

Moreland Primary School EYFS Medium Term Planning

Spring/Summer Theme: In the Garden

Focus Aspects of the Curriculum & Early Learning Goals (new EYFS framework September 2021)	Possible Activities and Experiences (Building on themes, following possible lines of enquiry and responding flexibly to children’s interest and needs)	Knowledge, Understanding, Attitudes and Skills to be Developed (differentiate as appropriate to children’s experience, needs and age) & Links to Birth To 5 Matters
<p>PSED ELG: Self-Regulation Children will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self Children will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships Children will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs. 	<ul style="list-style-type: none"> • Caring for the environment and creatures in the environment. • Local visits and trips – adapting behavior to different circumstances and situations. • Circle time activities – SEAL programme. • Exploring emotions and talking about how to manage them – linked to stories e.g.the bad tempered ladybird • Developing confidence to talk about things in a familiar group and listen to what others have to say, showing interest- e.g. developing reflection time at carpet time. • Opportunities to show sustained engagement in activities e.g. on going projects over several days, revisiting learning experiences and reflecting on learning, activities that are responsive to children’s current interests. • Transition - supporting children with approaching transition to new classes as appropriate to their needs e.g. longer transition time for some children. • Finding out about healthy eating through tasting different foods (link to hungry caterpillar book). • Cooking using seasonal foods – using tools 	<ul style="list-style-type: none"> • To be able to work collectively to agree a code of behaviour and be willing to work with others to reach decisions. • To understand and follow agreed rules, boundaries and expectations of behavior. • To be willing to listen to others views and opinions and show interest in other people’s lives. • To have the confidence to talk to others in a small group. • To develop understanding of how to treat others in a caring and respectful manner. • To develop understanding of what is right and wrong. • To demonstrate an enthusiasm and interest in learning. <p>Birth To 5 Matters (Ranges 5-6):</p> <ul style="list-style-type: none"> • Seeks out companionship with adults and other children, sharing experiences and play ideas (MR 5). • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking (MR 6). • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations (MR 6). • Enjoys a sense of belonging through being involved in daily tasks (SoS 5). • Shows confidence in choosing resources and perseverance in carrying out a chosen activity (SoS 6). • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt (UE 5). • Talks about their own and others’ feelings and behaviour and its consequences (UE 6). • Can tell adults when hungry, full up or tired or when they want to rest, sleep or play (HSC 5). • 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 (HSC 5). • Usually dry and clean during the day (HSC 6). • Eats a healthy range of foodstuffs and understands need for variety

<p>CL ELG: Listening, Attention and Understanding Children will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking Children will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> • Learning vocabulary linked to the garden e.g. names of animals and plants –first hand experiences and visits e.g. Camley Street, Garden Centre, The garden classroom, bingo games, reading books, targeted vocabulary teaching • Sequencing activities linked to stories and other practical activities e.g. the Hungry Caterpillar, Jasper’s Beanstalk, sequencing instructions for cooking activities and life cycles. • Retelling familiar stories with puppets and props • Opportunities to reflect on and talk confidently about their experiences e.g. looking at photos of trips together, talking about what they have been doing at carpet time, sharing things they have found on a scavenger hunt or bug hunt etc • Developing attention and listening skills appropriate to their stage of development e.g. nursery children beginning to take part in more adult focused small groups when asked, Reception children beginning to attend 1or 2 assemblies. 	<p>in food (HSC 6).</p> <ul style="list-style-type: none"> • To enjoy listening to and telling stories. • To be willing to experiment with language and stories. • To be able to retell familiar stories and follow a narrative. • To be able to listen and attend for longer periods as appropriate to their stage of development. • To develop a vocabulary that reflects their experiences. <p>Birth To 5 Matters (Ranges 5-6):</p> <ul style="list-style-type: none"> • Listens to others in one-to-one or small groups, when conversation interests them (LA 5). • Listens to familiar stories with increasing attention and recall (LA 5). • Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity (LA 6). • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture (U 5). • Listens and responds to ideas expressed by others in conversation or discussion (U 6). • Able to use language in recalling past experiences (S 5). • Builds up vocabulary that reflects the breadth of their experiences (S 5). • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words (S 6).
<p>PD ELG: Gross Motor Skills Children will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills Children will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. <p>(For health and self-care see PSED – Managing Self)</p>	<ul style="list-style-type: none"> • Outside play – using a range of large equipment - also visits to local playgrounds to use more challenging physical equipment • Gardening – using gardening tools safely and appropriately • Cooking using seasonal foods – using tools • Mini Olympics/Sports Day • Planned fine motor and letter formation activities e.g. fine motor workshop, write dance • Weekly dance and PE sessions. <p>Complete PE Units (taught by PE coaches/ Dance teacher)</p> <p>Feet</p> <ul style="list-style-type: none"> • Explore different ways of using our feet to move with a ball. • Explore what happens when they kick a ball using different parts of their feet. 	<ul style="list-style-type: none"> • To develop gross motor skills – climbing, balancing, swinging, scrambling, jumping, throwing, riding bikes. • To be confident to move in a variety of ways over large play equipment. • To recognize and take account of the need for space in what they are doing. • To make an effort and persevere when learning a new skill or using new equipment. • To be interested in physical play and activities. • To develop gross and fine motor skills when handling a range of materials and equipment. • To know how to use tools and handle materials safely and demonstrate this in their play. • To develop correct letter formation and pencil control. <p>Birth To 5 Matters (Ranges 5-6):</p> <ul style="list-style-type: none"> • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles (MH 5). • Manipulates a range of tools and equipment in one hand, tools

- Learn the meaning of the word control and start to understand why it is important to keep the ball close to them.
- Develop dribbling using our feet to move with a ball.
- Develop kicking and dribbling skills during competitions.

Attack v's Defence

- Understand why it is important to take turns when playing a game.
- Understand why games have rules and understand the consequences if the rules of the game are not followed.
- Explore different ways of avoiding a defender.
- Explore different ways of preventing an attacker from scoring.
- Apply their understanding of attacking and defending, applying it into a competitive game

Dance

- Explore different movements using different parts of the body.
- Create their own movement ideas relating to specific themes.
- Pupils will start to add movements together to form a sequence
- Explore larger scale travelling movements, responding to music
- Explore character movements with a partner

include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons (MH 5).

- Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (MH 6).
- Uses simple tools to effect changes to materials (MH 6).

<p>Literacy ELG: Comprehension Children will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Word Reading Children will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing Children will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. <p>(For Comprehension see Understanding in Birth to 5 Matters)</p>	<ul style="list-style-type: none"> • Looking at reference books, the internet and other printed materials e.g. minibests, gardening books, pond life identification charts etc. to find out information • Recording their knowledge in writing through making their own reference books e.g. a bug book • Garden center role play – writing in role e.g. making labels, signs, orders etc • Writing linked to outside play interests e.g. bike play – car wash, mechanics, superheroes etc. • Make zig zag books about life cycles. • Keeping observational diaries e.g butterfly diary, tomato/sunflower diary. • Designing a sensory planter – drawing and labeling plants • Reading and retelling familiar stories orally and in writing e.g. Jack and the Beanstalk, The Very Hungry Caterpillar • Writing instructions e.g. how to make a worm farm • Creating story maps <p><i>Children in nursery take part in Phase 1 Phonics activities</i> <i>Children follow the Little Wandle Phonics Scheme in Reception</i></p>	<ul style="list-style-type: none"> • To know that information can be found in books. • To be able to sequence a story and indentify the main elements such as characters, setting and different parts of the story. • To be able to use an information text to find out answers to their questions. • To understand the structure of information texts and how to use an index and contents page to help them find information. • To be able to sound out words and represent them in writing. • To use writing to record and communicate their ideas and knowledge about different subjects. <p>Birth To 5 Matters (Ranges 5-6):</p> <ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups (R 5). • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (R 5). • Talks about events and principal characters in stories and suggests how the story might end (R 5). • Begins to develop phonological and phonemic awareness (R 5/6). • Includes mark making and early writing in their play (W 5). • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right (W 5). • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words (W 5). • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading (R 6). • Describes main story settings, events and principal characters in increasing detail (R 6). • Re-enacts and reinvents stories they have heard in their play (R 6) • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. (R 6). • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology (W 6). • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name (W 6).
<p>Maths ELG: Number Children will:</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 	<p>Maths focus: Reception To 20 and beyond How many now? Manipulate, compose and decompose Sharing and Grouping Visualise, build and map Make connections</p>	<ul style="list-style-type: none"> • To be interested in numbers and identify numbers in their surroundings. • To recognise numbers 1-20 • To count to 20 with 1-1 correspondence knowing that each number name refers to one object. • To use counting skills in everyday situations. • To understand that addition is combining 2 groups of objects and subtraction is 'taking away'. • To apply this understanding of addition and subtraction in practical

<p>(including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns Children will:</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <p><u>Statutory Educational Programme: Mathematics</u> <i>In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</i></p>	<p>Nursery Comparison – comparing numbers and reasoning, 1 more/ 1 less Cardinality and Counting – conservation Composition – partitioning into more than 2 numbers, number bonds up to 5 Shape and Space – describing properties of shapes, relationship between shapes Measures – beginning to use units compare, using time to sequence events, time durations</p> <p>Additional Activities in Provision:</p> <ul style="list-style-type: none"> Counting bugs – how many they can find of each sort, how many legs, wings etc. Recording results. Addition and subtraction activities e.g. looking at spots on each of a ladybirds wings and adding together, making spiders with different number legs on each side but totalling 8, practical exploration of number bonds to 10 Exploring doubling and halving e.g how many legs on each side Water play – exploring capacity Measuring – growing plants and comparing heights, measuring worms Make patterns using natural objects. Go on a pattern walk looking for patterns in the environment. Take photos of patterns they find. Make caterpillars using different coloured dough or threading different coloured pasta focusing on repeating patterns. Symmetry – butterfly prints Role play shop/ garden centre – practical addition and subtraction, counting skills, number recognition, using money Making fruit smoothies and recording how many of each type of fruit – writing numerical recipes. 	<p>activities and to solve problems.</p> <ul style="list-style-type: none"> To be able to find doubles and halves of numbers to 10. To be interested in patterns and identify patterns in nature and in their surroundings. To describe and compare the capacity, height, length and size of objects. <p>Birth To 5 Matters (Ranges 5-6):</p> <ul style="list-style-type: none"> Responds to and uses language of position and direction (M 5 – <i>spatial awareness</i>). Attempts to create arches and enclosures when building, using trial and improvement to select blocks (M 5 - <i>shape</i>). Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next (M 5 - <i>pattern</i>). In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items (M 5 - <i>measures</i>). Recalls a sequence of events in everyday life and stories (M 5 - <i>measures</i>). Uses number names and symbols when comparing numbers, showing interest in large numbers (M 6 – <i>comparison</i>). Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 (M 6 - <i>counting</i>). Counts out up to 10 objects from a larger group (M 6 - <i>cardinality</i>). Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects (M 6 – <i>composition</i>).
<p>UW ELG: Past and Present Children will:</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters 	<p>Past and Present</p> <ul style="list-style-type: none"> Find out about the different jobs people do who take care of the school, local area and the environment. When carrying out activities linked to gardening, cooking, life cycles and seasonal change support children to notice and comment on changes, sequence changes and use language linked to this e.g. before, now, next, then, after etc. 	<p>Past and Present</p> <ul style="list-style-type: none"> Know about people who help take care of the school, local and natural environment and the jobs they do. Identify changes that take place in nature over time e.g. seasonal changes, changes that happen when plants are grown from a seed, changes in animals e.g. life cycle of a butterfly. Sequence these processes. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> To show an interest in their local environment and be able to talk

and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

People, Culture and Communities

- Carry out wildlife and tree surveys and record findings on a map/ plan.
- Go on walks in local green spaces and create journey maps e.g. a journey stick.
- Create paths and routes with chalk around the garden.
- Draw or make a map of the playground or park – add physical and human features. Add their favourite places.
- Read stories that can be mapped easily e.g. Rosie's Walk, What the Ladybird heard and create maps of them

See below for additional RE following the SACRE locally agreed objectives

The Natural World (and Science)

- Investigating different weather and seasons – visit Highgate woods in Summer or look around the school grounds and talk about changes they observe, set up a weather station.
- Visit to Camley Street nature reserve
- Visit the Garden classroom
- Investigating minibeasts and looking at life cycles
- Growing plants and gardening
- Cooking with food they have grown
- Creating a sensory garden – designing and planting herbs, scented plants
- Growing beans, sunflowers or other fast growing plants
- Looking at life cycles e.g. butterfly pavilion, frogs, chicks
- Investigating mould and decay
- Building dens in the garden
- Building bird and bug houses
- Investigating fruit and vegetables e.g. looking at different seeds, using senses to explore
- Finding out where in the world fruit and vegetables come from
- Mud Pie Kitchen
- Look at a metre square in the school grounds and see what you can find. Record what they find where.
- Go on a sensory walk in the garden or park. What

about it, evaluating the quality of their environment.

The Natural World (and Science)

- Talk about the changes that take place in Summer
- Explore and observe their natural environment, asking questions and seek to find out information about the living world.
- Be interested in finding out and show curiosity about living things.
- To find out about living things through practical investigations such as minibeast hunts, pond dipping, growing plants, incubating eggs, etc.
- To identify the different stages of growth in the life cycle of some plants, insects and animals.
- To use their senses to explore and investigate different plants.
- To use a range of materials to construct with.
- To understand the basic properties of materials and use this knowledge to select appropriate resources for their construction needs.
- To be able to construct with a purpose in mind, planning, adapting and evaluating their work as necessary.
- To be willing to try out new ideas, make mistakes and to persevere with new skills.

Birth To 5 Matters (Ranges 5-6):

- Enjoys joining in with family customs and routines (PC 5/6).
- Remembers and talks about significant events in their own experience (PC 5).
- Talks about past and present events in their own life and in the lives of family members (PC 6).
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (W 5).
- Developing an understanding of growth, decay and changes over time (W 5).
- Shows care and concern for living things and the environment (W 5).
- Looks closely at similarities, differences, patterns and change in nature (W 6).
- Talks about the features of their own immediate environment and how environments might vary from one another (W 6).
- Makes observations of animals and plants and explains why some things occur, and talks about changes (W 6).

Technology

Birth to Five Matters: Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes.

	<p>can they see, hear, touch, smell. Talk about what they heard, saw, smelt, felt and where.</p>	
<p>EAD ELG: Creating with Materials Children will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive Children will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<p>Creative Activities:</p> <ul style="list-style-type: none"> • Looking at paintings by famous artists e.g. Van Gough’s Sunflowers and creating their own paintings and collages • Explore landscape artists such as Monet and explore creating landscape art using different materials • Close observational painting of plants and minibeasts • Exploring pattern and symmetry e.g. printing with natural objects, rubbings, butterfly pictures • Observational pictures and drawings of nature e.g. close observational drawings of trees in spring, flowers, etc. • Making minibeasts and flowers using different materials • Natural art – tree faces, natural mandlas, sun catchers • Exploring woodwork table - e.g. designing and creating insect and bird homes. • Small world imaginative play e.g. creating a fairy garden • Role play – garden centre, fruit and veg shop, mud pie kitchen <p><i>See below for focus artist and artworks Through continuous provision children have the opportunity to create and make imaginatively with a wide range of media and materials in 2d and 3d. See Art and DT progression maps.</i></p> <p>Design and Technology Ongoing skills development: Focus on: Evaluating and presenting Using a wider range of materials and selecting the best material for the task Including – junk modelling, sewing, woodwork, construction and block play</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> • Music and movement sessions – explore themes such as Spring and Summer and growth through music and movement e.g. make up dances to Vivaldi’s Four Seasons. 	<ul style="list-style-type: none"> • To show an interest in colour, notice differences between colours, mix colours and make decisions about which colours to use. • To be able to describe the objects they are representing. • To be willing to experiment to create different effects and textures. • To respond to experiences and represent their ideas through different creative mediums e.g. dance, music, art, imaginary play. • To know how to use a range of tools and techniques when making constructions and construct with a purpose in mind adapting their work • To play cooperatively with others to create a story or narrative in their play. <p>Birth To 5 Matters (Ranges 5-6):</p> <ul style="list-style-type: none"> • Explores and learns how sounds and movements can be changed (CM 5). • Continues to explore colour and how colours can be changed (CM 5). • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces (CM 5). • Experiments and creates movement in response to music, stories and ideas (BIE 5). • Engages in imaginative play based on own ideas or first-hand or peer experiences (BEI 5). • Uses available resources to create props or creates imaginary ones to support play (BEI 5). • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to (CM 6). • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding (CM 6). • Creates representations of both imaginary and real-life ideas, events, people and objects (BEI 6). • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping (BEI 6). • Introduces a storyline or narrative into their play (BEI 6).

Children also follow the Jolly Music programme
Beginners Level in music lessons.

Characteristics of Effective Learning

Playing and Exploring – engagement

ELG links: Managing Self

Finding out and exploring:

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Showing particular interests

Playing with what they know:

- Representing their experiences in play
- Taking on a role in their play

Being willing to ‘have a go’:

- Initiating activities
- Taking a risk, engaging in new experiences, and learning by trial and error

Active Learning – motivation

ELG links: Managing Self, Self Regulation

Being involved and concentrating:

- Maintaining focus on their activity for a period of time
- Showing high levels of involvement, energy, fascination

Keeping on trying:

- Persisting with activities when challenges occur

Enjoying achieving what they set out to do:

- Showing satisfaction in meeting their own goals

Thinking Creatively and Critically – thinking

ELG links: Managing Self

Having their own ideas:

- Thinking of ideas that are new and meaningful to the child

Making links:

- Making links and noticing patterns in their experience

Working with ideas:

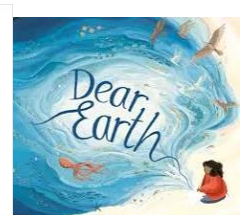
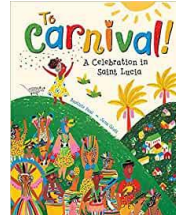
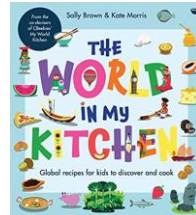
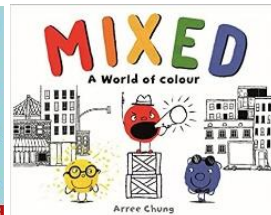
- Planning, making decisions about how to approach a task, solve a problem and reach a goal.

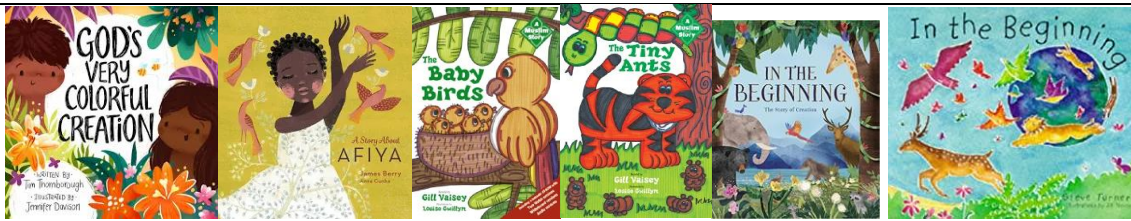
RE

What is special about our world?

- A love of nature
- Why is the world special
- Caring for the world we live in – World Earth Day
- Creation stories from around the world and different religions

Suggested Books/ Stories:





Suggested weblinks:

<https://www.bbc.co.uk/cbeebies/shows/lets-celebrate>

https://www.religiouseducationcouncil.org.uk/wp-content/uploads/2017/10/cre_foundation.pdf

<https://tenbiblestories.org/resources/creation/>

Outcomes:

- Talk about things they find Interesting, puzzling or wonderful and also about their own experiences and feelings about the world
- Talk about stories about creation and nature, talking about what they say about the world, God, human beings
- Respond imaginatively and expressively to the beauty and delight of the natural world
- Express ideas about how to look after animals and plants
- Talk about what people do to mess up the world and what they do to look after it.

Focus Art and Artist

Flora and Fauna



Focus Artist:

Van Gogh



Eric Carle



Rousseau



Cooking, Nutrition and Growing

Cooking and Nutrition

Designing their own simple dishes (e.g. sandwiches, salads, fruit salad, healthy fruit smoothies/ lollies)
Talking about likes and dislikes

Growing

Harvesting summer crops
Exploring life cycles of plants – sunflowers, beans
Caring for the garden and understanding what plants need to grow

Use of ICT and Early Computing Skills

Computing Focus:

IT- Data

Create, Share, Respond Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Data:

- To count objects with the same properties (Pictogram) (N)
- To compare groups of objects (N)
- To answer questions about groups of objects (N)
- To use technology to organise objects into groups (pictogram) (R)
- To show the value (amount) of objects (data) using technology (Pictogram/JIT/Busygraph maker) (R)
- To interpret greater or less from looking at graphs (data) (R)

Computer Science- Coding :

Understand what algorithms are; how they are implemented as programs on digital devices; that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.

Computer Science - Real Life Algorithms (Barefoot Computing):

- To follow and act out a series of instructions (Follow an algorithm) (N)
- To explain what a given command will do (N)
- To understand that instructions need to go in the correct order. If you mix them up then the task will not be completed correctly. Eg: making toast- you can't butter the bread and then put it into the toaster. (R)
- To combine forwards and backwards commands to make a sequence (Creating an algorithm) (R)

Computer Science - Floor Robots:

- To use buttons to control (program) a floor robot (N)
- To use buttons to control (program) a robot in an app (bee bot app) (N)
- To plan, follow and complete a simple program on a computer or floor robot. (R)
- To create and read an algorithm (sequence of instructions) (R)
- To find more than one solution to a problem (Find the fastest/slowest route) (R)

Computer Science - Early Coding (Busy Things/Beebot apps) :

- To explore games on technology that move forwards, backwards, left and right. (Busy Things, Beebot, JIT, Scratch Jr) (N)
- To give commands/instructions e.g. forward, backwards, go, stop, when using simple software/hardware (R)
- Make choices about the buttons/icons to press, touch or click on when using simple software/hardware. (R)

Opportunities to use technology:

- Use digital camera/ disposable cameras to take pictures and identify flora and fauna.
- Use painting programme to make observations.
- Use internet to find out information about flora and fauna.
- Investigate and find out about different apps – picture this, leaf etc.
- Use digital microscope to look closely at plants and bugs – make comparisons.
- Use digital scales to weigh natural objects.
- Use a simple data handling programme to record results of surveys.
- Use an ipad, or video camera to record patterns in nature (visual, art, sounds, colours etc).

Statutory ELG: None
 Birth to Five Matters: Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively within early years practice.]

Resources:

Data: Smart Board, Ipad
 Toys: Remote control cars, Wind up cars, Tractors , Train sets, Boats,
 Real Life Algorithms: Barefoot Computing , Sequencing Stories
 Floor Robots: Barefoot Computing, Beebots (see unplugged activities first), Beebot Blubot, Probots, Fakebots , Bee Bot app, Codapillar, Cubetto, Osmo, Sphero
 Early Coding: Busy Things, Code.org, Scratch Jr, Kodable, Tynker, JIT - J2Turtle

Global Citizenship

Ecological Awareness

Sustainable Development (8 weeks)

Should I look after my classroom?
 How do I take care of plants and animals?
 Should we throw everything away when we have finished with it? What does recycling mean?

Globalisation and Interdependence (6 weeks)

Where do we live?
 What is in our local environment?
 How do we have links with other places?
 Where do our families come from?
 Where does our food come from?

P4C

Books/themes:

Tadpole’s Promises

Did the tadpole break his promise?
 Did the tadpole change?
 Is it the tadpole’s fault that he changed?
 Should the caterpillar forgive the tadpole?
 When you are 10, will you change?
 If you will change, will you still be the same person?

<https://www.philosophy-foundation.org/enquiries/view/tadpole-s-promises>

Bizarre Creatures

5 Little Fiends

Books/themes:

Jack and the Beanstalk

Are all scary things big? Are all big things scary?

Sara Stanley = Does size matter?

Environmental Theme

How can we care for our world?
 Is all rubbish bad?
 Are all vehicles bad?

Come Outside clip – Crisps

Crisps are made with potatoes does that mean they are healthy? Why do we change something healthy into something unhealthy.

Can we live without nature? What will happen if these things are gone?

Useful Websites

oxfam.org.uk
unicef.org.uk
wildlondon.org.uk
http://www.highlandschools-virtualib.org.uk/primary_curriculum/minibeasts.htm
<http://www.ltscotland.org.uk/earlyyears/resources/illustrations/minibeasts/index.asp>
<http://www.freightlinersfarm.org.uk>
<http://www.mylearning.org/interactive.asp?journeyid=77&resourceid=311>
<http://www.underfives.co.uk/minibst.html>
http://www.kented.org.uk/ngfl/games/minibeasts_v3.html
<http://www.bbc.co.uk/cbeebies/somethingspecial/stories/minibeasts.shtml>
http://wsgfl2.westsussex.gov.uk/aplaws/intergames/plant/Minibeast-hunt_table.swf
<http://www.naturegrid.org.uk/grassland/index.html>
<http://www.london-fire.gov.uk/>
<http://www.met.police.uk/youngpeople/>
<http://www.childrenfirst.nhs.uk/kids/index.html>
<http://www.eastamb.nhs.uk/kids-stuff>
http://www.bbc.co.uk/gardening/gardening_with_children/
<http://www.thekidsgarden.co.uk/>
woodland trust – nature detectives site

Trips and Visits

- The Garden Classroom
- Forest School
- Local park visits
- Pond dipping
- Hampstead Heath

Topic links to sustainable development and Global Curriculum

- Caring for the environment – gardening, caring for animals and plants, preserving water
- Sustainability – growing own food
- Global links- finding out about cultures around the world

Core Books



Other Useful Books	<p>Reference: Books about minibeasts, wildlife, plants, flora and fauna, nocturnal animals, living and non-living, mammals</p> <p>Story books: The Very Busy Spider, Oscar and the Frog, The Tiny Seed, Tadpole's Promise, The Bad Tempered Ladybird, 999 Tadpoles Find a New Home, Paco and the Giant Chili Plant, Bloom, The Extraordinary Gardener, Errol's Garden</p>
Environment and Additional Resources	<p>Displays: Our families, self-portraits, senses, baby photos</p> <p>Resources: Baby role play – baby bath, nappies, baby clothes, towels, baby toys and books, bottles, feeding equipment, cot, high chair, catalogues of baby equipment, baby weighing scales, 'red books', height chart</p> <p>Doctor/Hospital – dressing up clothes, prescription pads, laminated 'x rays/ultra sounds', bandages, stethoscopes, thermometers etc., medical leaflets and posters in different community languages, scales, height charts, health eating material</p> <p>Investigations – different sensory materials e.g. different textured materials, small bags of different scented materials, different foods to taste, instruments, sound lotto; materials which change state e.g. jelly, salt, ice lollies and ice cubes, corn flour, soap flakes, bicarb of soda, bubble mixture</p>
Involving Families	<ul style="list-style-type: none"> ● Invite parents in to talk about their cultures ● Inviting parents to accompany children on trips and outings in local area ● Involve parents in gardening and growing projects ● Involve parents in setting up mini Olympics for children – support parents in helping their children stay fit and healthy ● Family picnic in local park ● Mystery readers with parents ● Kitchen Club ● Parent workshops