
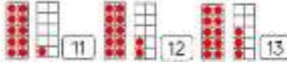


Summer 1 - Lifecycles & Understanding Emotions

T4W- Sam Plants a Flower, Gigantic Turnip

<p><u>My Mental Health and Wellbeing</u></p>	<p><u>My Thinking and Problem Solving</u> <u>My Play</u> <u>My Dressing</u> <u>My Shopping</u> <u>My Cooking</u></p>	<p><u>My Physical</u> <u>My Dancing</u> <u>My Healthy Eating</u> <u>Sports</u></p>	<p><u>Literacy</u> <u>Talk for Writing</u></p>	<p><u>Maths</u> <u>White Rose Maths</u></p>
<p>EYFS link: Personal, Social and Emotional Development National Curriculum link: Personal, Social, Health & Economics</p>	<p>EYFS link: Communication and Language</p>	<p>EYFS Link: Physical Development National Curriculum: Physical Education</p>	<p>EYFS Link & National Curriculum: Literacy</p>	<p>EYFS Link and National Curriculum: Maths Number and Place Value Birmingham Toolkits</p>
<p>EQUALS: My Physical-Mental Health and Well-bring</p> <ul style="list-style-type: none"> • Drama and role play within drama offers an excellent window into what emotional states look like and MUCH more importantly, what they FEEL like. Just concentrating on what emotions look like (as in sad, happy, frightened etc faces) is only likely to confuse, because recognising emotional states in self and others is context driven. I am/he is happy because.... I am/she is frightened because..... Looks of people, or more likely symbolic looks as in happy and sad symbols, also assume that we must be one or the other, and that there are definable and universal agreements about what constitutes being happy or being sad. • Try looking at a series of emotional state pictures without the context being explained and see how many emotional states look quite like each other. Try spotting the exact point when somebody looks like they might be angry and then differentiating that from what they look like when they really are angry. • Mindfulness breaks • Using visual techniques so that learners understand what breathing is, i.e. using a flower to smell (inhale) and a battery powered candle (or candle app) to blow it 	<p>EQUALS: My Cooking</p> <p>Following instructions during cooking activities. Practice visual instructions - practicing the use of symbols/photos/signs to gather (any, not necessarily kitchen) equipment. Practice following very simple one and two part spoken instructions. Practice sequencing and ordering. Preparing oneself for a cooking activity.</p> <ul style="list-style-type: none"> • Run bowl of water/use a basin specifically for handwashing, wash hands, dry hands, secure apron, tie hair back, remove jewellery, roll back loose sleeves, etc. Sing song - "Wash, wash, wash, your hands" • Introduce song for cooking- I Can Cook (Cbeebies) • Sorting activity - things we need to do before cooking and things we don't. • Stories - Ice cream meltdown • Role play kitchens, cafes etc. Including recipe cards, cooking equipment and utensils, play food, dressing up outfits (chef, waiter, etc.) • Kim's Game with kitchen resources. • Games - Corners type game with different equipment/utensils; 	<p>EQUALS: My Physical- PE and Sports</p> <ul style="list-style-type: none"> • Egg or Ball and Spoon relay race. • Hat, Coat and Scarf relay race in teams with the red team having a red hat, red coat and red scarf to put on before they start running. • Three-Armed relay race (tie children's arms together rather than their legs). • Parachute games such as ballooning up the parachute with learners having to run under it from one side of the room/space, before it comes down on their heads. Make it harder by having to pick something up from the floor on the way. Make it even harder by having to pick up something specific (the car, the elephant). • Large constructions for both indoors and outdoors can be used for obstacle races. • To select, access and use a wheeled toy appropriately (bikes/ scooters). Children to demonstrate you can go around an object on the bike. • Simple drills-dribbling ball bouncing relay races: • Different kicking techniques such as using the instep or side footing. • Holding onto and letting go of balls or similar (such as a small bean bag) at the right time • Batting with hands, batting balloons with bells/rice in. • Rolling balls with control/towards a target • Coordination making shapes, side stepping, walking holding a ball, walking throwing and catching, ankle kicks, high knees, shuttle runs, windmill arms, skipping with a rope, throwing items and swinging items. 	<p>EQUALS: My Outdoor School</p> <p>To be actively involved in the resourcing and telling of familiar stories, plays, poems. Tell the story of 'Sam Plants a Flower' using the text map. Gather the props identified in the story.</p> <p>EYFS</p> <p>~Likes and dislikes. Chn show understanding of the good parts of the story and what they do not like and are getting more confident at discussing this. 'I don't like...because...'</p> <p>~Bringing Words to Life-key words in story and nonfiction texts.</p> <p>*Children are understanding more complex stories, they are becoming more confident with story structures and learning new and relevant language about lifecycles of a plant.</p> <p>*Children are becoming more confident with the phonics they are learning, and this is having a positive impact on reading and writing.</p> <p>*Blending to read words independently is having an impact on the focus reading, with books that are matched to children's individual phonic ability.</p> <p>*Chn can read more complex reading books using the phonics they are learning. Chn are confident at blending and recognising a few exception words.</p> <p>*Tricky words are taught daily to read and spell until children can say them independently. Introduce children to read simple sentences and phrases as part of their focus reading. Keep re-reading until children</p>	<p>EYFS</p> <p>To 20 and Beyond.</p> <ul style="list-style-type: none"> *Counting On *Adding More *Take Away *Moving to 20 (White rose) Daily counting routines will help number skills. <p>Use number frames to introduce counting and understanding numbers beyond10. Build up slowly so that chn secure knowledge.</p>  <p>Encourage chn to match numerals to the number.</p>  <p>(let chn experience number on number lines and 100 squares in the environment. Play splat the number from Topmarks to introduce number tracks and 100 squares. This will enable chn to spot patterns in number)</p> <ul style="list-style-type: none"> *Introduce number tracks to chn, play games such as roll a dice or pick a number out of the bag and place counters to represent numbers. *Extend choose a range of containers, ask chn how many cubes will fill the container and then get

(exhale).

EQUALS: My Outdoor School

Setting trails for others to track, using natural materials to create arrows and markers.

EYFS

*Children will continue to build constructive and respectful relationships. They will share an understanding with other children about being kind to one another, listening to one another and supporting one another. This will be a focus in their play and their learning.
*Continue to have high expectations of chn following rules and instructions and being able to support other chn too.
*Continue to develop children's resilience and perseverance. When facing a challenge. Linking in with building a water system that would water their plants. Chn to work together in collaboration. Teacher to model first and then let chn have a go at doing it independently to show that they can work together, share ideas, listen, and respond to one another and self-evaluate what they have, or have not achieved.
~Continue to develop problem-solving during learning through play. Set up provocations such as den making in the outdoors. Chn to follow the routine of plan, prepare, build, and evaluate.
*Develop the understanding that it is OK to make mistakes and build perseverance in trying again and mistakes are not seen as a failure.

*Encourage chn to identify and moderate own feelings when feeling frustrated or angry. Discuss strategies and support so that chn can do this independently. Sharing, taking turns, waiting politely and tidy up after ourselves is key to building up confident resilient chn. Make it part of everyday learning.

Odd-one-out; Guess the utensil (use feely bag and guess what is inside obviously ensuring that the objects are not sharp). Use a spreading (blunt) knife to spread and cut toast, with support as and where appropriate and/or necessary.

It is also very important even at this early stage of cooking that learners are taught how to use a spreading knife safely, again through modelling and practice. They should be taught:

- to always pick up or hold the handle not the blade
- not lick or wipe their fingers along the blade
- to carry the knife with the blade pointing downwards
- if passing the knife to someone else to do so by sliding it along the table or work surface with the blade pointing away from the learners.
- when washing up to hold the handle not the knife blade - preferably washing up using a brush not a cloth. Break down using widget prompts the steps of buttering toast. Once the learner is confident at spreading, even if not perfectly, then s/he should move on to using the L grip to cut soft fruits. Using a spreading knife to make a sandwich. When children have mastered spreading and cutting with the knife children combine these skills to make a cheese sandwich.

EYFS

*Children love learning new words, especially subject-specific words learnt about their topic, E.g., seeds, flowers, leaves, stems, roots.
*Discuss which category the word is in - a cabbage is a vegetable. It's a bit like a sprout but bigger.

EQUALS: My Dance

Dance 1- Body: Jeremy Fisher Ballet (Accompaniment: The Tale Of Mr Jeremy Fisher - The Royal Ballet - YouTube and live percussion instruments. Actions: turning, jumping. Resources: bean bag frog; pop-up book showing life cycle of the frog (leaping).

Week 1: Encountering

The aim is not to directly lift moves performed by the dancer, but rather to use the idea of the dance as inspiration for cross-curricular learning about the life cycle of the frog and evolution (growing up). Watch YouTube clip of Jeremy Fisher: sit in a circle; discuss what they particularly noticed about the dance - vocabulary (leaping, twirling). Sit in a circle, legs outstretched; make fingers leap - start small, get bigger; make toes leap (lean back on hands); rotate and flick feet across the circle. Find knees, bring them up, push them down, tickle them, find ways to raise them (Imaginary strings or handle to wind them up). Curl up: grow slowly into a thin shape to tambourine shake, then quickly curl up. Squatting: try a leap from squatting, bending knees on landing. Standing: lift one knee and draw a circle with it, then the other one.

Week 2: Exploring

Travel round the floor in a long, thin tadpole shape, then grow arms and legs - wriggle bringing elbows and knees together. Crouch like a frog, knees turned out; quickly dart out an arm as if catching an insect. Standing: run bringing knees up high like Jeremy Fisher, then find a space to jump. Frog jumps: small leaps then a big leap, jump off one foot or both feet; build in turns.

Week 3: Developing Understanding

Whole group dance: ABC structure of 3 distinct sections: A - bobbing frogspawn; B - stretch into tadpole; C - squat into frog - run and leap with turns.

Dance 2: Actions- Kpanlogo Dance, Ghana (Resources- Kpanlogo! - YouTube. Accompaniment: bongo/tambour)

Week 4: Encountering

The aim is to replicate some of the moves and then combine them into a new sequence. Watch YouTube clip - what features strike them about the dance? Generate action words. Explain the origin of the dance, rooted in rituals and activities of the Ghanan people. Stand in a circle: rotate hands and feet, transferring weight from one foot to the other. Ski swings with bent knees, stretching then curling to 8 beats. Rotate hips then shoulders in different directions. Jump on the spot, then rotate through a half

are confident with what they are reading to help develop fluency.

*Through focussed writing children will be beginning to form the graphemes they are learning correctly.

*Children will be allowed to practice writing independently across the curriculum.

*Chn will be encouraged to read independently. Re-read books to build up confidence.

*Writing - Segment sounds and blend them and use letter names.

~Break the flow of speech into words.

~Form lower and capital letters correctly.

~Spell words correctly by identifying sounds and then writing down the letters.

~ Write sentences correctly using capital letters, full stops, and finger spaces.

~Chn to say sentence first.

~Chn to read back the sentence once written, to make sure it makes sense.

~ Chn use conjunctions in their writing.

*Reading- Begins to read words and simple sentences.

*Chn can read some common exception words matched in phase 4/5, do, said were.

T4W text

- Read Sam Plants a Flower
- The Gigantic Turnip

Non-fiction text

- Why do we Need Trees?
- Seed to Sunflower
- Why do we need Trees?
- Nat Geo - Spiders

Communication week

- Spinderalla
- When the ice cream had a meltdown

Shared reading

- The Bad Seed
- The Extraordinary Gardiner
- The memory Tree
- Dear earth
- In you I see
- The Colour Monster

Songs

- Farmer Plants the Seeds

them to count them in. Write the number down to match the amount then ask chn to place them in order of size.

*Introduce one more/one less with numbers to 20. Use objects first so they can see you physically counting and what happens when you take or add one. Line up the numbers (choose your own way to do this).

*Cover numbers up and ask which is one more one less. *Extend without the number line by choosing a number out of the bag and chn saying the number before and the number after.

*Play games that involve partitioning and recombining. *Play games in the outside e.g., throwing bean bags into a hoop and see how many are left, then recombine. *Move this into focussed groups to see if chn can apply in a more structured manner.

* Spatial Reasoning: Making new shapes:

Find my match, teacher to hold up a shape and chn to match it. Change orientation to see if they can still recognise. Stretch to making shapes out of cubes and see if chn can replicate the shape you make.

select, rotate, and manipulate different resources, such as, building sets, pattern blocks, magnetic and construction tiles. Encourage chn to think about the shape they want to create ensure there are pictures etc to follow. E.g., encourage chn to explore the different arrangements and shapes they can build using tangrams.



Chn to make pictures out of shapes. Think about how to construct

~During circle times focus on feeling and how to express ourselves. Encourage children to understand their emotions through story and circle games so that in play teachers can refer to the learning. Discuss the meaning of empathy and how important it is to understand how others are feeling and respect that-link it to the stories in the topic.

~Focus on good behaviour skills and children recognising how to reflect on how they deal with situations.

Develop a garden centre outside, children to work together.

~All children should be able to follow class rules.

Read - The Bad Seed

EYFS: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Discuss the different emotions we can feel.

Talk about what makes us feel certain emotions.

That makes us feel sad?

Look at different situations that make us feel sad.

Discuss about how we can make ourselves feel better.

Read - The memory tree

Circle time – children to share if they have lost anyone or anything with the group.

Children to talk about the different emotions they feel when they feel loss.

Talk to children about different strategies they can use to help with their emotions.

Children to plant a seed for someone they know.

Read - The way I feel

*Learn new vegetables, how they taste and feel (Role Play vegetable market in the provision)

*Play question and answer games to deepen knowledge about new language, where will you plant your seed? What will happen to the roots? What do we need to do to make the plant grow so that we can begin to see the root? What colour do you think the flower will be?

*Set provocations that help deal with problems-how things work and what may happen. E.g., what do plants need to grow? Our plant isn't growing-what can we do to help it? Model how to discuss and problem solve.

*Through bringing words to life games ensure children use new language repeatedly through the week in focus learning and play. Write up new language and keep referring to it and reviewing it in different contexts. Teacher to keep modelling new language and ensuring it is said in the right context.

*Children discuss what they have learnt about the story answering who, what, where, when and how questions and in real contexts about growing and planting-linking to non-fiction books.

*Continue to build up incidental talk, modelling, 'I think your plant is the tallest. Do you think it will grow any taller? Encourage children to ask questions of each other, particularly during focussed learning.

EYFS: Know and talk about the different factors that support their overall health and wellbeing: healthy eating

circle to 8 beats, then the other way Bend knees, wide gait, pass the stamp from one foot to the other round the circle.

Week 5: Exploring

Teach a few dance steps copy-me fashion, so that they become progressively harder. Feet apart and flat, arms outstretch, do a shimmy shake; repeat, facing neighbour. Maintain low posture, wide knees, teach stepping action: little steps, lift right foot, then right foot forward then back; perform on spot, turn, in and out of circle; increase speed. Teach alternating heel step with foot up, from foot to foot, knees bent. Hip twist: lift feet alternately with knee and foot at right angles, and twisting hip; increase speed. Cupped hand outstretched, head bent over; combine

with stepping action on spot, then a circle on the spot, and then a whole circle to right and left. Carrying basket: same step as above, one hand on hip the other raised and curved with palm upwards; perform on spot, then in circle on spot, then whole circle R and L. Chicken flap: hands on hips, rotate shoulders in and out, jump to centre, then right, centre, left. Pushing the boat out: three small jumps forward in limbo position with arms outstretched as if pushing, then one jump back but bending forwards

Week 6: Developing Understanding

Create a dance with an ABC pattern of three distinct moves; this could be extended or repeated twice. Teacher-led whole class: Copy-cat dance in a circle, or in pairs next to each other. Small groups: One pair stands behind the other. Decide on three actions and how pairs will move to perform them.

EQUALS: My Physical-Healthy Eating

Explore drinking enough in a day, that is, at least 2 litres. How many glasses is that? Emphasise that it's about drinking water not just liquid.

EYFS

*Continue to develop small motor skills through drawing, painting, using scissors correctly and knives and forks when eating.

In their role play, they will dress and undress dolls, play with the small world. Through their topic, they will plant seeds, watch them grow and care for them.

Make on-going assessment to ensure children's confidence in using fine motor skills is appropriate.

*Continue to develop core skills through yoga and PE so that children's posture when sitting at a table or a floor is correct.

➤ Plants, Stem, Leaves, Flower - Parts of a Plant Song

Educational Visits

➤ Walk to local area park.

NC

Reading - word reading

- Pupils should be taught to:
- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Reading - comprehension

- Pupils should be taught to:
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart.

Writing - transcription

Spelling

- Pupils should be taught to:
- spell: words containing each of the 40+ phonemes already taught
- common exception words

complex 2D pictures and patterns from 3D

shapes challenge them to build on, e.g. can you add a bridge.

NC

Number - number and place value

Pupils should be taught to:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- given a number, identify 1 more and 1 less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words

Number - addition and subtraction

- Add and subtract one-digit and two-digit numbers to 20, including 0

Measurement

- Pupils should be taught to:
- compare, describe and solve practical problems for:
- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- mass/weight [for example, heavy/light, heavier than, lighter than]

<p>Discuss the different emotions we can all feel and what situations make us feel that way, refer back to the story.</p> <p>Read - The Colour Monster</p> <p>Talk about the different emotions that we feel. Discuss what to do when we feel certain emotions.</p>	<p>Healthy Eating Talk about being healthy. Talk about what foods you might eat in the summer.</p> <p>Children to make and follow instructions to make a salad and a fruit salad.</p>	<p>*Create challenging obstacle courses that enable chn to combine different movements with ease and fluency, through tunnels, climbing on a chair, jumping into a hoop, running, and lying down. *Build up chn ready for sports in the outdoors, racing, jumping over hurdles. Think about the change of speed and direction to challenge, football games, etc. *Continue to develop ball skills, including throwing, catching, kicking, passing, etc. *Introduce bats and balls support chn to be able to bat accurately and bat back. Chn will need plenty of time to practise this skill. Ensure chn access a range of resources, different bats, different weight, and size balls, e.g., football, beach ball, tennis ball, tennis bat, rounders bat, cricket bat, etc. *Continue to teach chn in school and build workshops with parents about living healthy. The importance of keeping fit, eating healthily, toothbrushing, bedtime, screen time. *Keeping safe on the roads. Take chn out and practise the Green Cross Code, invite a police person or a crossing guard to go through the rules and the importance of keeping safe. Set up scenarios' for chn to practise. Set up roads in the outdoors/indoors. Chn holding hands with parents when crossing the road, walking across the road, what to do if on bikes and scooters-get off and walk across. Do not ride near the road ect.</p>	<ul style="list-style-type: none"> ➤ the days of the week ➤ name the letters of the alphabet: ➤ naming the letters of the alphabet in order <p>Handwriting</p> <ul style="list-style-type: none"> ➤ Pupils should be taught to: ➤ sit correctly at a table, holding a pencil comfortably and correctly ➤ begin to form lower-case letters in the correct direction, starting and finishing in the right place ➤ form capital letters ➤ form digits 0-9 <p>Writing - composition</p> <ul style="list-style-type: none"> ➤ Pupils should be taught to: ➤ write sentences by: ➤ saying out loud what they are going to write about ➤ composing a sentence orally before writing it ➤ sequencing sentences to form short narratives ➤ re-reading what they have written to check that it makes sense <p>Writing - vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> ➤ Pupils should be taught to: ➤ develop their understanding of the concepts set out in English appendix 2 by: ➤ leaving spaces between words ➤ joining words and joining clauses using 'and' ➤ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. <p>Learn the instruction text of how plant a sunflower. Internalise instruction text.</p> <p><i>Focus</i> – Draw the instructions. Then plant their sunflower seeds.</p> <p>Healthy eating Children to make posters about keeping healthy.</p> <p>Children to learn and make instructions of how to make a smoothie.</p>	<ul style="list-style-type: none"> ➤ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] <p>Geometry - properties of shapes</p> <ul style="list-style-type: none"> ➤ Pupils should be taught to: ➤ recognise and name common 2-D and 3-D shapes, including: ➤ 2-D shapes [for example, rectangles (including squares), circles and triangles] ➤ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] <p>Geometry - position and direction</p> <ul style="list-style-type: none"> ➤ Pupils should be taught to: ➤ describe position, direction and movement, including whole, half, quarter and three-quarter turns
--	--	--	--	--

			<p>Read Nat Geo- Spiders</p> <p>Non-chronological report on spiders.</p> <p>Children to create a fact file on spiders using drawing and sentences.</p> <p>Children to draw and label the lifecycle of a spider.</p>	
--	--	--	---	--