



	Specific Activities Labelling/name writing	Label story snippets with what they see				
Maths	<b>RED ROSE MATHEMATICS – SEE SEPARATE OVERVIEW</b>					
CL	<p>Able to sit in a circle and wait their turn to speak. Repeats modelled sentences. Begins to direct their speech at an adult. Interacts with peers during play and responding to direct questions and play activities.</p> <p><b>Vocab- weather, season, spring, summer, autumn, winter</b></p>	<p>Passes a talking object and speaks on their turn. Voice is audible in a group and a basic sentence is used. Interaction with peers is expressive and shows their needs and wishes. Answers direct questions from adults and approaches them with worries or needs.</p> <p><b>Vocab- Diwali, Christmas, celebration, Christian, Jesus, God, Religion</b></p>	<p>Knows the rules of a circle and puts their hand up to speak or waits. Eye contact is made and voice is directed at listeners. Sentence is used, only sometimes needing a model or stem. Peer interaction is back and forth, with pauses and responses from each. Adults are engaged in conversation when playing alongside. Questions are answered with basic responses.</p> <p><b>Vocab- Arctic. Freezing, melt, Inuit, polar, South Pole, North Pole, explorer, before, now, Earth</b></p>	<p>Topics of interest result in extended conversations where conjunctions are used. Questions are responded to and basic questions are asked. Peer interaction is sustained and questions are asked and answered during the interaction. There are clear pauses to show listening. Answers show awareness that they have listened.</p> <p><b>Vocab- wheels force push pull stretch rub spring bounce</b></p>	<p>Pupils are given opportunities to explain by using why and how questions. More complex questions are being asked. Pupils are beginning to wonder and know how to seek answers from adults. Pupils are confident and will approach known adults and familiar friends. Pupils take account of what has been said, responding in an appropriate way.</p> <p><b>Vocab- grow, plant, seed, life cycle, flower, stem, petal, leaf, sunlight, farm/er</b></p>	<p>Pupils are offering their own explanations for things, using increasing vocabulary. Questions are understood and responded to appropriately. They are able to share their feelings about things and show some emotional literacy. Taught vocabulary is used in different contexts to show mastery.</p> <p><b>Vocab- life cycle, baby, chick, adult, hen, cockerel, hatch, bake, rise, stir, clean, dirty, germs</b></p>
PD	<p><b>PE- FMS Hungry Caterpillar.</b> Demonstrates overall body strength, balance, co-ordination and agility Negotiates space and obstacles safely including throwing underarm, rolling. considering themselves and others Hold a pencil effectively, using tripod grip Use a range of small tools Talk about different ways I can be healthy and keep active</p> <p><b>PE- FMS- Down on the Farm throwing</b> Practice and refine movement skills they have already acquired Develop small motor skills to use tools independently and safely Attempt to manage own hygiene</p>	<p><b>PE- FMS – A Visit to the Zoo</b> throwing and catching Develop body strength Develop balance when using large equipment Develop confidence and accuracy when using a ball To be able to fasten own coat Develop coordination Develop handwriting style</p>	<p><b>PE- FMS – A Adventure with the Emergency Services</b> throwing and catching Develop body strength Develop balance when using large equipment Develop confidence and accuracy when using a ball To be able to fasten own coat Develop coordination Develop handwriting style</p>	<p><b>PE- FMS Rumble in the Jungle.</b> Demonstrates overall body strength, balance, co-ordination and agility Negotiates space and obstacles safely including throwing underarm, rolling. considering themselves and others Hold a pencil effectively, using tripod grip Use a range of small tools Talk about different ways I can be healthy and</p> <p><b>PE- FMS – A Encounter with Pirates</b> throwing and catching Develop body strength Develop balance when using large equipment Develop confidence and accuracy when using a ball To be able to fasten own coat Develop coordination Develop handwriting style</p>	<p><b>PE- A Fairy tale Adventure</b> Develop core muscle strength and posture Combine different movements with ease Establish the correct pencil grip and posture for writing To be able to put on and take off own coat.</p>	<p><b>PE- Under the Sea</b> Develop control when moving. Develop overall body strength, balance, co-ordination and agility Develop core strength Develop the skills to manage the school day- dressing and undressing, putting own shoes on.</p> <p><b>EYFS Fundamental Skills To jump for distance.</b></p> <p>To land appropriately. To hop on both feet. To underarm throw for distance. Model how to do an overarm throw, swap and use other hand. Catching Jumping for distance Overarm throw Skipping Bounce a ball Pat a ball</p>
PSED	<p>Selecting &amp; using resources in their new classroom setting Getting used to new routines &amp; rules Building relationships with adults &amp; peers in the setting</p>	<p>Continuing to develop friendships &amp; relationships Exploring feelings Increasingly following rules and boundaries</p>	<p>Showing independence in selecting &amp; using resources Identify the range of feelings and how others may feel Begin to take on challenges and show perseverance</p>	<p>Begin to regulate their behaviour Show independence in managing their needs Begin to show resilience in the face of challenge</p>	<p>Expressing &amp; moderating feelings See themselves as valuable individuals (within a family unit) Finding solutions to conflicts Explain reasons for rules</p>	<p>Manage own basic hygiene Working cooperatively &amp; taking turns with others Show understanding of others feelings &amp; perspectives Give focused attention</p>
EAD	<p>Art- Portraits Explore the role of outlines to make features and thick and thin brushes for adding detail.</p>	<p>DT- Diva lamps Use a variety of tools to sculpt a lamp and carve patterns. Mix paint with glue to make a glaze.</p>	<p>Art- Combining media to produce an arctic collage. Roll, tear, splatter, print, scrunch.</p>	<p>DT- Make a moveable object with wheels. Music-Our World! Listen and appraise. Able to identify some</p>	<p>Art- Still life drawings. Selecting between crayon, pencil and paint for best effect. Using outlines.</p>	<p>DT- Baking bread. Basic food hygiene, measuring, weighing, scooping, mixing, kneading.</p>

	<p>Music- Me! Listening and responding to unfamiliar genres. Learn and perform a nursery rhyme. Learn to find a beat. Performance- Learn to signify parts of the class text</p>	<p>Music- My Story! Listen and begin to appraise with simple sentence stems. Learn and perform a nursery rhyme. Name basic percussion instruments and use to find a simple beat. Perform.</p> <p>Performance- Learn a simple Bollywood dance and perform. Role play and retell the story of Rama and Sita with puppets.</p>	<p>Music- Everyone! Listen and appraise. Able to use key terminology (loud, quiet, instrument, singing, beat). Use a percussion instrument with care and control. Identify and name based on sound alone. Perform.</p> <p>Performance- Signify key facts about polar bears.</p>	<p>instruments heard within a song. Learns and performs a nursery rhyme with an instrumental section. Knows when to start and stop. Basic rhythm and beat. Perform.</p> <p>Performance-Learn and perform song and actions of a sea shanty</p>	<p>Taking account of object placement. Music- Big Bear Funk! Listen and appraise with clear reasoning why they like or dislike a piece. Able to use a glockenspiel with care, hitting one bar at a time to produce a beat. Perform.</p> <p>Performance- Spring song-Jack Hartmann. Perform to parents.</p>	<p>Music- Reflect. Rewind. Replay! Basic music notes to play a simple nursery rhyme on the glockenspiel. Perform.</p> <p>Performance- role play the Little Red Hen tale as a school production for parents.</p>
UTW	<p>RE EYFS 2 Harvest: <i>Why do people of faith say thank you to God at Harvest time?</i></p> <p>Science-What are the materials around is called? Use senses in hands on exploration. Explore and discuss similarities of properties, talk about what they see using new vocabulary.</p> <p>History- Have toys always been the same? Understand that photographs tell us about the past use artefacts to learn about the past, talk about the changes they see. Begin to understand chronology and a time line.</p> <p>Geography Understand the effects of Seasonal Change notice that the weather changes frequently. Contribute to a weather chart, understand which seasons are hot and cold, know the name of the seasons.</p>	<p>RE S5 Christian Art: <i>How do Christians express their faith through Art? How do people of faith express their beliefs through art?</i> <b>Hinduism Islam Judaism</b> 2.2 Christmas. <i>Why was the birth of Jesus such good news</i></p> <p>Science- Light and dark. Making shadows. Different places to find light. Torches/dark tent/puppets (observing).</p> <p>Geography- We do we celebrate differently? Begin to understand there are different buildings in communities, different people visit these regularly to pray</p>	<p>RE 3 Jesus: <i>Why did Jesus welcome everyone?</i></p> <p>Science- Changing states. Melting of ice and how Arctic animals stay warm. Melting experiments (comparative/fair testing)</p> <p>Geography- North and South pole. Penguins and polar bear linked. Living in cold places. Comparison of lifestyles. Compare to our known environments.</p> <p>History- who do we know that's famous? Appreciate that many stories are set in the past. That brave people sometimes need to make change. Talk about why people did what they did and discuss why they did so. Understand that these people have made the world a better place.</p>	<p>RE EYFS 7 Easter: <i>Why do Christians believe that Easter us all about love?</i></p> <p>Science- Floating and sinking boats. Materials. Testing for suitability. Making predictions and building boats (problem solving).</p> <p>Geography- what is a country and why are there so many? Understand what a country is talk about different countries, look at the different continents link to previous Poles work. Focus on hot places – Africa.</p> <p>Science – how can I make things move (magnets) explore magnets with different materials. Find out how to move things without touching them, look at materials and discuss which can bend, group materials depending n their properties (link to previous learning)</p> <p>Science - How to cars move - Explore different moveable toys and ones with moveable parts. Explore toys with wheels. Find out which surfaces are best to travel on, make my own vehicle. DT Link</p>	<p>RE 2.1 The Bible. <i>Why is the Bible such a special book? Do people of all world faiths have holy books?</i> <b>Islam Judaism Sikhism</b></p> <p>Science- How do things grow from seeds?</p> <p>Geography- Farming land and how it is used to grow vegetables. Google Earth to show how land is used locally.</p> <p>History – who is in my family. Begin to make a sense of their own life story and their families history. Look at comparisons from Victorian times with artefacts and clothes and how these have changed.</p>	<p>RE 1.9 My world Jesus world: <i>How is the place where Jesus lived different from how we live now?</i> <b>Judaism</b></p> <p>Geography- Farming land and how it is used to farm animals. Google Earth to show how land is used locally.</p> <p>Science - How many creatures are on our Earth?</p>
Trips/Visits	<p>Nature/Autumn walk (school grounds) Home challenge- make an Autumn collage</p>	<p>Diwali visitor/ themed day Vicar visit- Christingle service Home challenge- Make your family tree</p>	<p>Vicar visit- Easter Chinese New Year themed day Home challenge- Make an Arctic landscape</p>	<p>Environment walk Scrapstore DT</p>	<p>Nature walk Butterfly garden Visit to the fruit/veg shop Home challenge- Growing sun flowers from seeds</p>	<p>Living Eggs Farm Visit Home challenge- Make a shoebox farm</p>