list-style-type: none"> <li>-Basic calculation (recognising you have more/ less when adding/ taking away an object.)</li> <li>-Representing numbers.</li> <li>-Daily Numberblocks episode linked to maths objective.</li> <li>-Number songs</li> </ul>

	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Baseline activity assessments for x3 weeks.</li> <li>-Numbers: counting and recognition.</li> <li>-Numberblocks at snack time 1-10</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Shape, space and measure: 2D shapes.</li> <li>-Shape, space and measure: money</li> <li>-Numbers:Addition and subtraction.</li> <li>-Numberblocks at snack time 1-10</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Numbers:Counting and recognition</li> <li>-Shape, space and measure: size, weight and capacity.</li> <li>-Numberblocks at snack time 11-20</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Numbers:Addition and subtraction</li> <li>-Shape,space and measure: 3D shape</li> <li>-Shape, space and measure: time</li> <li>-Numberblocks at snack time 11-20</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Numbers: counting and recognition</li> <li>-Numbers: Additon and subtraction</li> <li>-Numbers: Doubling, halving and sharing</li> <li>-Numberblocks at snack time 11-20/other episodes</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Numbers: Doubling, halving and sharing</li> <li>-Shape, space and measure: position and distance.</li> <li>-Consolidation and assessments</li> <li>-Numberblocks at snack time 11-20/ other episodes</li> </ul>
<b>Role Play areas</b>	<p><b>Nursery</b></p> <p>Home Corner</p>	<p><b>Nursery</b></p> <p>Linked to interests Igloo</p>	<p><b>Nursery</b></p> <p>Goldilocks and the three bears house</p>	<p><b>Nursery</b></p> <p>Linked to interests.</p>	<p><b>Nursery</b></p> <p>Vets/pet shop</p>	<p><b>Nursery</b></p> <p>Fruit and vegetable shop</p>
	<p><b>Reception</b></p> <p>Home Corner</p>	<p><b>Reception</b></p> <p>School/Health visitor corner/vets</p>	<p><b>Reception</b></p> <p>Shop/Post Office (role play linked to maths area)</p>	<p><b>Reception</b></p> <p>Investigation lab for minibeasts.</p>	<p><b>Reception</b></p> <p>Garden Centre</p>	<p><b>Reception</b></p> <p>Boat</p>
<b>Books</b>	<p><b>Nursery</b></p> <p>You choose Hug Come on Daisy 'Nurse Mousey and the new arrivals' 'Nurse Clementine' 'I love my ....Helen Oxenbury 'Ten little fingers and ten little toes' Helen Oxenbury</p>	<p><b>Nursery</b></p> <p>Nativity touch and feel story Dear Santa by Rod Campbell 'Flashing Fire Engines' Tony Mitton 'Fire Truck' Ivan Ulz</p>	<p><b>Nursery</b></p> <p>Each Peach Pear Plum 'The 3 little pigs' 'Goldilocks and the 3 bears' Nursery rhyme books and posters</p>	<p><b>Nursery</b></p> <p>'We're going on a bear hunt' 'Brown bear, brown bear what do you see?' 'Can't you sleep little bear?' MArtin Waddell 'Where's my teddy' Jez Alborough 'My friend bear' Jez Alborough</p>	<p><b>Nursery</b></p> <p>Jaspers beanstalk Wheres Spot Hairy Maclary Dear Zoo Elmer 'The artist who painted a blue horse' (Eric Carle) Rainbow song 'A color of his own' Leo Lionni The mixed up chameleon' Eric Carle</p>	<p><b>Nursery</b></p> <p>The train ride The Hungry Caterpillar 'Oliver's Fruit Salad' 'Oliver's Vegetables' 'The very hungry caterpillar' 'I love my Daddy' Handas Surprise</p>

	'Eyes, Nose, Fingers and Toes' Judy Hindley					
	<b>Reception:</b> Some Dogs Do Elmer Vegetable Glue Giraffes can't dance The Dot Oi Dog Oi Frog Oi Cat Oi Goat BFL-The Tiger Who Came To Tea BFL-Granpa	<b>Reception:</b> Meg and Mog Pumpkin soup Penguin Stick Man The Nativity Christmas stories <a href="#">The Great Pet Sale</a> <a href="#">Who Sank the Boat</a>	<b>Reception:</b> Gingerbread Man 3 Billy Goats Gruff Little Red Riding Hood, 3 Little Wolves and the Big Bad Pig. Mr.Wolf's Pancakes <a href="#">The Best Counting Book Ever</a> <a href="#">King of the Birds</a> BFL-The magic porridge pot	<b>Reception:</b> <a href="#">The Bad Tempered Ladybird</a> The Very Hungry Caterpillar Mad About Minibeasts The Very Busy Spider Super Worm Norman the Slug with the Silly Shell. The Easter Story <a href="#">Cockadoodle Do</a>	<b>Reception:</b> Jack and the Beanstalk Titch The Tiny Seed Jasper's Beanstalk <a href="#">Ten Seeds</a> Supertato <a href="#">When the Moon Smiled</a>	<b>Reception:</b> <a href="#">Billy's Bucket</a> Submarines Commotion in the Ocean Surprising Sharks BFL-Wave-Suzy Lee Zoom-Istvan Banjoi

\*\* Green Books are linked to the Maths Learning in the Term